

University Policy Statement

Students matriculating at Bowie State University should complete all degree requirements within six (6) years based on the programs of study in effect at the time of their first enrollment. Students who prolong completion of degree requirements beyond seven (7) years must meet the degree requirements in effect at the time of graduation and may be required to repeat or take additional course work.

The provisions of this publication are not to be regarded as an irrevocable contract between the student and Bowie State University. This Catalog serves as the basic document for academic information, for relevant University policies, and for assisting the student in planning for successful completion of all degree requirements. The University reserves the right to make changes in fees or charges; course offerings; course content; programs; academic requirements; and other policies, procedures, and regulations. However, any necessary changes will be made according to established procedures that protect the integrity of the University and the student's interest and welfare. Even if not printed in this Catalog, departmental curricular changes, policies, and procedures may still apply.

University Affirmative Action Statement

Bowie State University shall not discriminate against any individual on the basis of race, color, religion, age, ancestry or national origin, sex, sexual orientation, disability, marital status, or veteran status. All policies, programs, and activities of the University are and shall be in conformity with all pertinent Federal and state laws of nondiscrimination, including, but not limited to, Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Equal Pay Act of 1963; the Age Discrimination Act; the Americans with Disabilities Act of 1990; Federal Executive Order No. 11375, and Article 49B of the Annotated Code of Maryland. This commitment applies in all areas and embraces faculty, staff, and students.

Equal opportunity of access to academic and related programs shall be extended to all persons. Bowie State University shall have as its firm objective equal opportunity in recruitment and hiring; rate of pay; and all other promotions, training, retention, and dismissals of all employees and applicants for employment. The University will stress equal access for employees and applicants for employment to all programs and services provided by the University, both on and off campus. The University also will provide equal opportunity and an atmosphere of nondiscrimination with respect to women and members of minority groups in all its operations. In addition, the University shall promote equal opportunity and equal treatment through a positive Affirmative Action Program.

*From the **Bowie State University Policies and Procedures Manual** – Section VI – 1:00 – Equal Opportunity Statement*

Table of Contents

TABLE OF CONTENTS

History.....	1
Institutional Identity	2
Vision.....	3
Mission	4
Core Values	4
Institutional Goals.....	4
Carnegie Classification	5
Academic Accreditation	5
University Buildings and Facilities.....	6
Campus Map - Web Address.....	8
Academic Calendar	9
Boards	11
Executive Officers	13
Academic Officers	13
Administrative Officers	13
Administrative Staff	14
School Administrative Officers.....	15
School of Arts and Sciences	17
School of Education	24
School of Professional Studies	26
School of Business.....	29
Undergraduate Admissions.....	31
Admission Procedures	31
Admission Requirements	31
Admission Standards.....	35
Summer Bridge Program.....	36
Residency Policy.....	36
Maryland Higher Education Commission Transfer Pol. Author.....	40
Evaluation of Transfer Credits.....	51
Admission of Veterans	51
Veterans Benefits.....	52
Senior Citizens.....	52
Pre-Professional Preparation	52
Concurrent Enrollment	53
Second Bachelor’s Degree (Including Teacher Certification).....	54
Financial Regulations and Expenses	55
Payment Policy.....	55
Fall 2008 – Spring 2009 Schedule of Charges	57
Summary of Tuition and Fees	61
Financial Aid	64
Application Procedures.....	64
Eligibility Criteria	65
Determining Financial Need	65
Important Financial Aid Deadlines.....	65
Federal Student Aid Programs	66
Parent Electronic Master Promissory Notes	67

Student Electronic Master Promissory Notes.....	67
GRAD PLUS Electronic Master Promissory Notes	67
Complete On-line Entrance Counseling for Direct Loans	67
Complete On-line Exit Counseling for Direct Loans	67
Maryland State Scholarship Programs.....	68
Bowie State University Institutional Scholarships	72
Bowie State Academic Scholarships	73
District of Columbia Financial Aid Programs.....	73
Financial Aid Policies.....	74
Student Code of Conduct.....	80
Office of Judicial Affairs	81
Student Clubs, Org., Frat., Soro., and Honor Societies	81
Publications.....	89
Student Life and Academic Support Services	90
New Student Orientation.....	90
Housing and Residential Life.....	90
Athletics	90
Intercollegiate Athletics	90
Intramural Sports	91
The Gymnasium and Athletic Facilities.....	91
Commuter Affairs and Community Services.....	91
Bowie State University Symphony of Soul Band Program.....	91
University Centre/Alexander Wiseman	92
Programs and Special Events	92
Leadership Institute	92
Academic Advisement Center	92
ADA (Americans with Disabilities Act) Services	93
Office of Testing Services.....	94
Student Support Services/TRIO Program.....	94
PRISEM Centers.....	95
International Students	95
Career Services and Cooperative Education	96
Henry Wise Student Health and Wellness Center	96
Counseling and Student Development Center	97
BowieCard Office	97
Department of Public Safety.....	98
Special Programs and Resources	100
The Thurgood Marshall Library.....	100
Office of Graduate Studies	100
Continuing Education and External Programs	101
Off-Campus Sites.....	101
Summer Semester.....	102
Mini-Semester.....	103
Portfolio Program (Credit for Life Experience)	103
Distance Education	103
Telecommuting Center and Community Network.....	104
University Honors Program.....	105
Bowie State Satellite Operation and Control Center (BSOCC)	106
Military Science.....	107
Office of Media Operations	109

Division of Information Technology.....	110
Official Communication Email Policy	111
Office of Equal Employment Opportunity	111
Academic Regulations and Requirements	112
Standards of Work Required.....	112
Registration.....	112
Dean’s List	114
Satisfactory Performance.....	114
Unsatisfactory Performance	114
Withdrawal from the University	115
Reinstatement.....	115
Re-admission after Academic Dismissal	116
Re-admission after Social Suspension	116
Expulsion from the University.....	116
Academic Clemency Policy.....	116
Student Credit Load	116
Classification of Students	117
Course Numbering	117
Grading System	117
Transcript Notation.....	118
Grade Point Average	118
Course Repeat Policy	119
Grade Changes	119
Student Grade Appeal Procedures	119
University Policy Regarding Academic Honesty.....	120
Policy on Plagiarism	120
Change of Address, Name, and Social Security Number	121
Declaring a Major (Academic Plan).....	121
Double Majors	121
Changing a Major	121
Non-Degree Seeking Students	122
Concurrent Undergraduate-Graduate Registration.....	122
Courses Taken at Other Institutions	122
USM Concurrent Inter-Institutional Registration Program.....	123
Additional Means of Earning Credit.....	123
Credit for Service in the Armed Forces	123
Transfer Credits.....	123
Advanced Placement Credit.....	124
CLEP Examinations	125
Credit by Examination – Challenge Examination	130
Graduation and Degree Requirements.....	130
Graduation Application.....	130
Degree Requirements	130
Graduation with Honors	131
Academic Recognition.....	132
Transcripts.....	132
Student Records	132
Family Educational Rights and Privacy Act of 1974	132
General Education and Institutional Requirements	134
Programs of Study.....	138

School of Arts and Sciences	138
Department of Communications	139
Department of Computer Science	149
Department of English and Modern Languages	159
Department of Fine and Performing Arts	174
Department of History and Government.....	208
Department of Mathematics	223
Department of Natural Sciences	239
School of Business.....	252
Department of Accounting, Finance, and Economics.....	255
Department of Management Information Systems	263
Department of Management, Marketing, and Public Admin.	269
School of Education	282
Department of Teaching, Learning and Professional Development.....	284
School of Professional Studies	298
Department of Behavioral Sciences and Human Services	299
Department of Nursing	313
Department of Psychology.....	328
Department of Social Work	335
Course Descriptions	344

PRESIDENT'S MESSAGE

Welcome to Bowie State University



You are beginning one of life's most exciting adventures, as you embark on the path toward a baccalaureate, master's or doctoral degree. This catalog provides a broad overview of Bowie State University (BSU) and a list of programs, courses, requirements, and services that provide the information you will need to make sound decisions about your academic career. Please use the information to plan your class schedules and for the efficient fulfillment of all requirements for your respective degree program.

As Maryland's oldest Historically Black College and University (HBCU) and one of the oldest in the nation, the University takes great pride in its history as it reaches for a broad based and relevant future. Today, the hallmark of our approach is excellence in education and service. You will be served by a dedicated group of talented faculty and staff. We are here to provide you with the highest quality education, ensuring that you are well prepared to enter the work force, professional, or graduate school. Our service will be guided by our strong core values—**Excellence, Civility, Integrity, Diversity, and Accountability.**

Congratulations on being admitted to Bowie State University and deciding to pursue your degree at one of the finest public institutions in the country. The relationships you form here will be among the most memorable and treasured of your lifetime.

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

Mickey L. Burnim, Ph.D.
President

CAMPUS DIRECTORY

Note: To call a campus office from a campus telephone, dial 2 and the 4-digit extension listed here (i.e., 24000). To call from off-campus, use 301-860-xxxx.

Academic Affairs/Provost, Division of.....	3460
Academic Advisement Center.....	4072
Accounting, Finance and Economics Department.....	3621
Accounts Payable.....	3485, 3486
Administration and Finance, Division of.....	3470
Admissions.....	1-877-77BOWIE (toll-free) or 3415
Alcohol, Tobacco, and Other Drug Prevention Center (ATOD).....	4127
Alumni Relations.....	4327
Alumni Reunion and Programs.....	3939
Athletics.....	3570
Auxiliary Services, Office of.....	3792
BowieCard.....	3795
Follett Bookstore.....	4350
Sodexo Food Services.....	3801
FedEx Kinko's.....	4061
Behavioral Sciences and Human Services Department.....	3100
Bookstore, Follett.....	4350
Bowie State University Foundation.....	4314
BSOCC (Bowie Satellite Operations and Control Center).....	3879
BSU-TV Station.....	3666
Budget and Finance.....	4360
Bulldog Connection (Division of Information Technology Help Desk).....	4357
Campus Police.....	4040
Emergency.....	HOTT or 4688
Career, Cooperative Education (Co-op), and International Student Services.....	3825, 3828, 3832
Center for Excellence for Teaching and Learning.....	3275
Communications Department.....	3700
Commuter Affairs.....	3835
Computer Science Department.....	3960
Super Computer.....	3960
Conference Services (Wiseman Student Center).....	3810
Continuing Education.....	3592
Controller's Office.....	3475
Counseling Department.....	3367
Counseling Services.....	4164
Dean of Students.....	3394
Disability Support Services.....	4067
Educational Studies and Leadership Department.....	3246
English and Modern Languages Department.....	3670
Dorothy Sizemore Smith Computer-Assisted Writing Center.....	3676
Reading Laboratory.....	3720

Equal Opportunity and Labor Relations Officer	3442
Facilities Management Service Desk.....	4190
Federal Research and Development	4340
Financial Aid	3540
Fine and Performing Arts Department	3750
Food Services, Sodexho	3801
Catering	3805
Gold Room	3802
General Counsel.....	3555
Gifts to BSU	4300
Graduate Student Association	3310
Graduate Studies	3406
Henry Wise Wellness Center	4170
History and Government Department.....	3600, 3601
Honors Program	4090
Housekeeping (ABM)	301-860-1111
Housing (Office of Residence Life)	5000
Alex Haley Residential Complex	4259
Christa McAuliffe Residential Community	1600
Don S. Goodloe Hall.....	5000
Dwight Oliver Holmes Hall.....	4291
Harriet Tubman Hall	4284
Lucretia Kennard Hall	5924
Towers Hall.....	4276
Human Resources	3450
Information Technology, Division of.....	4350
Information Technology Help Desk	HELP or 4357
Institutional Advancement, Division of.....	4300
International Student Services.....	3832
Judicial Programs and Mediation.....	3394
Library (Thurgood Marshall Library)	3850
Circulation Desk.....	3870
Reference Desk.....	3862
Management Information Systems Department.....	4020
Management, Marketing and Public Administration Department.....	3623
Mathematics Department	3350
Media Operations	3900
Military Science Department (ROTC)	3560
Model Institutions for Excellence (MIE) Program.....	3875
PRISEM Tutoring Center	3999
Natural Sciences Department.....	3330
Nursing Department	3201

Operator.....	4000
Payroll	3480, 3483
Placement Testing.....	3295
Planning, Analysis and Accountability	3599
(Institutional Research)	
Police Department	4040
Police Operations	4050
Emergency	HOTT or 4688
Portfolio Program	3460
PRAXIS Lab	3157
President’s Office	3555
Procurement/Purchasing Department	4213
Asset Management	4211
Mail Room	4207
Transportation.....	4210
Psychology Department.....	3259
Registrar	3730
Research and Sponsored Programs	4340
Title III	4340
Residence Life, Office of (see Housing).....	5000
School of Arts and Sciences	3320
School of Business.....	3590
School of Education	3230
School of Professional Studies	4700
Social Work Department.....	3248
Student Accounts	3490
Student Affairs, Division of	3390
Student Center (Wiseman).....	3810
Student Government Association	3796
Student Life	3835
New Student Orientation	3835
Commuter Affairs and Community Services	3835
Intramural and Recreation Programs.....	3812
Student Support Services, (Trio)	3298
Teaching, Learning and Professional Development Department	3130
Telecommunications (Operator).....	4000
Telecommuting Center	4939, 4913
Testing Services.....	3295
<i>The Spectrum</i> (BSU Student Newspaper)	3609
Tutoring PRISEM Tutoring Center	3999
Mathematics	
Reading	
Writing	
University Relations and Marketing.....	4321
Veteran Services	3432

WBSU Radio	3799
Wellness Center, (Henry Wise)	4170
Wiseman Student Centre	3810

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 himself or herself 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 Computing Accreditation Commission (CAC) of the Accreditation Board for Engineering and Technology (ABET)

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 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

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 a 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 School 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.

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.

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: www.bowiestate.edu/about/visiting/map/



**Bowie State University
Academic Calendar
2008 – 2009**

FALL SEMESTER 2008

September 1	Labor Day (University Closed)
September 2	First Day of Classes
September 2 - 8	Late Registration
September 8	Last Day to Add/Drop, or Register for class
September 18 & 20	English Proficiency Examination 1st eight weeks
September 30	Last Day to withdraw 1st eight week courses
October 3	Last Day to apply for December 2008 Graduation
September 9	Graduate Comprehensive Examination Orientation
September 24	President's State of the University Fall Convocation
October 4	Graduate Comprehensive Examination
October 5	Last Day to Remove Spring 2008 Grades of "I" (Incomplete) Undergraduates Students
October 20 - 24	Mid-Term Evaluation for Undergraduates
October 27	End of 1st Eight Week Classes (grades due within 72 hours) Mid-Term Grades for Undergraduate due by 5:00 PM
October 28	Second Eight Week Classes Begin
November 6 & 8	English Proficiency Examination 2nd eight weeks
November 10	Last Day to change from Credit to Audit Last Day to drop with grade of "W"
November 17 - 21	Winter-Spring Advisement/Registration for Continuing Students
November 21	Last Day to withdraw from 2nd eight week courses
November 26 - 30	Thanksgiving Break
December 1	Classes Resume
December 5	Last Day to apply and pay for May 2009 Graduation
December 5 - 11	Final exams for December Graduation Candidates
December 14	Grades for ALL December Graduation Candidates due by Noon
December 19	Second Eight Week Classes End
December 15	Last Day of Classes
December 15 - 19	Graduation Clearance
December 16 - 22	Fall 2008 Final Examinations for non graduating students
December 19	Commencement Rehearsal
December 20	December 2008 Graduation
December 22	Last Day to change Fall 2007 Graduate Incomplete grades
December 23	End of semester (University closes at 5:00 PM)
December 26	Last Day to Submit fall 2008 grades

Bowie State University reserves the right to change all dates.

SPRING SEMESTER 2009

January 5	University Reopens
January 5	Winter Session Classes Begin
January 5 & 6	Winter Session Late Registration
January 7	Last Day to Drop Winter Course
January 9	Last Day to W/D from Winter Session
January 19	Martin Luther King Jr. Holiday (No Classes)
January 22 - 23	Registration
January 23	Last Day of Winter Classes
January 26	First Day of Spring 2009 Classes
January 26 - 30	Late Registration
January 26	Final Winter Grades Due by 5:00 PM
January 30	Last Day to Add/Drop, or Register for class
February 10	Graduate Comprehensive Examination Orientation
February 11	Spring 2009 Convocation
February 27	Last Day to Withdraw 1st 8 week courses
March 7 & 14	Graduate Comprehensive Qualifying Examination
March 13	Last Day to Remove Fall 2008 Incomplete Grades for Undergraduates
March 9 - 13	Mid -Term Evaluation for Undergraduates Mid- Term Grades posted
March 16 - 20	Spring Break
March 23	Classes resume
March 27	End of 1st Eight Week Classes
March 30	2nd Eight Week Classes Begin
April 6	Last Day to Withdraw with (W) or Change from Credit to Audit
April 13 - 17	Advisement Week (Undergraduates)
April 20	Summer/Fall 2009 Registration Begins Apply for August and December Graduation
April 27	Last Day to Withdraw from 2nd Eight Week Session
May 1 - 7	Final Exams for May 2009 Graduation Candidates
May 11	Grades for Graduating Students due by 5:00 PM
May 11 - 15	Graduation Clearance
May 12	Last Day of Classes
May 16	Commencement
May 13 - 19	Final Exams for Continuing Students
May 22	End of Semester Last Day to remove Spring 2008 Incomplete grades (Graduate Students only) Final Grades due by 5PM

Bowie State University reserves the right to change all dates.

BOARDS

Maryland Higher Education Commission

James E. Lyons, Sr., Secretary of Higher Education

Joshua Ackerman
Joann A. Boughman
Mark R. Frazer
Anwer Hasan
Leronia A. Josey
James G. Morgan
Nhora Barrera Murphy
Kevin M. O'Keefe, Chairman
Emmett Paige, Jr.
Chung K. Pak
Paul L. Saval
Donald J. Slowinski, Sr., Vice Chairman

Board of Regents Members University System of Maryland

Norman R. Augustine
Patricia S. Florestano, Treasurer
R. Michael Gill, Secretary
Barry P. Gossett, Assistant Treasurer
Alicia Coro Hoffman
Orlan M. Johnson, Vice Chairman
The Hon. Francis X. Kelly, Jr.
Clifford M. Kendall, Chairman
The Hon. Marvin Mandel
Joshua L. Michael, Student Regent
The Hon. C. Thomas McMillen, Assistant Secretary
David H. Nevins
A. Dwight Pettit, Esq.
Dr. Frank M. Reid, III
The Hon. Roger L. Richardson, ex officio
James L. Shea
Thomas G. Slater, Esq.

Bowie State University Foundation, Inc.

Mr. Timothy J. Adams, Chairman
Mr. Nathaniel H. "Trae" Byrd
Mr. Gregory M. Gill
Mr. Thomas H. Graham
Mrs. Mildred Ridgley Gray
Mr. Jason L. Groves, Vice Chairman
Mr. Keith Holmes
Mr. M.A. "Mike" Little, Treasurer
Dr. Richard Lucas, Jr.
Lieutenant Colonel Robert Myles
The Honorable Douglas J.J. Peters
Ms. Jacqueline W. Sales
Ms. Kimberly Stokes
Ms. Betty B. Turner

Dr. Karl Brockenbrough - Ex-Officio
Dr. Mickey L. Burnim - Ex-Officio
Ms. Addie Martin, Ex-Officio

Bowie State University Board of Visitors

The Honorable Joanne C. Benson
Ms. Toni Braxton
Ms. Essie L. Calhoun
Dr. James A. Dula
The Reverend Dr. Kerry A. Hill
The Honorable Carolyn J.B. Howard
Mr. Dante Lee
Mr. D. Michael Lyles, Esq., Vice Chairman
The Honorable William Missouri
Mr. Stephen Neal
Mr. G. Steve Proctor
The Honorable James E. Proctor, Jr.
Mr. Joshua I. Smith, Chairman of Board
The Reverend Dr. Cynthia A. Snavelly, Secretary
Mrs. Colette Youngblood

**National Alumni Board of Directors
2006-2008**

President	Addie Martin
1st Vice President	Vacant
2nd Vice President	McKinley Hayward
Treasurer	Barbara Butler
Corresponding Secretary	Brenda Overton
Financial Secretary	Evelyn D. Wright
Recording Secretary	Pamela Ambush-Burris
Parliamentarian	Theresta Lanier
Historian	Deone Hammond-Hatcher
Chaplain	Diane Wilson Bragg
Student Government Association	Tamisha Jackson, President
Senior Class	Leonard Smith, President
Graduate Student Association	Kelechi Anyanwu, President
Alumni Relations Office	Darren M. Swain

Alumni Association Chapters and Presidents

ALUMNI 2000	Anita Ford
ANNE ARUNDEL	Patricia Handy
BALTIMORE	Clarence Mollock
CAMPUS BASED	Dr. Cubie Bragg
CHARLOTTE	Robert Mahoney
FREDERICK/CARROLL	J. Sidney Sheppard
HARFORD/CECIL	Cora C. Wilson
LOWER SHORE	McKinley Hayward
METROPOLITAN	Robert Myles, Jr.
MONTGOMERY	Henry Williams, Sr.
NURSING	Shiree Arvin
PRINCE GEORGE'S	Addie L. Martin
TRI-COUNTY	Zara Evans

EXECUTIVE OFFICERS

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

Roosevelt Newson, D.M.A.
Provost and Senior Vice President for
Academic Affairs
B.M., Southern University
M.M., D.M.A., Peabody Conservatory of
Music, The Johns Hopkins University

Karl B. Brockenbrough, Ph.D., CPA
Vice President for Finance and
Administration
B.A., Penn State University
Ph.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

Al Valbuena, Ph.D.
Vice President for Information
Technology
B.S., University of Kansas
M.S., Ph.D., Penn State University

ACADEMIC OFFICERS

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

Richard P. Bradberry, Ph.D.
Dean, Thurgood Marshall Library
B.S., Alabama State University
M.S. L. S., Atlanta University
Ph.D., University of Michigan

Antoinette A. Coleman, Ph.D.
Dean, School of Professional Studies
B.A., University of Maryland Eastern
Shore
M.S.W., Ph.D., University of Maryland
Baltimore

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

Traki Taylor-Webb, Ph.D.
Dean, School 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

Derek Carter, M.S.
Director of Athletics
B.S., Virginia Tech
M.S., The University of Tennessee,
Knoxville

Christina B. Davies, M.A., C.P.A.
Comptroller
B.S., M.A., Bowie State University

Dorothy Holland, B.S.
Dean of Students/Coordinator, Judicial
Affairs
B.S., Bowie State University

Mr. Jamie R. Hoots, M.P.P.M.
Director, Budget and Finance
A.A., ICM School of Business
B.S., Robert Morris University
M.P.P.M., University of Pittsburgh

Donald Kiah, M.Ed.
Assistant Vice President for Enrollment
Management
B.S., Oberlin College
M.Ed., Howard University

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

Yolanda Johnson Pruitt, J.D.
Assistant Vice President for
Development
B.S., University of Maryland College Park
J.D., University of Maryland School of
Law

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

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

ADMINISTRATIVE STAFF

Shirelle Briscoe, Ed.D.
Acting Director, Academic Advisement
Center
B.S., M.A., Bowie State College
Ed.D., Indiana University of Pennsylvania

Vera Chesley, M.S.
Director, Media Operations
B.S., Morgan State University
M.S., Southern Illinois University at
Edwardsville

John Cunningham, M.B.A., CPA
Senior Director, Auxiliary Services
B.S., M.B.A., Virginia Commonwealth
University

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

Michael Harris, B.S.E.
Director, Facilities Management
B.S.E., Princeton University
Sheila Hobson, M.P.A.
Senior Director, Human Resources
B.S.W., Temple University
M.P.A., The American University

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

Jerry L. Isaac, M.A.
Assistant Dean
Director, Montgomery County Programs
B.A., Hampton University
M.A., The 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., The College of William and Mary
M.S., Old Dominion University
Ph.D., The 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

Gail Medford, Ph.D.
Director, Center for Excellence in
Teaching and Learning
B.A., Xavier University
M.A., University of South Carolina
Ph.D., University of Maryland College
Park

Dale M. O'Neal, M.Ed.
Director, Career, Coop & International
Student Services
B.S., M.Ed., Bowie State University

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

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

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

Tammi L. Thomas, M.B.A.
Director, University Relations and
Marketing
B.S., Alabama State University
M.B.A., University of Baltimore

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

Elaine J. Davis, Ph.D.
Chair, Department of Natural Sciences
B.S., St. Augustine's College
M.S., Atlanta University
Ph.D., Meharry Medical School

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

Anne L. Gaskins Nedd, Ed.D.
Chair, Department of English and
Modern Languages
B.A., St. Augustine's College
M.A., Howard University
Ed.D., Temple University

Marion H. Harris, DPA
Chair, Department of Management,
Marketing, and Public Administration
M.U.A., University of Pittsburgh
M.P.A., DPA, University of Southern
California

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

Rhonda Jeter-Twilley, Ph.D.
Chair, Department of Counseling
B.A., M.S., University of Albany
Ed.D., The George Washington University

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

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

Marsha Mims-Word, Ed.D.
Special Assistant to the Dean, School of
Education
B.S., M.A., Ed.D., Bowie State University

Cosmas Nwokeafor, Ph.D.
Assistant to the Provost for Graduate
Studies
B.A., M.A., Ph.D., Howard University

Elliott Parris, Ph.D.
Chair, Department of Behavioral
Sciences and Human Services
B.A., Howard University
M.A., The Catholic University of America
Ph.D., University of Sarasota

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

Doris Polston, Ed.D.
Chair, Department of Social Work
B.A., Virginia State College
M.S.W., Howard University
M.Ed., Ed.D., Columbia University

Barbara Smith, M.Ed.
Chair, Department of Teaching,
Learning, and Professional Development
B.S., M.Ed., Bowie State University
Ed.S., The George Washington University

Sadanand Srivastava, Ph.D.
Chair, Department 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

Otis Thomas, Ph.D.
Interim Chair, Department of
Communication
B.A., M.A., Webster University
Ph.D., Howard University

SCHOOL OF ARTS AND SCIENCES

Dean: George Acquah

Department of Communications

Interim Chair: Otis Thomas

Doris W. Gillard, M.A.
Assistant Professor of Communications
B.A., M.A., Bowie State University
M.A., The American University

Cosmas Nwokefor, Ph.D.
Assistant Professor Communications
B.A., M.A., Ph.D., Howard University

Wei Sun, Ph.D.
Assistant Professor of Communications
B.A., Qufu Normal University, Shandong
(China)
M.A., Beijing Normal University (China)
M.A., Edinboro University of
Pennsylvania
Ph.D., Howard 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)
MBA, Southeastern University
Ph.D., Howard University

Department of Computer Science

Chair: Sadanand Srivastava

Okon Akpan, Ph.D.
Associate Professor of Computer
Science
B.A., Maryville College
M.S., University of Tennessee
M.S., University of South West Louisiana
Ph.D., Louisiana State University

Amrinder Arora, D.Sc.
Assistant Professor of Computer Science
B. Tech., Indian Institute of Technology,
Delhi
M.S., D.Sc., The George Washington
University

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

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

Hoda El-Sayed, D.Sc.
Assistant 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.
Assistant 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

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

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

Mark Matties, Ph.D.
Assistant Professor of Computer Science
B.S., University of Michigan
M.S., Bowie State University
Ph.D., University of Akron

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

Sharad Sharma, Ph.D.
Assistant 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, M.S.
Lecturer of Computer Science
B.S., Bowie State University
M.S., Bowling Green University

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

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

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

Chair: Anne L. Gaskins-Nedd

Gayla Bell, M.A.
Lecturer of English
B.A., Western Illinois University
M.A., Howard University

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

Robin Brooks, M.A.
Laboratory Assistant, Writing Center
B.A., Florida State University
M.A., University of Wisconsin - Madison

Hardy M. Cook, Ph.D.
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

Anne L. Gaskins-Nedd, Ed.D.
Professor of English
B.A., St. Augustine's College
M.A., Howard University
Ed.D., Temple University

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

Stephanie D. Johnson, M.S.
Assistant Professor of English/Writing
Center Coordinator
B.A., Florida State University
M.S., Florida A & M University

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

Irmagard Langmia, M.A.
Lecturer of English
B.A., M.A., University of Yaounde
(Cameroon)

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

Mary H. McManus, Ph.D. (Emeritus)
Associate Professor of English
B.A., M.A., Virginia State University
Ph.D., University of Maryland College
Park

Catherine Payne, L.L.B.
Lecturer of English (Acting Assistant
Coordinator, Writing Center)
B.A., M.A., University of Ibadan
L.L.B., University of West Indies

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

Renee Shea, Ph.D.
Professor of English
B.A., Washington University
M.A., Northwestern University
Ph.D., University of Pennsylvania

Richard Sterling, Ph.D.
Professor of French
B.A., The American University
M.A., The 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

Dr. Wei-hsuing (Kitty) Wu Wheat, Ph.D.
(Emeritus)
Professor of English
B.A., Soochow University
M.A., University of California Los Angeles
Ph.D., University of Maryland College
Park

C. Jenise Williamson, M.F.A.
Associate Professor of English
B.A., Oswego State University
M.F.A., University of Maryland College
Park

Debbie Wilson, D.P.C.
Lecturer of English
B.A., Saint Augustine's College
M.A., Indiana University of PA
D.P.C., Andersonville Seminary

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., The Union Institute

Allen Gardner, M.Ed.
Assistant Band Director
M.Mus.Ed., Howard University
M.Ed., George Mason University

Marymal Holmes, D.M.A.
Associate Professor of Music
B.M., North Carolina School of the Arts
M.M., D.M.A., The Catholic University of
America

Clarence E. Knight, Jr., Ed.D.
Professor of Music
B.Mus.E., M.Mus.E., Howard University
Ed.D., The 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/Computer
Graphics Art
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 School of Arts
and Sciences

Gilbert Pryor, Jr., M.A.
Lecturer of Music Technology
B.M.E., 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

Department of History and Government
Chair, M. Sammye Miller

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

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

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

Frankie Hutton, Ph.D.
Associate Professor of History
B.S., North Carolina Agricultural and
Technical State University
M.A., University of South Carolina
Ph.D., Rutgers, The State University of
New Jersey

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

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

James C. Mauer, Ph.D.
Lecturer of History
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 College
Ph.D., The Catholic University of America

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

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

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

Diarra O. Robertson, Ph.D.
Assistant Professor of Government
B.A., Xavier University
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.
Assistant Professor of Philosophy and
African American Studies
B.A., M.A., Ph.D., Howard University

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., The 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: Elaine J. Davis

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

Douglas Council, Ph.D.
Professor of Chemistry
B.S., Benedict College
Ph.D., Oklahoma University

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

Apostolos G. Gittis, Ph.D.
Assistant Professor of Physics
B.S., Sofia University
Ph.D., Virginia Polytechnic Institute and
State University

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

Shams-ul-Islam Khan, Ph.D.
Professor of Biology
B.Sc., B.Sc. Hons, M.Sc., Panjab University
Ph.D., University of Minnesota

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

Pete Nicely, Ph.D.
Assistant Professor of Chemistry
B.S., University of West Indies
Ph.D., Howard University

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

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

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

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

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

Tamara A. Tatum-Broughton, Ph.D.
Assistant Professor of Biology
B.S., Xavier University
Ph.D., Howard University

George N. Ude, Ph.D.
Assistant 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

SCHOOL 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., The Union Institute

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

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

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

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

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., The University of Albany
Ed. D., The 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.
Professor of Counseling
B.S., Lincoln University (Missouri)
M.Ed., Bowie State University
Ed.D., The George Washington University

Department of Teaching, Learning, and Professional Development

Chair: Barbara Smith

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

Constance Brooks, Ed.D.
Assistant Professor of Education
B.S., District of Columbia Teacher's
College
M.A., Howard University
Ed.D., The 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., The Georgetown University
Ph.D., The Catholic University of America

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

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

Katherine L. Henry, Ed.D.
Assistant Professor of Education
B.S., M.A., Bowie State University
Ed.D., Nova University

Lola LeCounte, Ed.D.
Assistant Professor of Education
B.A., University of Maryland Eastern
Shore
M.A., Trinity College
Ed.D., The George Washington University

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., The George Washington University

Barbara Schwartz-Bechet, Ed.D.
Assistant Professor of Education
B.A., Brooklyn College
M.S. Ed., College of Staten Island
Ed.D., Teachers College, Columbia
University

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

Clarence M. Stewart, Jr. Ed.D.
Assistant Professor of Education
B.A., M.S., North Carolina Central
University
Ed.D., The 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 Leadership

Chair: Barbara Jackson

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., The 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

SCHOOL OF PROFESSIONAL STUDIES

Dean: Antoinette Coleman

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

Chair: D. Elliott Parris

Kim Brittingham Barnett, Ph.D., LPC
Assistant Professor of Pedology
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

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 Pedology
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: Bonita Jenkins

Doris Clark, M.S.N., RN
Instructor of Nursing
B.S.N., Bowie State University
M.S.N., University of Phoenix

Crystal DeVance-Wilson, M.S.N.,
A.P.R.N., RN
Instructor of Nursing
B.S.N., M.S.N., University of Maryland,
Baltimore

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

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

Elfleta Nixon, M.S.N., RN
Lecturer of Nursing
B.S.N., Howard University
M.S.N., Emory University

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., The 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

Elaine Ridgeway, M.S.N., CRNP
Instructor of Nursing
B.S., University of the District of Columbia
M.S.N., Catholic University
Post Masters FNP, Emory University

Eleanor Walker, Ph.D., RN
Professor of Nursing
B.S.N., M.S., State University of New York,
Buffalo
Ph.D., The Catholic University of America

Shari Washington, M.S.N., RN
Instructor of Nursing
B.S.N., University of Cincinnati (Ohio)
M.S.N., University of Phoenix (Arizona)

Department of Psychology

Chair: Cheryl Blackman, Ph.D.

Christopher Bishop, Psy.D.
Lecturer of Psychology
B.A., State University of New York at Buffalo
M.S.W., Howard University
M.A., Psy.D., University of Hartford

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

John D. Clausen, Ph.D.
Associate Professor of Psychology
B.A., Holy Cross College
M.S., Boston University
Ph.D., The Catholic University of America

Jesse H. Ingram, Ph.D.
Professor of Psychology
B.S., Western Michigan University
A.M., Ph.D., University of Michigan
J.D., University of Baltimore

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

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

Department of Social Work

Chair: Doris Polston

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

Pricilla R. Huff, M.S.W., LCSW-C
Lecturer of Social Work
B.A., Spelman College
M.S.W., Simmons College School of Social Work
LCSW-C, University of Maryland College Park

Pamela Love, Ph.D.
Associate Professor of Social Work
B.S., Coppin State College
M.S.W., Ph.D., University of Maryland College Park

Salina Marriott, D.S.W.
Lecturer of Social Work
B.S., Morgan State University
M.S.W., University of Maryland College Park
D.S.W., Howard University

Doris Polston, Ed.D.
Associate Professor of Social Work
B.A., Virginia State College
M.S.W., Howard University
M.Ed., Ed.D., Columbia 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., District of Columbia

SCHOOL 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,
Washington, D.C.

William G. Davidson, III, M.B.A., J.D., CPA
Assistant 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 Anyiwo

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

Anil Khatri, Ph.D.
Assistant Professor of Management
Information Systems
B.S., M.S., Meerut University (India)
M.S., Jackson State University
Ph.D., George Mason University

Mathias Mbah, Ph.D.
Professor of Management Information
Systems and Economics
B.A., M.A., M.S., State University of New
York at Binghamton
Ph.D., Howard University

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

Azene Zenebe, Ph.D.
Assistant Professor of Management
Information Systems
B.S., Addis Ababa University, Ethiopia
M.S., Ph.D., University of Baltimore

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

Chair: Marion Harris

Fahil Alsaaty, Ph.D.
Associate 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

James T. Dixon, M.B.A.
Lecturer of Marketing
B.A., M.A., Howard University
M.B.A., University of the District of Columbia

Marion H. Harris, DPA
Associate Professor of Public Administration and Management
M.U.A., University of Pittsburgh
M.P.A., DPA, University of Southern California

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., The American University in Cairo
Egypt
M.S., Ed.D., The 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 to Bowie State University is granted to all qualified applicants who meet the admission standards of the University. It is advisable for high school students to make their college choice at the close of their junior year or early in their senior year. Priority for admission will be given to those whose application and admission materials are received by April 1 for the fall semester and November 1 for the spring semester. Acceptance of applications after the deadline dates will be on a space available basis.

Admission Procedures

The application package for admission to Bowie State University as well as the University catalog can be obtained from the University website at www.bowiestate.edu. The applicant must complete the application and forward it with a non-refundable \$40.00 fee to the Office of Admissions. Applicants are responsible for sending official high school transcripts directly from the high school to the Office of Admissions.

The transfer applicant must arrange to have forwarded official transcripts of all college courses attempted or completed at all other institutions attended, whether or not credit was earned. **Transfer students who do not list on the application colleges or universities previously attended will be denied transfer credits from those institutions.** Transfer students who do not have a minimum of 24 transferable credits will be evaluated according to their high school and college grade point averages and SAT scores.

Admission Requirements

The University requires either the Scholastic Assessment Test (SAT) or American College Testing (ACT) program standardized test. The University strongly recommends that the SAT be taken as early as possible. The January test (SAT) or February test (ACT) is generally the last acceptable examination for fall applicants.

Applicants who have not taken the tests may obtain information and materials from either the guidance office of their secondary school or the testing agencies:

College Entrance Examination Board (SAT)
P.O. Box 592
Princeton, New Jersey 08540

ACT Eastern Regional Office
Pine West Plaza IV
Washington Avenue Extension
Albany, New York 12205-5510

The Board of Regents of the University System of Maryland has established the following admission requirements:

1. Admission to the state universities shall be determined without regard to race, color, religion, or sex.
2. Admission: High School Graduates

- a. Admission shall be granted to graduates of accredited high schools on the basis of grades, admission test scores, the evaluation of college preparatory high school curriculum, and such other evidence, including the recommendations of appropriate high school officials, as may be deemed indicative of the ability of the applicant to complete a course of study in college leading to a degree.
 - b. Applicants who have graduated from high school within three years prior to submission of the admission application must also submit SAT or ACT scores. The test results are required before an admission decision will be made. Applicants whose graduating date is three or more years before their proposed enrollment date will not be required to take the SAT or ACT.
 - c. All entering freshmen will be administered placement tests in reading, English, and mathematics to determine their strengths and weaknesses. Students scoring below a predetermined minimum standard on these examinations will be required to participate in academic programs designed to eliminate deficiencies in these basic skills.
 - d. Transfer students who enter the University with fewer than 24 semester hours and do not transfer math and English will be subject to the testing requirements outlined above (paragraph C) for skill assessment and maintenance and to eliminate any deficiencies in basic skills. In addition, transfer students who enter with fewer than 24 credits will be required to submit the SAT or ACT results.
 - e. Admission prior to graduation from high school shall be conditional upon completion of the high school curriculum in a manner that would qualify the student for admission under paragraph 2A.
3. *Special non-degree applicants* (concurrent enrollment) are high school students who are taking undergraduate courses but are not working toward a degree. The applicants must meet the following requirements for admission:
- a. Submit a completed application with the application fee and unofficial transcript(s) and
 - b. Pay the standard fee per credit hour each semester. If an applicant decides at a later date to matriculate, he/she must reapply and provide official documents as outlined above.

4. *Admission: GED Students*

Students who have received their high school diploma through a GED program and who wish to apply for admission to the University must submit their high school transcripts (if applicable), SAT or ACT scores (if applicable) and GED test scores for consideration. GED students whose normal graduating date would have been three or more years prior to their proposed enrollment are not required to submit SAT, ACT scores. In order to be admitted, an applicant must

present an average score of 50, with no score below 45 on any of the five parts of the test. A minimum score of 45 on each of the five parts is also acceptable.

5. *Admission: International Students*

A maximum of thirty percent (30%) of the total student body of the University may be composed of out-of-state students and international students who are not residents of Maryland. However, the University expects to meet its obligations to qualified resident students before approaching the maximum enrollment of out-of-state and non-resident international students.

International Student Application and Admission Information

The deadline for receipt of admission applications and all required supporting documentation of international undergraduate students is June 1 for the fall semester and November 1 for the spring semester. All documentation required for the admission of international students must be submitted by these deadlines.

To be eligible for admission to Bowie State University, all international applicants must do the following:

1. Complete the regular undergraduate application for admission to the University and submit it with the non-refundable \$40.00 application fee.
2. Present sufficient documentary evidence that applicant will be financially supported throughout his/her studies in the United States. All such documentary evidence must be notarized. The Financial Guarantee must be co-signed by an authorized bank or representative of a recognized sponsoring agency. All bank statements must be dated within the last six months. The *Affidavit of Support* cannot be used in lieu of a bank statement. The following are acceptable sources and required documentation of funds.
 - a. Personal: Current letter from applicant verifying the amount of applicant's funds in U.S. dollars and the date the bank account was 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) a notarized *Affidavit of Support*, and (2) a letter from parent's, spouse's, or U.S. sponsor's bank and the date the account was opened.
 - c. Parent, Spouse or Sponsor Outside the United States: (1) a notarized letter from the individual(s) in English indicating the relationship and the amount of money that will be made available in U.S. dollars and (2) a letter from parent's, spouse's, or sponsor's bank indicating the current balance and the date the account was 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 U.S. dollars and must detail the terms of the award.

3. Present an official or notarized academic record (transcript):
 - a. from a secondary school, showing grades received, mark sheets, and examination certificates as they pertain to the particular documentation of academic records of the country of origin. All records must be submitted with a certified English translation, if the original is in another language.

Students can request evaluation forms from one of the following:

Educational Credential Evaluators, Inc. or by website: www.toefl.org
P.O. Box 92970
Milwaukee, WI 53202 – 0970
(414)-289-3400
eval@ece.org

World Education Services
P. O. Box 745
Old Chelsea Station
New York, NY 10113 – 0745
(212)-966-6311
infor@wes.org

AACRAO - Office of International Education Services
One Dupont Circle NW, Suite 520
Washington, DC 20036
202-296-3359
oies@aacrao.org

- b. from all colleges, universities, or professional schools attended (catalogs and/or course descriptions will be required).
4. Provide evidence of English language proficiency by obtaining an acceptable score on the *Test of English as a Foreign Language* (TOEFL) examination, if the applicant's native language is not English. A minimum of 500 (173 computer version) is required for undergraduates and 550 (213 computer version) for graduates. (Official test scores must be sent directly to Bowie State University from Educational Testing Services). A score of 4.0 is required for the *Test of Written English* (TWE). TOEFL and TWE examination information and dates may be obtained through U.S. embassies, consulates, and U.S. Immigration Service Offices, or by writing to the Educational Testing Services, Box 899, Princeton, New Jersey 08541, USA. Early provisions should be made by the applicant for taking the test so that the official test results may be reported to Bowie State University

on or before the admission deadlines. TOEFL scores must be submitted by all international students, except the following:

- a. Non-native speakers of English who have graduated from secondary institutions or who transfer from postsecondary institutions in English-speaking countries, provided they have spent a minimum of two years in successful full-time study and the language of instruction was English or
 - b. Students from countries where English is the language of instruction in the educational system.
5. Present an official record of the Scholastic Assessment Test (SAT) or American College Testing (ACT) program, if the applicant intends to enter Bowie State University as a freshman. Examination information and dates may be obtained from U.S. embassies and consulates or by writing to Admission Testing Program of the College Board, Box 592, Princeton, NJ 08541, USA, or the ACT Eastern Regional Office, Pine West Plaza, IV, Washington Avenue Extension, Albany, New York 12205 - 5510. Students are admitted based upon acceptable academic credentials and clearance by the International Student Advisor. If the prospective applicant is in the United States, he/she must contact the Coordinator of International Student Services (301-860-3830) for a clearance interview. If the prospective applicant is outside of the United States at the time of his/her application, he/she must report to the Dean of Student Affairs upon arrival in the United States and before registering for classes. The University reserves the right to require official documentation of any claim.

Admission Standards

(Approved for Fall 1996; Amended Fall 2001)

Appeals will be handled by the Director of Admissions and the Assistant Vice President for Enrollment Management.

I. Preferred Admission

Minimum GPA (core)	Minimum Re-centered SAT	ACT
2.0	900	19

SLIDING SCALE

2.6	850-899	18
3.0	800-849	17

II. Conditional Admission

Students admitted to the University in this category are subject to the following conditions:

- Students will be assigned an academic mentor from the Academic Advisement Center.

- Students who are placed in developmental English, reading, or mathematics must pass each course with a minimum grade of “C” by the end of the third semester of matriculation.
- Students must obtain a minimum cumulative grade point average of 2.0 and 24 semester hours by the end of the first year of matriculation.
- Part-time probationary admits must meet these conditions by the time they have earned 24 semester hours.
- Failure to meet these conditions will result in dismissal from the University. Students will then be encouraged to enroll in a community college and earn an A.A. degree before returning to the University.

III. Probationary Admission (In-State)

Minimum GPA (core)	Minimum Re-centered SAT	ACT
2.0-2.19	830-899	17

Summer Bridge Program

These students will originally be denied admission to the University. They will be placed in a summer enrichment program and, based on their performance, may be offered probationary admission to the University.

Conditional Admission (In-State)

Minimum GPA (core)	Minimum Re-centered SAT	ACT
2.0	740-829	16

RESIDENCY POLICY

(VIII-2.70 Approved by the Board of Regents August 28, 1990; Amended July 10, 1998)

I. POLICY

It is the policy of the Board of Regents of the University System of Maryland (USM) to recognize the categories of in-state and out-of-state students for purposes of admission, tuition, and charge differentials at those constituent institutions where such differentiation has been established. The student is responsible for providing the information necessary to establish eligibility for in-state resident status. Students who are financially independent or financially dependent, as defined herein, shall have their residency classification determined on the basis of permanent residency, which for purposes of this policy shall be determined by the criteria set forth in I. A. through E. below. A student will be assigned In-State Status for admission, tuition, and charged differentially only if the student, or in the case of a financially dependent student, the student’s parent, guardian, or spouse fulfills all of the following.

- A. An In-State student is a student whom the University determines to be a permanent resident of the State of Maryland. For the purpose of this policy, “Permanent Resident” is defined as a person who satisfies all the following conditions and has done so 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 person seeks In-State Status:

1. Is not residing in the State of Maryland primarily to attend an educational institution; and
 2. Owns and continuously occupies or rents and continuously occupies living quarters in Maryland. There must exist a genuine deed or lease in the individual's name reflecting payments/rents and terms typical of those in the community at the time executed. Persons not having such a lease may submit an affidavit reflecting payments/rents and terms as well as the name and address of the person to whom payments are made which may be considered as meeting this condition. As an alternative to ownership or rental of living quarters in Maryland, a student may share living quarters in Maryland which are owned or rented and occupied by a parent, legal guardian, or spouse; and
 3. Maintains within Maryland substantially all personal property; and
 4. Pays Maryland income taxes on all earned taxable income, including all taxable income earned outside the state; and
 5. Registers all owned motor vehicles in Maryland in accordance with Maryland Law; and
 6. Possesses a valid Maryland driver's license, if licensed, in accordance with Maryland law; and
 7. Is registered in Maryland, if registered to vote; and
 8. 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; and
 9. Has a legal ability under Federal and Maryland law to live permanently without interruption in Maryland.
- B. In addition, persons with the following status shall be accorded the benefits of In-State Status for the period in which they hold such status:
1. A full-time or part-time (at least 50 percent time) regular employee of the University System of Maryland.
 2. The spouse or financially dependent child of a full-time or part-time (at least 50 percent time) regular employee of the USM.
 3. A full-time active member of the Armed Forces of the United States whose home of residency is Maryland or one who resides or is stationed in Maryland, or the spouse or a financially dependent child of such a person.

4. For UMUC, a full-time active member of the Armed Forces of the United States on active duty, or the spouse of a member of the Armed Forces of the United States on active duty.
 5. A graduate assistant appointed through the University System of Maryland for the semester/term of the appointment. Except through prior arrangement, this benefit is available only for enrollment at the institution awarding the assistantship.
- C. Students not entitled to In-State Status under the preceding paragraphs shall be assigned out-of-state status for admission, tuition, and charge-differential purposes.
- D. Assignment of in-state classification will be made by the University upon an assessment of the totality of facts known or presented.
- E. The following circumstances raise a presumption that the student is residing in the State of Maryland primarily for the purpose of attending an educational institution.
1. The student was attending high school or residing outside Maryland at the time of application for admission to a USM institution.
 2. The student is both (a) not financially independent and (b) is financially dependent upon a person not a resident of Maryland.
 3. The burden shall be on the student to rebut the presumption.

II. PROCEDURES

- A. An initial determination of In-State Status will be made by the University at the time a student's application for admission is under consideration. The determination made at that time, and any determination made thereafter, shall prevail for each semester/term until the determination is successfully challenged in a timely manner.
- B. A change in status must be requested by submitting a USM "Petition for Change in Classification for Admission, Tuition and Charge Differential." A student applying for a change to In-State Status must furnish all required documentation with the petition by the last published date to register for the forthcoming semester/term for which a residency classification is sought.
- C. The student shall notify the institution in writing within fifteen (15) days of any change of circumstances that may alter In-State Status.
- D. In the event incomplete, false, or misleading information is presented, the institution may, at its discretion, revoke In-State Status and take other disciplinary actions provided for by the institution's policy. Such action may include suspension or expulsion. If In-State Status is gained due to false or misleading

information, the University reserves the right to retroactively assess all Out-of-State charges for each semester/term affected.

- E. Each institution of the University System of Maryland shall develop and publish additional procedures to implement this policy. Procedures shall provide that on request the President or designee has the authority to waive any residency criterion as set forth in Section I, if it is determined that the student is indeed a permanent resident and the application of the criteria creates an unjust result. These procedures shall be filed with the Office of the Chancellor.

III. DEFINITIONS

- A. *Financially Dependent*: For purposes of this policy, a financially dependent student is one who is claimed as a dependent for tax purposes, or who receives more than one-half of his/her support from a parent, legal guardian, or spouse during the twelve (12) month period immediately prior to the last published date for registration for the semester or session. If a student receives more than one-half of his/her support in the aggregate from a parent and/or legal guardian and/or spouse, the student shall be considered financially dependent on the person providing the greater amount of support.
- B. *Financially Independent*: A financially independent student is one who (1) declares himself or herself to be financially independent as defined herein; (2) does not appear as a dependent on the Federal or State income tax return of any other person; (3) receives less than one-half of his or her support from any other person or persons; and (4) demonstrates that he or she provides through self-generated support one-half or more of his or her total expenses.
- C. *Parent*: A parent may be a natural parent, or if established by a court order recognized under the laws of the State of Maryland, an adoptive parent.
- D. *Guardian*: A guardian is a person so appointed by a court order recognized under the laws of the State of Maryland.
- E. *Spouse*: A spouse is a partner in a legally contracted marriage.
- F. *Child*: A child is a natural child or a child legally adopted pursuant to a court order recognized under the law of Maryland.
- G. *Self-generated*: Describes income which is derived solely from compensation for an individual's own efforts as evidenced, for example, by Federal or State W-2 forms or IRS Form 1099 where interest income is based upon finances created from one's own efforts. For the purposes of this policy, grants, stipends, awards, benefits, loans, and gifts (including Federal and State aid, grants, and loans) may not be used as self-generated income.
- H. *Regular Employee*: A regular employee is a person employed by the USM who is assigned to a state budget line or who is otherwise eligible to enroll in a State retirement system. Examples of categories NOT considered regular employees

are graduate assistants, contingent employees, if-and-when-needed and temporaries.

IV. IMPLEMENTATION

This policy as amended by the Board of Regents on November 27, 2000 shall be applied to all student residency classification decisions made on or after this date.

MARYLAND HIGHER EDUCATION COMMISSION STUDENT TRANSFER POLICIES

AUTHORIZATION

These Student Transfer Policies, as adopted by the Maryland Higher Education Commission, will supersede the transfer policies in effect since 1972, as modified and adopted in 1979. These policies shall be effective and applicable to students first enrolling in Maryland public post-secondary education institutions in Fall 1990 and thereafter.

APPLICABILITY OF POLICIES

These transfer policies and procedures apply to admission, credit transfer, program articulation, and related matters for undergraduate students who wish to transfer between Maryland public colleges and universities. The Maryland Higher Education Commission also recommends them to Maryland independent institutions.

RATIONALE

A major premise of the Maryland public higher education system is that a student should be able to progress from one segment of higher education to another without loss of time or unnecessary duplication of effort. The Maryland Higher Education Commission's objective is to ensure that a student who intends to complete a baccalaureate degree and who begins his/her work at a community college is able to move towards the completion of that degree by transferring to a baccalaureate degree-granting institution without loss of credit or unnecessary duplication of course content. At the same time, the Commission recognizes that some students change their educational objectives as they progress in their studies sometimes because their studies expose them to new ideas and possibilities. These students should also be able to complete their general education courses and have them transfer without loss of credit.

One means of accomplishing this objective is through the development of recommended transfer programs between two- and four-year institutions. A recommended transfer program, developed by careful planning and agreement between specific two- and four-year institutions, is that sequence of courses a student takes at a community college that will constitute the first two years of a baccalaureate degree program at a Maryland public institution of higher education.

The Maryland Higher Education Commission recognizes that students select institutions of higher education for a variety of reasons. These policies also recognize that each Maryland public college or university has a separate and distinct mission and that each has the responsibility to establish and maintain standards of expectations for courses, programs, certificates, and degrees consistent with that mission. Nevertheless, effective and efficient transfer of credits between and among these institutions must occur within

the larger context of the statewide structure of baccalaureate and community college education.

Successful and harmonious articulation depends upon:

1. Firm agreement that the needs of the student should be a primary concern in developing articulation procedures, while maintaining the integrity of educational programs;
2. The establishment of clear and equitable policies to assure optimum accessibility for transfer students with minimal loss of credits and minimal duplication of course content;
3. Mechanisms for evaluating and resolving difficulties students may encounter in moving from one school to another;
4. Free and continuous communications among institutions;
5. Mutual respect for institutions and their missions;
6. Adaptability within a context of understanding that changes affect not only the institution making changes but also the students and institutions impacted by the changes;
7. Free exchange of data among institutions; and
8. Timely exchange of information relative to student progress.

The intended principal benefactor is the student, whose uninterrupted progress towards a degree – based on successful academic performance – is best served by the open exchange of current information about programs, and is best protected by a clear transfer policy pertaining to the public segments of higher education in Maryland.

The State's interests are similarly served through such a policy, which results in the optimal use of its higher education resources by reducing the costly duplication that results in the needless waste of the valuable time and effort of Maryland students, faculty, and administration.

Institutional interests and missions are also protected by this systematic approach, which permits them to incorporate into their academic planning more accurate protections about the programmatic backgrounds of transferring students.

In more specific ways this policy's purpose is to:

1. Define broad areas of agreement among the public two-year and four-year institutions of higher education pertaining to facilitating the transfer of students within these segments;
2. Provide a mechanism for continuous evaluation of programs, policies, procedures, and relationships affecting transfer of students;

3. Provide such revisions as are needed to promote the academic success and general well-being of the transfer student; and
4. Provide a system of appeals beginning on the campus level to resolve difficulties that students experience in transfer.

While policies and procedures can be established which facilitate the transfer of students, it is the responsibility of the student, as the principal in the process, to know and follow the procedures defined.

POLICIES

The fair and equal treatment of "native" and "transfer" students is the fundamental principle of these policies.

A. Admission

1. Transfer with the associate degree or 65 or more credits

- a. Students who have completed the associate degree or students who have completed 65 semester hours of credit with a cumulative grade point average (GPA) of 2.0 or higher on a scale of 4.0, in college and university parallel courses, shall not be denied direct transfer to an institution. (Only the last grade received in a course repeated by the student shall be used in computing a cumulative grade point average.) If the number of students seeking admission exceeds the number that can be accommodated in a particular professional or specialized program or if certain circumstances exist which limit the size of an upper division program or the total enrollment, admission decisions will be based on criteria developed and published by the receiving institution, providing fair and equal treatment for native and transfer students.
- b. Courses taken at a Maryland community college as part of a recommended transfer program oriented toward a baccalaureate degree shall be applicable to related programs at a Maryland public institution granting the baccalaureate degree.
- c. The determination of the major program requirements for a baccalaureate degree, including courses in the major taken in the lower division, shall be the responsibility of the faculty of the institution awarding the degree. The receiving institution may set major requirements which may fulfill general education requirements simultaneously.

However, in developing its lower division course work, the degree-granting institution would be expected to systematically exchange information with the community college to assure the transferability of credits into that program.

- d. If the student has attended more than one institution, the cumulative GPA for admission purposes will be computed on grades received in courses at all institutions attended.
2. *Transfer without an associate degree and fewer than 65 semester hours*
 - a. Students from Maryland community colleges who were admissible to the four-year institution as high school seniors and who have attained a cumulative 2.0 average in college/university parallel courses shall be eligible for transfer to the institution, regardless of the number of credits completed. Copies of students' SAT or ACT scores and high school transcripts should accompany the student-completed applications, as well as the students' college transcripts.
 - b. Students who were not admissible as high school seniors but who have earned sufficient credits to be classified by the receiving institution as sophomores must meet the stated admission criteria of the receiving institution. Such requirements for admission may vary by program, according to criteria developed and published by the receiving institution. Such admission criteria shall provide for equal access for native and transfer students.
 - c. If the student has attended more than one institution, the cumulative GPA for admission purposes will be computed on grades received in courses at all institutions attended. The student must have earned a cumulative grade point average of 2.0 combined.
 3. *Transfer of General Education*
 - a. Students transferring with the associate degree shall have met the lower level general education requirements at the receiving institution. In cases where the general education requirements at the receiving institution exceed those of the sending institution, the transfer student will be required to take no more than the same number of lower division general education credits required of the native student. The additional courses should be according to the distribution required by the receiving school.
 - b. Students transferring without an associate degree, who have satisfied all of the lower level general education requirements of the sending institution, shall have met the lower level general education requirements at the receiving institution. In cases where the general education requirements at the receiving institution exceed those of the sending institution, the transfer student will be required to take no more than the same number of lower division general education credits required of the native student. The additional courses should be according to the distribution required by the receiving institution.
 - c. Students transferring without an associate degree who have completed only a portion of the lower level general education

requirements at the sending institution will need to take only the balance of the general education courses, according to the distribution required by the receiving institution.

- d. Transferable courses defined as meeting the general education requirements at the sending institution shall be applicable to the general education requirements of the receiving institution and shall be assigned a specific general education area designation at the receiving institution.
- e. This assumes that the sending institution will identify on the transcript all general education credits earned by the student at that institution and indicate whether the student has satisfied the general education requirements of the sending institution.

4. *Credit Transferability*

a. Traditional Credit

Credit earned at any public institution in Maryland shall be transferable to any other public institution provided:

- 1. the credit is from a college or university parallel course or program;
- 2. the grades in the block of courses transferred average 2.0 or higher; and
- 3. the acceptance of the credit is consistent with the policies of the receiving institution governing students following the same program. (For example, if a "native" student's "D" grade in a specific course is acceptable in a program, then a grade of "D" earned by a transfer student in the same course is also acceptable in the same program.)

Credit earned in or transferred from an accredited community college normally shall be limited to half the baccalaureate degree program requirement, but in no case more than 65 credits, and to the first two years of the undergraduate educational experience. Credit earned in or transferred from an accredited four-year college or university shall be limited to 90 transferable credits

b. Non-Traditional Credit

- 1. The assignment of credit for AP, CLEP, IB, ACT/PEP, or other nationally recognized, standardized examination scores presented by transfer students will be determined according to the same regulations that apply to native students in the receiving institution, and such assignment must be consistent with the state minimum

requirements. A maximum of 30 (total) non-traditional credits will be applied for credit.

2. Transfer of credit from the following areas shall be consistent with the state minimum standards and shall be evaluated by the receiving institution on a course-by-course basis:
 - technical courses from career programs;
 - course credit awarded through articulation agreements with other segments or agencies;
 - credit awarded for clinical practice or cooperative education experiences; and
 - credit awarded for life, work, and military experiences.

The basis for awarding the credit shall be indicated on the student's transcript.

3. The baccalaureate degree-granting institution shall inform transfer students of the procedures through which course work for which there is no clear equivalency can be validated, such as ACE recommendations, portfolio assessment, credit through challenge examinations, and satisfactory completion of the next course in sequence in the academic area.
4. The baccalaureate degree-granting institution shall use validation procedures when a transferring student successfully completes a course at the lower division level which the degree-granting institution offers at the upper division level, and, once validated, the credits earned for the course shall be substituted for the upper division course.

Program Articulation

A. Recommended transfer programs will be developed through consultation between the sending and receiving institutions. As such, each recommended transfer program represents an agreement between the two institutions that allows students aspiring to the baccalaureate degree to plan their programs. These programs will constitute freshman/sophomore level coursework to be taken at the community college in fulfillment of the receiving institution's lower division course work requirement.

B. POLICIES TO PROMOTE THE ACADEMIC SUCCESS AND GENERAL WELL-BEING OF TRANSFER STUDENTS

1. By the Sending Institution

- a. Students who enroll at Maryland community colleges shall be encouraged to complete the associate degree or to complete 65 hours in a recommended transfer program which includes both

general education courses and courses applicable toward the program at the receiving institution.

- b. Community college students are encouraged to choose as early as possible the institution and program into which they expect to transfer.
- c. Sending institutions shall provide to community college students information about the specific transferability of courses at four-year colleges.
- d. Information about transfer students who are capable of honors work or independent study shall be transmitted to the receiving institution.
- e. The sending institution should promptly supply the receiving institution with all the required documents, provided the student has met all requirements of the sending institution for transfer.

2. *By the Receiving Institution*

- a. Admission requirements and curriculum prerequisites shall be stated explicitly in institutional publications.
- b. Transfer students from newly established public colleges which are functioning with the approval of the Maryland Higher Education Commission shall be admitted on the same basis as applicants from regionally accredited colleges.
- c. The receiving institution shall evaluate the transcripts of degree-seeking transfer students as expeditiously as possible and shall notify students of the results no later than at the completion of the students' first semester of enrollment at the receiving institution. Students shall be informed of which courses are acceptable for transfer credit and which of those are applicable to the students' intended program of study.
- d. Transfer students shall be given the option of satisfying institutional graduation requirements that were in effect at the receiving institution at the time they enrolled as freshmen at the sending institution. In the case of major requirements, the transfer student has the option of satisfying the major requirements in effect at the time when the student was identifiable as pursuing the recommended transfer program at the sending institution. These conditions are applicable to the student who has been continuously enrolled at the community college by completing a minimum of 12 hours within the calendar year.

C. MAINTAIN PROGRAMMATIC CURRENCY, STUDENT PERIODIC REVIEW

3. *Program Currency*

- a. Receiving institutions shall provide to the community college current and accurate information on recommended transfer programs and the transferability status of courses. Community college students shall have access to this information.
- b. Recommended transfer programs will be developed with each community college whenever new baccalaureate programs are approved by the degree-granting institution.
- c. When considering curricular changes, institutions shall notify each other of the proposed changes that might affect transfer students. An appropriate mechanism shall be created to ensure that both two- and four-year public colleges provide input or comments to the institution proposing the change. Sufficient lead time shall be provided to effect the change with minimum disruption. Transfer students shall not be required to repeat equivalent course work successfully completed at the community college.

4. *Appeal Process*

- a. Notification of Denial of Transfer Credit by the Receiving Institution

A receiving institution must inform a transfer student in writing of the denial of transfer credit no later than mid-semester of the transfer student's first semester, provided that all official transcripts have been received at least 15 working days before mid-semester. If transcripts are submitted after 15 working days before mid-semester of the student's first semester, the receiving institution must inform the student of credit denied within 20 working days of receipt of the official transcript. A statement of the student's right to appeal the denial and a notification that this appeal process is available in the institution's catalog shall accompany the notification of denial of transfer credit.

- b. Student Appeal to Receiving Institution

If a student believes she/he has been denied transfer credits in violation of the *State Student Transfer Policy*, she/he must initiate an appeal by contacting the receiving institution's transfer coordinator or other responsible official of the receiving institution within 20 working days (4 weeks) of receiving notice of the denial of credit. The receiving institution shall inform the student of this time limitation at the same time as the transfer of credit is denied.

- c. Response by Receiving Institution

The receiving institution must respond to the student's appeal within 10

working days (2 weeks). The institution may either grant or deny the appeal. The institution's reasons for denying an appeal must be conveyed to the student in written form.

d. Appeal to Sending Institution

If the student has been denied transfer credit after an appeal to the receiving institution, the student may request the sending institution to intercede on his/her behalf by contacting the transfer coordinator of the sending institution. The student must make this appeal to the sending institution within 10 working days (2 weeks) of having received the decision of the receiving institution.

e. Consultation between Sending and Receiving Institutions

Representatives of the two institutions shall have 15 working days (3 weeks) to resolve the issues involved in the appeal. The sending institution will inform the student of the result of the consultation.

f. Appeal to the Student Transfer Advisory Committee

If the transfer of credit is still denied after consultations between the sending and receiving institutions, and the sending institution considers the student's appeal to have sufficient merit, the sending institution may appeal in writing to the Secretary of Higher Education to request that the Student Transfer Advisory Committee review the student's appeal and make a ruling on the merit of the appeal. The sending institution must make this appeal to the Secretary within 10 working days (2 weeks) of having informed the student of the result of the consultation between the two institutions.

In the absence of an appeal to the Secretary by the sending institution, if the credit is still denied, the student may appeal in writing to the Secretary to request that the Student Transfer Advisory Committee review the student's appeal and make a ruling on the merit of the appeal. The student must make this appeal to the Secretary within 10 working days (2 weeks) of either being informed of the result of the consultation between the two institutions or, if the student receives no notification, within 10 working days (2 weeks) of the expiration of the time period of the sending institution's right to appeal.

g. Consideration and Action by the Student Transfer Advisory Committee

The Student Transfer Advisory Committee shall receive relevant documentation, opinions, and interpretations in writing from the sending and receiving institutions and from the student at its next regularly scheduled meeting after the Secretary has received an appeal from a sending institution or from a student. The committee will

hold a hearing if it deems a hearing to be necessary to act upon the appeal.

h. Advisory Opinion of the Secretary

After receiving testimony on the merits of the appeal from the sending and receiving institutions, the Student Transfer Advisory Committee shall render an advisory opinion on the merits of the appeal to the Secretary of Higher Education. The Secretary will then convey the opinion of the Student Transfer Advisory Committee to the appropriate segmental chief executive for disposition.

Periodic Review

1. The progress of students who transfer from two-year and four-year institutions within the State shall be reported annually by the receiving institution to each community college and to the Secretary of the Maryland Higher Education Commission. Such information shall include longitudinal reports on the subsequent academic success of enrolled transfer students, including graduation rates by major subject areas. Comparable information on the progress of native students shall be included.
2. Each public institution of higher education shall designate an Admissions Counselor for Articulation, who serves as a resource person to transfer students at either the sending or receiving campus and who is responsible for overseeing the application of the policies and procedures outlined in this plan. The Admissions Counselor for Articulation shall also assist in interpreting transfer policies to the individual student and to the institution.
3. The Maryland Higher Education Commission shall establish a permanent Transfer Advisory Committee that meets regularly to review transfer issues and recommend policy changes as needed. The Committee shall also arbitrate disagreements as necessary and receive written appeals as described in the "student appeals" section above.
4. The Transfer Advisory Committee shall review these transfer policies at least every five years and recommend changes as necessary.

DEFINITIONS

1. *Native Student*: A student whose initial college enrollment was at a given institution of higher education and who has not transferred to another institution of higher education since that initial enrollment.
2. *Parallel Programs*: The program of study (or courses) at one institution of higher education which has comparable objectives as those at another higher education institution, e.g., a transfer program in psychology in a community college is definable as a parallel program to a baccalaureate psychology program at a four-year institution of higher education.

3. *Receiving Institution:* The institution of higher education at which a transfer student currently desires to enroll.
4. *Recommended Transfer Program:* A planned program of courses, including both general education and courses in the major, taken at the community college which is applicable to a baccalaureate program at a receiving institution, ordinarily the first two years of the baccalaureate degree.
5. *Sending Institution:* The institution of higher education of most recent previous enrollment by a transfer student at which transferable academic credit was earned.
6. *Transfer Student:* A student entering an institution for the first time with academic credit earned at another institution which is applicable for credit at the institution the student is entering.

Advanced Undergraduate Standing

1. An applicant for advanced undergraduate standing must present official transcripts from all institutions which he/she has attended. Public four-year institutions, such as Bowie State University, shall require attainment of an overall 2.0 grade point average on a 4.0 scale by Maryland resident transfer students as one standard for admission. If the student has attended two or more institutions, the overall 2.0 will be computed on grades received in courses earned at all institutions attended, unless the student presents an Associate of Arts (A.A.) degree. Transfer students may also be considered for admission if their most recently attended institution's transcript indicates that (a) a minimum of 12 semester hours' credit has been earned; (b) that the student left same institution in good academic standing; and (c) that the student left same institution with an earned 2.0 cumulative average. Transfer credit shall be allowed for all academic credits earned at colleges accredited by the Maryland State Department of Education or at any regionally accredited college or university. Career, terminal, or other courses not offered at the University will be accepted for transfer credit if approved by the appropriate department of the University or, in the absence of the appropriate department, by the Curriculum Committee. Maryland community and junior college transfer students who have completed an A.A. degree before matriculating at Bowie State University may transfer all (other than review or remedial) courses that are a part of the A.A. degree requirements. They must satisfy all established general University, major departmental, and upper-level requirements for graduation. In all cases, the applicant must spend the final year "in residence" at the University. Exemption from the preceding requirement may be granted on an individual basis by the President.
2. It is the policy of the Board of Regents that every effort shall be made to facilitate the transfer of graduates from the public community-junior colleges of the State of Maryland to the state universities. Such graduates who have pursued a transfer program and who have achieved an Associate of Arts degree within four semesters, in the case of full-time students, or the equivalent, in the case of part-time students, shall have priority over other transfer applicants for upper-class standing.
3. Every student must meet the general education and departmental requirements and earn a minimum of 120 credits with a 2.0 cumulative average in order to

graduate. A maximum of 90 credits may be transferred to Bowie State University from another regionally accredited institution; not more than 65 of these transfer credits may be from a two-year institution. The sequence in which the credits are obtained at a two-year and/or four-year institution does not affect in any way the determination of the previously stated total number of credits accepted for transfer. Transfer students are reminded of the rule that a minimum of 30 semester hours of upper division work is required for graduation. Fifteen (15) of these credits must be in the student's major area of concentration.

- A. Bowie State University students must obtain prior approval from the department chair to take courses at another institution for the purpose of transferring them for credit. In general, the Provost or his/her designee will not approve taking courses for credit at a two-year institution once 65 credits have been attained.
- B. In no case shall transfer credit be allowed for courses in which the applicant has earned a failing grade. Transfer credit shall not be allowed for grades of "D" for courses in the student's major area of study or courses taken outside the State of Maryland. Except for State of Maryland institutions, transfer credit shall not be allowed for grades of "D" in the following areas:
 - English –Expository Writing, Argument and Research, or equivalent
 - Oral communication or equivalent.

Evaluation of Transfer Credits

An evaluation of transfer credits will be completed after a transfer student has been admitted to the University and paid his/her acceptance fee. In most cases, this is a preliminary evaluation because the student is usually taking additional courses at the time he/she makes application to the University. An initial evaluation of credits will be made when the final transcript for the current semester is received from the student's previous educational institution.

Transfer students should review the final evaluation very carefully. Questions and possible errors concerning the evaluation should be resolved within 10 days after the initial evaluation has been completed.

The Office of Admissions reserves the right to revoke an offer of admission if a transfer student does not maintain the minimum 2.0 cumulative average through the most recent semester in attendance at his/her previous college or university.

Admission of Veterans

Veterans, spouses or dependents of veterans, Reservists or National Guard Personnel who are eligible for receipt of Department of Veteran Affairs (VA) Educational Assistance Benefits must follow traditional admissions procedures of the University and register with the VA Service Office of Bowie State University.

Students must be admitted into a degree program and/or have submitted a clearly defined education program as secured from an accredited school or agency which is VA approved before an enrollment certification can be processed.

Students who are authorized to receive VA education benefits under the VA Vocational Rehabilitation Program (Chapter 31) must follow the education plan as approved by the VA. In addition, the student's authorization for enrollment at Bowie State University must be received before the registration of classes. All students are responsible for payment of their bill after the registration of courses. All students should secure a confirmation of their enrollment and processed bill from the Office of Student Accounts or print it from the online student account via Bulldog Connection.

Veterans Benefits

Persons eligible to receive Veterans Educational Benefits may obtain information and applications from the Registrar's Office.

Senior Citizens

Maryland residents who are 60 years or older or who are retired and disabled as defined by the Social Security or Railroad Retirement Acts are exempt from paying tuition. All fees are required to be paid at the time of enrolling at the University. To qualify, a student must present appropriate documentation.

PRE-PROFESSIONAL PREPARATION

Students who desire careers in engineering, law, medicine, pharmacy, and optometry may, with proper advisement, obtain pre-professional training at Bowie State University.

Engineering

Lower-level courses are offered that will provide a solid foundation for transfer to a university with an engineering degree for the necessary specialization. Bowie State University has a dual degree engineering program in cooperation with the University of Maryland College Park; The George Washington University; Howard University; the University of Maryland Baltimore County; and Morgan State University. This program is fully detailed elsewhere in this catalog.

Pre-Medical Courses

Students who wish to prepare for the study of medicine are urged to pursue the entire four-year curriculum that leads to the Bachelor of Science in the Natural Sciences and to elect those specific courses within the curriculum required by the particular medical school for which they are preparing. An additional requirement for admission to schools of medicine is a passing score on the Medical College Admission Test.

Pre-Optometric Courses

The requirements for admission to the schools and colleges of optometry are not identical. Typically, the requirements include courses in English, mathematics, physics, chemistry, and biology or zoology. Some schools and universities have varied requirements in psychology, the social sciences, literature, philosophy, and foreign languages.

This pre-optometry requirement represents a minimum of two academic years of study, all of which may be taken on the Bowie State University main campus.

Pre-Pharmacy Courses

Students who desire to prepare for the study of pharmacy are urged to pursue the entire four-year curriculum that leads to the Bachelor of Science in Biology and to elect within the curriculum specific courses required by the particular college of pharmacy for which they are preparing. The chairs and faculty of the Natural Sciences, Mathematics, and Nursing departments will serve as advisors for students interested in pursuing careers in engineering, medicine, dentistry, nursing, optometry, and pharmacy.

Pre-Legal Courses

Although pre-legal requirements are not prescribed by the American Bar Association, it urges students to pursue courses leading to the baccalaureate degree. Pre-legal students should have a good command of written and spoken English.

Bowie State University provides a variety of services for students who wish to pursue the study of law. In addition to these internal services, Bowie State University cooperates closely with the University of Baltimore, School of Law to provide counseling to students seeking admission to that Institution.

Members of the University of Baltimore staff serve as advisors to the Pre-law Committee at Bowie State University and make frequent visits to the campus to meet with interested faculty members, administrators, and students. The University of Baltimore Law School also provides opportunities for Bowie State students to attend on-site orientation programs and class visits at the University; sponsors informational sessions for minority applicants; and provides individualized assistance to students seeking information on academic programs, admission standards and procedures, housing, and financial aid.

Although participation by Bowie State University students in this cooperative pre-law advisement program does not guarantee admission to the University of Baltimore, School of Law, it does provide needed information and services to students contemplating legal careers. Specific criteria for admission to the University of Baltimore, School of Law are reflected in the official catalog of the University.

Students interested in preparing for careers in law are encouraged to contact the History and Government or Behavioral Sciences and Human Services department for advisement.

CONCURRENT ENROLLMENT

The Concurrent Enrollment Program is designed for high school juniors and seniors to enroll in college-level courses. The applicant accepted for this program will be enrolled simultaneously in his/her high school and at Bowie State University. The concurrent enrollment student may enroll in a maximum of six (6) semester hours per semester, depending on the individual student's background and course load in high school.

Acceptance in the Concurrent Enrollment Program is based on the recommendation of the applicant's high school guidance counselor and the approval of the school principal. All students below the senior year of high school who have enrolled in the concurrent program must be recertified by the high school officials before continuing with a second year in the program. Each student can earn up to a total of 18 semester hours.

Concurrent Undergraduate-Graduate Registration

Seniors at Bowie State University may register for graduate level courses if the following requirements/conditions are met:

- the graduate courses are in excess of the credits required for the bachelor's degree;
- the *English Proficiency Examination* has been successfully completed;
- the student's grade point average is 3.0 or better;
- permission has been secured from the student's advisor and the Dean of the School of Graduate Studies and Continuing Education; and
- the *Graduate Application for Admission* has been filed.

Seniors will be permitted to take up to six (6) credits of graduate course work during one semester. Permission to take courses as a senior **does not constitute regular admission** to the Graduate School.

SECOND BACHELOR'S DEGREE (INCLUDING TEACHER CERTIFICATION)

Students who hold a baccalaureate degree from Bowie State University or another university or college and wish to earn a second baccalaureate degree in a new field are permitted to count toward that degree any completed courses that can be used to satisfy the general education requirements or electives. To earn the second degree, students must complete all major and major-related courses in the new field as are specified by the new discipline. The chair of the department in which the degree in the new field is sought will furnish a detailed description of the required program to the Registrar's Office. When a student has completed these requirements, he/she is granted the second baccalaureate degree. Additional requirements for a second baccalaureate degree are as follows:

- Students must hold a baccalaureate degree from Bowie State University or another accredited institution;
- Students must complete at least 30 semester hours in residence (these credits cannot be earned through experiential learning experiences); and
- Students must pass the Bowie State University *English Proficiency Examination*.

Students entering with an undergraduate degree who are seeking certification as teachers may be admitted to the department as *second-degree* students. Each student must schedule an interview with the Chair of the Department of Teaching, Learning, and Professional Development and, prior to the interview itself, obtain 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).

All *second-degree* students seeking certification as teachers must meet the PRAXIS testing requirements for the certification area and fulfill all of the course requirements of the selected major. In the first semester at the University, *second-degree* students seeking teacher certification must also pass the Bowie State University *English Proficiency Examination* and be formally admitted to teacher education (more information is provided in the program of study under the Department of Teaching, Learning, and Professional Development).

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).

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.

Only the Director of Student Accounts may issue a waiver to maintain the student's registration when payment requirements have not been satisfied or allow a student to register with a prior outstanding balance.

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.)

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 2nd 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; and
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. Accounts are reviewed and considered for submission to the State Central Collections Unit (SCCU) ninety (90) days after the official start date of classes. 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 2008 – SPRING 2009 SCHEDULE OF CHARGES

All charges are subject to change without prior notice.

<u>Undergraduate (In State)</u>			
Credits	Tuition	Mandatory Fees	Total
1	189.00	86.44	275.44
2	378.00	167.68	545.68
3	567.00	248.92	815.92
4	756.00	330.16	1,086.16
5	945.00	411.40	1,356.40
6	1,134.00	492.64	1,626.64
7	1,323.00	573.88	1,896.88
8	1,512.00	649.92	2,161.92
9	1,701.00	720.76	2,421.76
10	1,890.00	791.60	2,681.60
11	2,079.00	859.70	2,938.70
12	2,143.00	859.70	3,002.70

Students taking 19 or more credit hours will be charged per credit hour for each additional credit over 18 hours.

<u>Graduate (In State)</u>			
Credits	Tuition	Mandatory Fees	Total
1	331.00	65.32	396.32
2	662.00	125.44	787.44
3	993.00	185.56	1,178.56
4	1,324.00	245.68	1,569.68
5	1,655.00	305.80	1,960.80
6	1,986.00	365.92	2,351.92
7	2,317.00	426.04	2,743.04
8	2,648.00	480.96	3,128.96
9	2,979.00	530.68	3,509.68
10	3,310.00	580.40	3,890.40
11	3,641.00	630.12	4,271.12
12	3,972.00	679.84	4,651.84

<u>Undergraduate (Out of State)</u>			
Credits	Tuition	Mandatory Fees	Total
1	611.00	86.44	697.44
2	1,222.00	167.68	1,389.68
3	1,833.00	248.92	2,081.92
4	2,444.00	330.16	2,774.16

5	3,055.00	411.40	3,466.40
6	3,666.00	492.64	4,158.64
7	4,277.00	573.88	4,850.88
8	4,888.00	649.92	5,537.92
9	5,499.00	720.76	6,219.76
10	6,110.00	791.60	6,901.60
11	6,721.00	859.70	7,580.70
12	7,253.50	859.70	8,113.20

Graduate (Out of State)

Credits	Tuition	Mandatory Fees	Total
1	631.00	65.32	696.32
2	1,262.00	125.44	1,387.44
3	1,893.00	185.56	2,078.56
4	2,524.00	245.68	2,769.68
5	3,155.00	305.80	3,460.80
6	3,786.00	365.92	4,151.92
7	4,417.00	426.04	4,843.04
8	5,048.00	480.96	5,528.96
9	5,679.00	530.68	6,209.68
10	6,310.00	580.40	6,890.40
11	6,941.00	630.12	7,571.12
12	7,572.00	679.84	8,251.84

Full-Time Mandatory Fees

Activity Fee	68.00
Athletic Fee	323.00
Health Services Fee	77.50
University Construction Fee	80.50
Student Union	227.50
Technology Fee	78.00
Bowie Card Fee	5.20
Total	859.70

Undergraduate Part-Time Mandatory Flat Fees

Activity Fee	6.24
Athletic Fee	24.00
Health Services Fee	7.28
University Construction Fee	8.32
Student Union	25.00
Technology Fee	<u>10.40</u>

	Total Per Credit Hour	81.24
Bowie Card Fee	(one time flat fee per semester)	<u>5.20</u>
	Total	86.44

Graduate Mandatory Fees - Per Credit

Activity Fee		8.32
Athletic Fee		31.00
University Construction Fee		10.40
Technology Fee		<u>10.40</u>
	Total Per Credit Hour	60.12
Bowie Card Fee	(one time flat fee per semester)	5.20
	Total	65.32

Laboratory Fees (Per Course)

Applied Computer Science	30.00
Applied Music	55.00
Applied Science	25.00
Art Course Fee	50.00
Media Studio Fee	35.00
Computer Supported Writing Fee	25.00
Developmental Education Fee	150.00
Graduate Practicum Fee	150.00
Nursing / Clinical Lab	52.00
MEDS	65.00
Student Teaching Fee	350.00

Examination Fees (Per Session)

Graduate Comprehensive Fee	5.00
English Proficiency Exam Fee	5.00

Room Charges

Apartment (Double)	2,133.00
Apartment (Single)	2,301.00
Double (Alex Haley)	2,300.00
Double (Regular)	1,871.00
Double (Towers)	1,954.50
Multiple	1,292.00
Single (Alex Haley)	2,586.00
Single(Regular)	2,030.00
Single(Towers)	2,102.50
Triple (Regular)	1,678.50
Quad	2,047.50

Kennard (Double)	1,898.50
Kennard (Single)	2,059.50
Kennard (Triple)	1,703.00

Board Charges

15 Meal Plan with flex dollars	1,276.00
19 Meal Plan Plan (7 Days Per Week)	1,276.00
10 Meal Plan with flex dollars	1,156.00
Commuter (15 meals /wk)	920.50

Other Applicable Housing Charges

Resident Hall Deposit Fee	100.00
Resident Hall Security Fee (Per Year)	50.00

Other Fees

Acceptance Fee	80.00
Application Fees	
Undergraduate	40.00
Undergraduate (Non-Degree)	17.00
Graduate	40.00
Graduate (Non-Degree)	17.00
Doctoral	50.00
Bowie Card Replacement	10.00
Co-op Fee	103.00
Diagnostic Assessment Fee (undergraduate)	150.00
Graduation Fee (undergraduate)	75.00
Graduation Fee (graduate)	100.00
Late Registration Fee	50.00
Return Check Fee	30.00
Credit Card Chargeback Fee	30.00
Orientation Fee	125.00
Photocopies - OSA (Per Copy)	1.00
Portfolio Assessment Fee	55.00
Portfolio Registration Fee	55.00
Transcript Fee	5.00
AMS Late Payment Fee	15.00

Parking Fees (Per Year)

Faculty/Staff	77.00
Faculty/Staff Reserved	133.00
Faculty/Staff Named Reserved	92.00
Semester only	38.00

Full-Time Students	65.00
Part-Time Students	59.00
Resident Student	55.00
Monthly	21.00

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

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 Damage Fee

A \$50.00 damage fee (breakage 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. If a student does not pay the bill for damages assessed against him/her, his/her deposit will be reduced by the amount of the bill. At the end of each year, non-returning students, upon request, will be refunded the unexpended balance of their damage fees. Returning students will be expected to pay, each semester, an amount sufficient to maintain their deposit at the \$50.00 level and also pay any charges for breakage in excess of \$50.00, which may have been assessed against them.

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 **Housing Contract Cancellation Form** for review by the Central Housing Office. If it is approved, the student will be charged for room and prorated for board charges. Approved cancellation requests submitted at the end of the first semester will be charged a severance fee. If the request is denied, charges will be assessed for the entire room and board fee.

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/).

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

The Office of Financial Aid provides financial assistance to students in the form of scholarships, grants, loans, and student employment. Financial aid counseling is available to families regarding educational cost and financial aid opportunities. Students who need assistance with college costs should apply for financial aid. While most financial aid is need-based, some financial is merit-based.

Financial aid for students attending Bowie State University can be obtained from four different sources:

- the federal government;
- the state government (deadline March 1);
- institutional need-based funds (deadline March 1); and
- private resources (deadline varies depending on individual awards).

Visit the Bowie State University Website at www.bowiestate.edu for additional information.

Application Procedures

To apply for financial aid (grants, loans, and student employment), a student must go on-line and complete the **Free Application for Federal Student Aid (FAFSA)** at www.fafsa.ed.gov. The student and his/her parent/guardian must register for a pin number at www.pin.ed.gov. The FAFSA is also available in public libraries, in most high-school counseling offices, and in the Office of Financial Aid at Bowie State University. The Office of Financial Aid strongly encourages students to apply online in order to expedite the application process.

In order for Bowie State University to receive a student's financial aid information, the applicant must include the University federal school code (002062) on the FAFSA. The information reported on the FAFSA is electronically transmitted to Bowie State University. If the student fails to include the University's school code, the Office of Financial Aid will not be able to receive his/her FAFSA information electronically.

All entering undergraduate students must be admitted to the University before his/her application for financial aid can be reviewed.

Students should review their *Student Aid Report (SAR)* information on-line after the FAFSA has been processed. The SAR includes the Estimated Family Contribution (EFC) and indicates any missing or inconsistent information. Students are responsible for making any necessary corrections on-line. If a student submits an incomplete application, the US Department of Education will be unable to determine financial aid eligibility. A student will not be eligible to receive financial aid until financial aid eligibility is determined. Students can make corrections to the SAR on-line at www.fafsa.ed.gov.

Eligibility Criteria

To gain eligibility for financial aid, students must complete and submit the *Free Application for Federal Student Aid* (FAFSA) and meet the following general eligibility requirements:

- 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);
- certify that his/her federal student aid be used only for educational purposes; and
- certify that he/she is not in default on a federal loan or does not owe money on a federal student grant.

NOTE: A student might not be able to receive federal student aid if he/she has been convicted under federal or state law of selling or possessing illegal drugs. Even if a student is ineligible for federal aid because of a drug conviction, he/she should still complete the FAFSA.

Determining Financial Need

Information reported on the FAFSA is used to determine the Expected Family Contribution (EFC). This is the amount the student and parent for dependent students as well as the student and spouse for independent students is expected to contribute toward the cost of education. Financial need is calculated using the following formula:

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

Important Financial Aid Deadlines

January 1	The FAFSA can be completed as early as January 1 and must be completed every year.
March 1	The priority date for completing the FAFSA for earlier notification of financial aid award for federal and institutional aid.
March 1	Maryland residents must complete the FAFSA to be considered for state grants and/or scholarships.
April 15	Students interested in applying for BSU Institutional Scholarships must complete the BSU Institutional Scholarship Application.
December 1	Final day for processing students enrolled for fall and spring with the exception of Pell eligible students.
December 1	New admits for spring.

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 (full-time, part-time, or less than half-time). Award limits vary based on Congressional budgeting each year. The award will range from \$400.00 to \$4731.00 for the 2008-2009 academic year.

Academic Competitiveness Grant (ACG)

The Academic Competitiveness Grant (ACG) provides awards to undergraduate students who are enrolled in their first or second year in an eligible program in any field, who have completed a rigorous secondary school program of study, and who have at least a 3.0 cumulative GPA for the first academic year.

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

The National Science and Mathematics Access to Retain Talent Grant (National SMART Grant) is for undergraduate students who are enrolled in the third or fourth academic year of an eligible program and pursuing an eligible major with at least 3.0 cumulative GPA. The student does not have to complete a rigorous secondary school program of study to be eligible for this grant.

Federal Supplemental Educational Opportunity Grant Program (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.

Federal Work-Study Program (FWS)

The Federal Work-Study (FWS) Program is need-based and provides employment opportunities for eligible undergraduate students. The program encourages community service and work related to the student's course of study. Wages vary but will be at least the current minimum wage. The FWS award depends on the available funding and 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 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.

Federal Perkins Loan Program Entrance Interview

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 Controllers 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.

- **Direct Subsidized Loan Program**

A Direct Subsidized Loan is awarded on the basis of financial need. Students are not charged interest on Direct Subsidized Loans during certain periods, such as when they are enrolled at least half-time and during grace and deferment periods. The federal government pays the interest for subsidized loans. The interest rate is variable, but will never exceed 8.25%.

- **Direct Unsubsidized Loan Program**

A Direct Unsubsidized Loan is not awarded on the basis of need. Interest will be charged from the time the loan is disbursed until it is paid in full. The interest rate is variable, but will never exceed 8.25%.

- **Direct PLUS Loan Program**

The Direct PLUS Loan Program enables parents with good credit histories to borrow funds to pay the educational expenses of their dependent children. The PLUS Loan is not need-based, but the award in combination with other financial aid cannot exceed the cost of attendance. The PLUS Loan has a variable interest rate, but will never exceed 9%. Interest is charged on the Loan from the date the first disbursement is made until the loan is paid in full.

Dependent students are encouraged to use their full eligibility for a Direct Subsidized or Unsubsidized Loan before being considered for a PLUS Loan. If a parent is denied a PLUS Loan, the student may be eligible to receive additional unsubsidized funds.

Parent Electronic Master Promissory Notes (MPN)

Bowie State University requires parents to complete the Electronic Master Promissory Note at <http://dlenote.ed.gov> once they have accepted their loan. Parent(s) must have a PIN assigned by the U.S. Department of Education prior to signing their note electronically. A PIN number may be requested by visiting the www.pin.ed.gov Website.

Student Electronic Master Promissory Notes (MPN)

Bowie State University requires students to complete the Electronic Master Promissory Note at <http://dlenote.ed.gov> when they have accepted their loan. Students must have a PIN assigned by the U.S. Department of Education prior to signing their note electronically. A PIN number may be requested by visiting the www.pin.ed.gov Website.

GRAD PLUS Electronic Master Promissory Notes (MPN) (Graduate students only)

Before receiving a GRAD PLUS loan a student must complete a new master promissory note at the <https://dlenote.ed.gov/> Website.

Complete On-line Entrance Counseling for Direct Loans

Before receiving a student loan, first time borrowers must complete an **entrance counseling** session on-line at the <http://www.dlsonline.com/> Website.

Complete On-line Exit Counseling for Direct Loans

Prior to graduating or leaving college, borrowers are required to complete an exit counseling session on-line at the <http://www.dlsonline.com/> Website.

Maryland State Scholarship Programs

March 1 is the mailing deadline for the FAFSA to be considered for Maryland State scholarships and grants. If the FAFSA is mailed after March 1, the application is late and **will not be considered** for Maryland State scholarships and grants.

The State of Maryland has scholarship and grant programs based on a student's financial need, talents and gifts, or career choice. The State Scholarship Administration uses the Expected Family Contribution (EFC) as determined by the Free Application for Federal Student Aid (FAFSA) to calculate eligibility for Maryland financial aid.

Selected State of Maryland scholarships and grants appear below. Students must meet the qualification requirements for each scholarship, grant, or program. For additional information and requirements, students should contact the State Scholarship Administration at (410) 260-4565 or (800) 974-1024 or visit www.mhec.state.md.us.

Need-based Grants

- **Guaranteed Access Grant (GA):** A dependent student and his/her parents must be Maryland residents. The student must enroll at a two-year or four-year Maryland college or university as a full-time (12+ credits per semester; audited courses cannot be used to reach the minimum credit hours required for full-time status), degree-seeking, undergraduate student. The student must demonstrate financial need. All applicants must have a minimum, unweighted cumulative 2.5 high school grade point average (GPA) and meet specific income requirements:
- **Education Assistance Grant:** A dependent student and his/her parents must be Maryland residents. The student must enroll at a two-year or four-year Maryland college or university as a full-time (12+ credits per semester; audited courses cannot be used to reach the minimum credit hours required for full-time status), degree seeking, undergraduate student. The student must demonstrate financial need. All applicants are ranked by Expected Family Contribution (EFC). The student's EFC is based on information reported on the FAFSA. Students with the lowest EFC are awarded first.
- **Part-Time Grant:** A dependent student and his/her parents must be Maryland residents. The student must enroll at a two-year or four-year Maryland college or university as a part-time (6-11 credits per semester), degree-seeking undergraduate student. The student must demonstrate financial need. Recipients are selected by the institution.
- **Graduate and Professional Scholarship Program:** A student must be a Maryland resident and demonstrate financial need. He/she must be enrolled as a degree-seeking student, either part-time or full-time, and attend one of the following schools: University of Maryland, Baltimore (UMB) School of Medicine, Dentistry, Law, Pharmacy, or Social Work; The Johns Hopkins University School of Medicine; The Virginia-Maryland Regional College of Veterinary Medicine; or selected Maryland institutions offering a master's degree in nursing or social work.

Legislative Scholarships

- **Senatorial Scholarship:** A dependent student and his/her parents must be Maryland residents. The student must enroll at a two-year or four-year Maryland college or university, as a full-time or part-time, degree-seeking undergraduate or graduate student, or attend certain private career schools. Audited courses

cannot be used to reach the minimum credit hours required for full-time or part-time status. The student must demonstrate financial need. He/she must take the SAT 1 or the ACT unless he/she graduated from high school five or more years ago; has earned 24 college credit hours; or is attending a community college or a private career school.

- **Delegate Scholarship:** A dependent student and his/her parents must be Maryland residents. The student must enroll at a two-year or four-year Maryland college or university as a full-time or part-time, degree-seeking undergraduate or graduate student, or attend certain private career schools.
- **Unique Major:** Funds awarded for the Senatorial and Delegate scholarships may be used at an out-of-state institution if the student's academic program is not offered at a Maryland institution.

Unique Populations

- **Jack F. Tolbert Memorial Student Grant Program:** A dependent student and his/her parents must be Maryland residents. The student must enroll at an approved Maryland private career school. He/she must enroll for at least 18 clock hours per week.
- **Edward T. Conroy Memorial Scholarship:** A student must enroll at a two-year or four-year Maryland college or university, as a full-time or part-time, degree-seeking undergraduate or graduate student or attend a private career school. The student must be the son or daughter of a member of the United States Armed Forces who died or was 100 percent disabled as a direct result of military service; a veteran who suffers, as a direct result of military service, a disability of 25 percent or greater and has exhausted or is no longer eligible for federal veterans' educational benefits; the son, daughter, or surviving spouse of a victim of the September 11, 2001 terrorist attacks who died as a result of the attacks on the World Trade Center in New York City, the attack on the Pentagon in Virginia, or the crash of United Airlines Flight 93 in Pennsylvania; a POW/MIA of the Vietnam Conflict or his/her son or daughter; the son, daughter, or surviving spouse (who has not remarried) of a state or local public safety employee or volunteer who died in the line of duty; or a state or local public safety employee or volunteer who was 100 percent disabled in the line of duty. The parent, veteran, POW or public safety employee or volunteer must have been a resident of Maryland at the time of death or when declared disabled or has a disability of 25 percent or greater and has exhausted or is no longer eligible for federal veteran's educational benefits.
- **Veterans of the Afghanistan and Iraq Conflicts Scholarship Program:** Uniformed Services Members of the United States who served in Afghanistan, or contiguous air space as defined in federal regulations, on or after October 24, 2001, and before a terminal date to be prescribed by the United States Secretary of Defense; or in Iraq, or contiguous waters or air space as defined in federal regulations, on or after March 19, 2003, and before a terminal date to be prescribed by the United States Secretary of Defense, may apply for a scholarship if they are:
 - A veteran who served at least 60 days in the Afghanistan or Iraq Conflicts, as defined above;
 - An active duty member of the Armed Forces who served at least 60 days

in the Afghanistan or Iraq Conflicts, as defined above;

- o A member of a reserve component of the Armed Forces of the United States or the Maryland National Guard who was activated as a result of the Afghanistan or Iraq Conflicts and served at least 60 days, as defined above; or a son, daughter, or spouse of:
 - a veteran or active duty member of the Armed Forces who is serving or has served in the Afghanistan or Iraq Conflicts at least 60 days, as defined above; or
 - a member of a reserve component of the Armed Forces or Maryland National Guard who was activated as a result of the Afghanistan or Iraq conflicts and served at least 60 days, as defined above.

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 semester) or part-time (6-11 credits per semester) undergraduate student.

Residents of Maryland include active members of the United States Armed Forces, their spouses, and their dependent children who are stationed in the State of Maryland or whose home of residency is Maryland.

- **Tuition Reduction for Non-Resident Program for Nursing Students:** A student must be a resident of a state other than Maryland. The student must enroll at a MD public college or university as a full-time degree-seeking undergraduate student. He/she must be accepted into a nursing program.
- **Foster Care Tuition Waiver:** A student must have resided in a foster care home in Maryland at the time he/she graduated from high school or successfully completed a general equivalency development examination (GED), or he/she must have resided in a Maryland foster care home on his/her 14th birthday and were then adopted after his/her 14th birthday. The Department of Human Resources must also confirm that the student is eligible for the waiver. The student must enroll as a degree-seeking student at a public two-year or four-year higher education institution in Maryland on or before age 21.

Workforce Shortage Student Assistance Grant Program: This grant program encompasses several programs, which are listed below. Individuals who have received the following awards in prior years will continue to receive their awards as long as they remain eligible. Award amounts will remain the same and the service obligation must be served. The applicant must complete and file the **Workforce Shortage Student Assistance Grant** application by June 1. To be considered based on need and to apply for the William Donald Schaefer Scholarship, the student must file the FAFSA by March 1.

- Child Care Provider Scholarship;

- Developmental Disabilities, Mental Health, Child Welfare, and Juvenile Justice Workforce Tuition Assistance Program;
 - Distinguished Scholar Teacher Education;
 - Hope Scholarship Programs (Hope General, Maryland Teacher, & Science and Technology);
 - Sharon Christa McAuliffe Memorial Teacher Education Scholarship;
 - State Nursing Scholarship and Living Expenses Grant; and
 - William Donald Schaefer Scholarship*.
- **The Child Care Provider Scholarship Program:** A dependent student and his/her parents must be Maryland residents. The student must enroll at a two-year or four-year Maryland college or university as a full-time (12+ credits per semester) or part-time (6-11 credits per semester), degree-seeking undergraduate. Audited courses cannot be used to reach the minimum credit hours required for full-time or part-time status. The student must enroll in a child development program or an early childhood education program. He/She may only attend part-time if he/she is working at least 15 hours a week at a child care or family day care center.
 - **The Developmental Disabilities, Mental Health, Child Welfare, and Juvenile Justice Workforce Tuition Assistance Program:** A dependent student and his/her parents must be Maryland residents. The student must enroll at a two-year or four-year Maryland college or university as a full-time (12+ credits per semester) or part-time (6-11 credits per semester), degree seeking undergraduate or as a full-time (9+ credits per semester) or part-time (6-8 credits per semester), degree-seeking graduate student. Audited courses cannot be used to reach the minimum credit hours required for full-time or part-time status. The student may enroll for less than six (6) credits in a semester, but he/she must earn at least 12 credit hours in each academic year, including the summer term. He/She must enroll in a human services degree program. This award is not based on need.
 - **The Distinguished Scholar Teacher Education Award Program:** A dependent student and his/her parents must be Maryland residents. The student must enroll at a two-year or four-year Maryland college or university as a full-time (12+ credits per semester), degree-seeking undergraduate student. Audited courses cannot be used to reach the minimum credit hours required for full-time status. He/She must enroll in an approved teacher education program. An applicant planning to teach in a critical shortage area receives priority; remaining applicants are ranked on the basis of GPA by class standing.
 - **Hope Scholarship Programs (Hope General, Maryland Teacher, & Science and Technology):** All of the Hope Scholarship Programs are being phased out and are no longer accepting new applications. Students already receiving HOPE funding will have their awards renewed as long as they remain eligible.
 - **The Sharon Christa McAuliffe Memorial Teacher Education Award Program:** A dependent student and his/her parents must be Maryland residents. The student must enroll at a two-year or four-year Maryland college or university as a full-time (12+ credits per semester) or part-time (6-11 credits per semester), degree-seeking undergraduate student or full-time (9+ credits per semester) or part-time (6-8 credits per semester), degree-seeking graduate student. Audited courses cannot be used to reach the minimum credit hours required for full-time or part-time status. The student must enroll in an approved teacher education program in a critical shortage field.

- **The State Nursing Scholarship and Living Expenses Grant Program:** A dependent student and his/her parents must be Maryland residents. The student must have a minimum cumulative 3.0 GPA in high school or college. He/She must enroll at a two-year or four-year Maryland college or university as a full-time (12+ credits per semester) or part-time (6-11 semester credits) undergraduate student or a full-time (9+ credits per semester) or part-time (6-8 credits) graduate student in a program leading to a degree in nursing. Audited courses cannot be used to reach the minimum credit hours required for full-time or part-time status.
- **The William Donald Schaefer Scholarship Program:** A dependent student and his/her parents must be Maryland residents. The student must enroll at a two-year or four-year Maryland college or university as a full-time, degree seeking undergraduate student (12+ credits per semester) or full-time degree seeking graduate student (9+ credits per semester). Audited courses cannot be used to reach the minimum credit hours required for full-time status. The student must enroll in courses of study, training, or other educational activities that are designed to prepare individuals for a career in public service.

Loan Assistance Repayment Program

- **Janet L. Hoffman Loan Assistance Repayment Program (LARP):** The applicant must have earned a degree from a college in Maryland, or from any law school, or a resident teacher certificate from the Maryland State Department of Education (MSDE). He/She must be employed full-time (35+ hours per week) in state or local government or in a nonprofit organization in Maryland. His/Her employer must help low income, underserved residents or underserved areas in the state. The applicant must have educational loans from a university, government, or commercial source that he/she used to pay college expenses. He/She may not be in default on a loan. His/Her annual gross salary cannot exceed \$60,000. If married, the applicant's annual gross salary cannot exceed \$60,000, and the combined salaries cannot exceed \$130,000. If employed as a nurse faculty member, the applicant's annual gross salary cannot exceed \$75,000. If married, the annual gross salary cannot exceed \$75,000, and the combined salaries cannot exceed \$160,000. This is a service-based program. Prior service obligations from other State of Maryland scholarships must be completed by July 1, 2006. One position cannot fulfill two service obligations simultaneously.

Bowie State University Grant Program

Bowie State University Institutional Grants are awarded to undergraduate students on the basis of financial need 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 Aid should complete and submit the **Free Application for Federal Student Aid (FAFSA)** on-line at www.FASFA.ed.gov by March 1. Awards are made on a first-come, first-served basis.

Bowie State University Institutional Scholarships

Students who wish to apply for Bowie State University Institutional Scholarships should complete and submit the **Bowie State Institutional Scholarship Application** by April 15. The application is available on the Bowie State University Website. Awards are usually made during the month of June for the next academic year. Spring awards are made if funds are available.

To apply for a Bowie State University Institutional Scholarship, incoming freshmen and continuing students should have at least a 2.8 cumulative grade point average. Unless otherwise stated, these scholarships are not available to students who hold a bachelor's degree or to students not enrolled in a degree-seeking program. Where SAT scores are required for scholarships, the student must have taken the SAT while enrolled in high school or within one year of graduation. For further information, contact the Office of Financial Aid.

Bowie State University Academic Scholarships

The University offers academic scholarships based on ACT, SAT, and high school GPA scores. Students are selected during the admissions process.

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. Eligible schools also include historically black colleges and universities (HBCUs) and Washington, DC, metro area private institutions. The DC OneApp is the only method by 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.

To qualify for the grants in the DC OneApp, the applicant must first fill out the **Free Application for Federal Student Aid (FAFSA)** at www.FAFSA.ed.gov; be a DC resident; live in DC; and meet other eligibility requirements including proof of residency for one year prior to the start of college; register with the selective service (males 18 and over); provide proof of U.S. citizenship; not be in default status with federal student loans; and be in good academic standing.

- **D.C. Tuition Assistance Grant (DCTAG):** This program provides a tuition subsidy for District of Columbia residents attending public institutions of higher education in the states of Maryland and Virginia. Awards will equal the difference between the in-state and out-of-state tuition, not to exceed an annual maximum of \$10,000 and a lifetime maximum of \$50,000. Award amounts will be prorated for students enrolled less than full time. For more information, students should contact the D.C. Tuition Assistance Grant Office at (202) 727-2824. Students must complete the **Free Application for Federal Student Aid (FAFSA)**.
- **D.C. Leveraging Educational Assistance Partnership Program (DCLEAP):** This grant is offered to D.C. residents for education and training beyond high school. Students must file a new application for LEAP every year and complete and submit the **Free Application for Federal Student Aid (FAFSA)**. Students should call (202) 727-3688 for additional information.
- **D.C. Adoption Scholarship Program (DCAS):** Applicants must be adopted on/after October 1, 2001, through the DC Child and Family Services Agency or have lost one or both parents as a result of events of 9/11 2001 while they were domiciled in the District of Columbia; be a U.S. Citizen or eligible non-citizen; be a high school graduate or have a GED; and be 24 years of age or younger before the deadline date. Students should call (202) 727-3688 for additional information.
- **D.C. College Access Program (CAP):** This program works to increase the number

of DC public high school students who attend and graduate from college by providing counseling and financial assistance. The D.C. CAP advisors will help students identify and secure financial resources and will also provide "last dollar" awards of up to \$2000 per year for up to five years of college. For more information, students should call (202) 783-7933 or e-mail dccapoff@aol.com.

FINANCIAL AID POLICIES

Satisfactory Academic Progress (SAP)

The Office of Financial Aid is required by federal regulations to monitor the progress of financial aid recipients. Financial aid recipients must comply with the standards for Satisfactory Academic Progress (SAP) as a condition of continued eligibility for financial aid. A student's academic records will be reviewed at the end of each spring semester to determine whether the student has maintained SAP for the academic year.

SAP is measured in three areas:

- Qualitative Measures – maintenance of a minimum grade point average.
- Quantitative Measures – successful completion of a required number of credits.
- Maximum Time Frame – completion of degree requirements in a specified time frame.

Please note that financial aid SAP requirements differ from the University's satisfactory academic progress policies. See "Academic Regulations."

Qualitative Standard

At the end of an undergraduate student's second academic year, he/she must have a minimum cumulative grade point average of 2.00.

Quantitative Standard

Students receiving financial aid must complete at least 80% of the cumulative hours attempted each academic year.

Maximum Time Frame

Students must earn their degrees within the maximum allowable time frame regardless of the program of study. The maximum time frame is 180 credits for undergraduates. A student who exceeds the maximum time frame cannot receive financial aid until his/her current program of study has been completed and he/she is accepted into a new program.

If a student enrolls in a different degree program or certificate-seeking program, this restriction no longer applies, but the student must still meet all other SAP requirements.

Good Standing

Students who maintain a cumulative grade point average of 2.00 and pass at least 80% of the cumulative hours attempted by the end of their second year of enrollment are considered to be in good standing.

Academic Probation

Students who meet at least one of the conditions that appear below will be placed on academic probation for one academic year.

- The student has a cumulative grade point average that is less than 2.00, but greater than 1.00, and the student failed to complete 80% of the cumulative hours attempted;
- The student has a cumulative grade point average of 2.00, and the student failed to complete 80% of the cumulative hours attempted; or
- The student has a cumulative grade point average that is less than 2.00, but greater than 1.00, and the student passed 80% of the cumulative hours attempted.

Termination of Financial Aid

The following conditions describe the circumstances under which a student can be terminated from financial aid eligibility.

- **Two consecutive academic years of probation:**

By the end of the second financial aid evaluation period, a student must have a minimum cumulative grade point average of 2.00 and must have passed at least 80% of the cumulative hours attempted. Failure to meet these requirements will result in termination of financial aid for at least one year of enrollment or until the student again meets the SAP requirements.

- **Failing to achieve at least a 1.00 grade point average:**

A student who fails to achieve a cumulative grade point average of at least 1.00 (grade point average is .00-.99) at the end of the academic year will be immediately terminated from financial aid. The termination will remain in effect until the student meets the standards for satisfactory academic progress (SAP) or is in good standing.

Satisfactory Academic Progress Appeals

If a student's financial aid eligibility is terminated, he/she may submit an appeal for reinstatement of the aid. All appeals for reinstatement of financial aid must be submitted in writing to the Director of Financial Aid. The Financial Aid Appeals Committee will review the requests. The request must include a comprehensive and complete description of any mitigating circumstances that affected the student's academic progress. It must also include verification of any remaining academic requirements from the student's academic advisor and written documentation of any medical circumstances from his/her doctor. Students will be notified of the Appeals Committee's decision within ten (10) working days of receipt of the appeal and all documentation.

Academic Record Considerations

The following grades are used in the evaluation of SAP:

- S- Satisfactory (This grade cannot be used for developmental courses.). An "S" factors in as a "C."
- U- Unsatisfactory (The student must repeat any course in which he/she receives a grade of "U."). A "U" factors in as an "F."
- I- Incomplete (A grade of "I" is given by a faculty member when a student is unable to complete required course work because of verifiable medical reasons or documented catastrophic events beyond the control of the student and only with approval of the appropriate dean.). An "I" factors in as an "F."
- AU- Audit (This is given when a student has registered and attended a course for audit rather than for credit.). "AU" factors in as an "F."
- W- Withdrawal ("W" is given for courses that are officially dropped within the Specified period of time printed in each semester's *Schedule of Classes*). "W" factors in as an "F."
- NG- No grade ("NG" is given when grades are not submitted by faculty.). "NG" factors in as an "F."

Summer and mini session grades will not be included in the evaluation of SAP. Any credits earned during that period will be included in the yearly total for the next evaluation period.

Verification Policy

Bowie State University is responsible for reconciling information reported on the FAFSA by a process called verification. If a student is selected for verification, the Student Aid Report (SAR) will indicate that the school will ask for certain documents. A student and his/her parent(s) will be asked to submit federal tax information, verification worksheets, and other supporting information. Any applicant who has submitted inconsistent information may be selected for verification.

Financial need will be recalculated based on the verification documents and transmitted electronically to the U.S. Department of Education to update the student's SAR. If there is a significant difference between the information reported on the FAFSA and the verification documents, financial aid might remain the same, increase, decrease, or be canceled.

The University requires that all verification documentation be submitted by a student's last date of attendance. Failure to respond to the request for verification documents will result in the cancellation of any financial aid award(s).

Default Management Policy

Default is the failure to repay a loan in accordance with the terms of the promissory note. Default may also result from failure to submit a request for a deferment or a loan cancellation on time. To facilitate the management of the Direct and Perkins Student Loan Programs, Bowie State University has implemented the following plan.

- A. 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 Comptrollers Office.
- B. All Direct Loan borrowers are required to complete an **entrance counseling** session on-line at *www.dlssonline.com*. The entrance interviews will include information on loan interest rates, grace periods, penalty charges and fees, borrowers' rights and responsibilities, deferment and cancellation or postponement procedures, consolidation issues, and any other terms or conditions of the loan.
- C. Academic transcripts will be withheld for Perkins and Direct Loan defaulters.
- D. All Perkins Loan recipients will be required to complete an **exit interview**. It will include the information in the entrance interview and information on the average indebtedness of loan recipients, information on the anticipated monthly repayment, a review of repayment and consolidation options, and a review of the consequences of failure to repay the loan. Perkins Loan recipients must schedule an exit interview with the Perkins Loan Coordinator located in the Controllers Office. Loan recipients will not be allowed to graduate until they have completed the exit interview.
- E. All Direct Loan recipients will be required to complete an **exit interview** on-line at *www.dlssonline.com* website. It will include the information in the entrance interview and information on the average indebtedness of loan recipients, information on the anticipated monthly repayment, a review of repayment and consolidation options, and a review of the consequences of failure to repay the loan. The exit interview for Direct Loan borrowers is available online at *www.dlssonline.com*. Loan recipients will not be allowed to graduate until they have completed the exit interview.
- F. The University will provide updated information to the various lenders and guarantors as requested.
- G. The Loan Billing Agency will forward delinquent (120 days past due) accounts from its commercial collection agency to the Maryland Central Collection Agency. Prior to the collection agency Education Default Reduction Assistance Project. In addition, the University will contact the local credit bureau to report any delinquencies. The collection agency, using various collection techniques (i.e. skip-tracing and the Tax Refund Intercept Program), will attempt to secure payment on an account.

Return of Title IV Financial Aid

This policy is established in accordance with the Higher Education Amendments of 1998 (HEA) Public Law 105-244 regarding the treatment of Title IV recipients receiving Title IV funds who officially or unofficially withdraw during the semester before completing 60% of the semester.

Definition of a Title IV Recipient

For the purpose of this requirement, a Title IV recipient is a student who received Title IV grant or loan assistance or met the conditions that entitled the student to a late disbursement. If a student is receiving Federal Work Study funds only, this policy would not apply to him/her.

Title IV Funds included in the *Return of Title IV Financial Aid* categories are:

- Federal Pell Grant Program
- Academic Competitiveness Grant (ACG)
- National Science and Mathematics Access to Retain Talent Grant (National SMART Grant)
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Perkins Loan
- Leveraging Education Assistance Partnership (LEAP)
- William D. Ford Federal Direct Loan
- Subsidized Stafford Loan
- Unsubsidized Stafford Loan
- PLUS Loan
- Federal Family Educational Loan (FFEL) Program

Percentage of Period of Enrollment Completed

The percentage of the enrollment period completed is determined by dividing the number of calendar days completed in the enrollment period, as of the day the student withdrew, by the total number of calendar days in the same period. The total number of calendar days in a period of enrollment includes all days with the period, except for institutional scheduled breaks of five or more consecutive days. If the day the student withdrew occurs after the student has completed more than 60% of the period of enrollment, the percentage earned is 100%.

Order of Return of Funds by the School

The return of Title IV funds is the responsibility of the school and the student using the following order for a direct lending school:

- Direct Unsubsidized Federal Student Loans
- Direct Subsidized Loans
- Perkins Loan
- Federal Direct PLUS Loans
- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grant (SEOG)
- Other Assistance such as Leveraging Education Assistance Partnership (LEAP/SSIG)

Order of Return of Funds by the Student

The student is obligated to return funds to the Title IV Fund from which they were received and in the same order that is required for schools as stated above. The student (or parent, if a Federal PLUS loan is involved) returns funds to the loan programs in accordance with the terms of the loan, and to grant programs as an overpayment.

Procedures for Withdrawal from the University

An 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 Dean of the School that houses his/her major. Veteran students should consult the Veterans Program Assistant for special regulations housed in the registrar's office. 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 was enrolled. Students withdrawing from the University after the last day to drop a course may request the grade of "W" (withdrawal).

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: Dorothy Holland

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.

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.

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.

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.

Computer Technology Club

This organization is the Bowie State Computer Technology Chapter of the Association for Computing Machinery (ACM). Its purpose is to promote an increased knowledge of the science, design, development, construction, language, and applications of modern computing machinery.

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.

Pedology Club

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

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.

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 or minor the opportunity to establish relationships with other students in the field. This Club provides students the unique opportunity to sponsor programs and activities promoting social work programs.

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'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.

Housing and Residential 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 \$100.00 housing application fee which will be credited to the student's account. Each student is also responsible for a \$50.00 security deposit. If there are no outstanding charges on the student's account, the security deposit will be refunded at the end of his/her residency.

Athletics

Director: Derek Carter

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 for additional information.

For updates on the teams, schedules, and scores, please check the Bowie State University Website (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) advises 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.

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

Acting Director: Shirelle Briscoe

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.lsatsat.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/community/tservices.asp.

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.

PRISEM Centers

Interim Coordinator: Elaine Davis

PRISEM is a variation of the word prism and serves as an acronym for Preparation, Resources and Information for Success, Excellence and Merit. Prisms are primarily known for their ability to disperse light rays. When white light shines through one side of the prism, a rainbow of colors appear on the other side. Conceptualizing the prism as a representation of the PRISEM Center, the light entering represents Bowie State University's academics. Better prepared students emerge from the other side demonstrating that our center is the point of dispersion for **P**reparation, **R**esources and **I**nformation for **S**uccess, **E**xcellence and **M**erit.

The PRISEM Center was established in 1996 under the sponsorship of the Model Institutions for Excellence Initiative. The Center is a centralized and systematic unit that supplements the support services of Bowie State University. Students receive academic assistance via an array of programs and services. Included in this array are trained Peer Tutors. They are certified by the College Reading & Learning Association to provide individual, small group, traditional, and satellite tutoring. A main objective is to enhance the academic performance of Bowie State University's students as they travel the road towards graduation.

PRISEM Centers are located in the Computer Science Building, Suite 107 (301-860-3999) and the Thurgood Marshall Library, 1st Floor Annex (301-860-3314).

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/CampusLife/career/iss/.

Career Services and Cooperative Education

Director: Dale O'Neal

The Office of Career, Cooperative Education and International Services works diligently to provide career planning and assistance with job placement for current students and alumni; while facilitating the entry, enrollment and matriculation of international students. This office assists in developing students holistically by providing opportunities for and to them to engage in meaningful work-related seminars, career fairs, practical work experiences, co-op experiences, and internships.

The Career Development component provides an array of services to students and alumni. The staff offers both one-on-one and group advisement on topics such as career decision-making, career assessment, resume and cover letter preparation, interviewing skills and techniques, and job search strategies. Job placement assistance is readily available to all students. The office maintains information on current full-time and part-time employment opportunities and serves as a resource for both employers and job seekers. Outreach services include participation in local career fairs, presentations in classes, and meetings with prospective employers. Additionally, we assist students with internship placements.

The Cooperative Education (Coop) component is based on the principle that well educated individuals can develop most effectively through an educational pattern that, at regular intervals, plunges them into the reality of the world beyond the campus. By doing this, we challenge our students to become the finest professionals within their chosen fields and assist them in finding cooperative education placements. There are two types of placements offered at Bowie State University - Parallel Co-op (full-time school, part-time work)- a student may petition for six (6) credits while participating in this program and Alternating Co-op (alternating full-time work, part-time school) - a student may petition for twelve credits while participating in this program.

International Services provides assistance and support services to Bowie State University's international students. Additionally, we develop and implement programs and services for the purpose of recruitment, retention, and education of international students. Other services include admissions counseling and document processing, immigration advisement, outreach, and cultural programming. We also provide supportive counseling to students who need assistance making the cultural transition to the United States.

Henry Wise Student Health and Wellness Center

Director: 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.

BowieCard Office

The mission of the Bowie 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 BowieCard 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 book store 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 BowieCard 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 Restaurant;
5. Debit card capabilities for the following:
 - BSU bookstore
 - Student Restaurant
 - Alex Haley Convenience Store
 - Sub-Connection
 - Snack Bar

- Gold Room
- Jazzman's
- Café ala Carte
- Smoothies and More
- 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

Dean: Richard Bradberry

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.

OFFICE OF GRADUATE STUDIES

Assistant to the Provost: Cosmas U. Nwokeafor

The Office 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) or by contacting the Office of Graduate Studies at 301-860-3406.

CONTINUING EDUCATION AND EXTERNAL PROGRAMS

Assistant Provost: Mathias A. Mbah, Ph.D.

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), via email (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: Mr. Jerry Isaac
(jisaac@bowiestate.edu)

Prince George's Public School Partnership Programs

School of Education
14000 Jericho Park Road
Bowie, Maryland, 20715
(301) 860-3406
Coordinator: Dr. Marsha Mims-Word
(mmword@bowiestate.edu)

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.

Distance Education

Distance Education at Bowie State University provides the opportunity for students to complete undergraduate and graduate degrees as well as graduate certificate and teacher licensure programs. Distance Education programs are taught by the same faculty who teach our on- and off-campus programs and have the same content, objectives, and outcomes.

Online programs provide opportunities for busy individuals to continue their education in off-campus settings of their choice. Using the Internet, students are able to connect with instructors and other students. Courses have synchronous components, which require students to log in at scheduled times to participate in live discussions, and asynchronous components, which allow students and instructors to communicate via e-

mail and discussion boards at times that are convenient for them. Some courses specify a limited number of visits to the campus.

The University's faculty and staff are committed to ensuring the success of online learners. Courses are delivered on Bowie State University Cable Television, the University System of Maryland's Interactive Video Network (IVN), the Maryland National Guard Distance Education Network, and the World Wide Web.

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

Telecommuting Center and Community Network

Director: Joyce E. Larrick

Telecommuting Centers are a popular work option and are seen as a welcomed alternative to a tiny and cramped home office. Working at home may not be an option for some employees that have child or elderly care responsibilities. Some employees lack the discipline to work at home. Others may like the separation of home and work, or desire the collegiality of working outside the home. Responding to the needs of its community, Bowie State University, through the combined interests of government and education, developed the Bowie State University Telecommuting Center. The Center opened in June 1998, as a Pilot of the U.S. General Services Administration's Interagency Telecommuting Pilot Project.

The Center is located on the lower level of the Thurgood Marshall Library and houses professional and technologically advanced workstations for use by government and private sector workers. The BSU Center is furnished with ergonomic module components, Pentium Internet accessible computers, voice mail, a laser printer, a copier and a fax machine, a lockable file for personal items, conference room seating for eight, a scanner, a shredder, a microwave, a refrigerator, and other small general office equipment.

The BSU Telecommuting Center, funded by the U.S. General Services Administration, is open 24 hours, 7 days a week. Call 301-860-4939 for further information or visit us on the web at www.tc.bowiestate.edu.

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.

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.
- Recognition at Honors Convocation.
- Opportunity to attend national, regional, statewide, and local activities.
- An honors residential facility, designed to foster an intellectually stimulating 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.

Incoming freshmen may apply if they meet the following criteria:

- Combined SAT score of 1100 or higher, and
- Cumulative Grade Point Average of 3.3 or higher.

Transfer students may apply if they have completed at least 15 semester hours, have at least four semesters remaining in college, and meet at least one of the following criteria:

- Good standing in an honors program in current or prior college;
- Cumulative grade point average of 3.5 in college; or
- 3.5 grade point average in the last 24 semester hours taken in college.

Current students at Bowie State University may apply if they have completed at least 15 semester hours, have at least four semesters remaining in college, and meet at least one of the following criteria:

- Cumulative grade point average of 3.3 at Bowie State University; or
- 3.3 grade point average in the last 24 semester hours taken at Bowie State.

Application Procedure

Obtain an application packet from the Director of the University Honors Program:

Complete the application form and return it to:

Director, University Honors Program
Thurgood Marshall Library, Suite 279D
Bowie State University
Bowie, Maryland 20715

Have the required reference forms returned directly to the Director, as detailed in the application packet, and complete an interview with the Honors Committee or its designee.

Academic Expectations

Students must maintain a cumulative grade point average of 3.3 in order to remain in good standing in the Program. Students who fail to maintain a GPA of 3.3 for more than one semester will be withdrawn from 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: LTC Thurinton W. Harvell

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 five-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 up to ten months. 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 National Development and Assessment Course, and while at the National Development and Assessment Course, Cadets are paid approximately \$900.00 per month. The stipend allowance is up to \$5,000.00 per year.

Curriculum Courses			Sem. Hrs.
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

OFFICE OF MEDIA OPERATIONS

Director: Vera Chesley

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 (DIT)

Vice President: Al Valbuena

The Division of Information Technology 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 Division of Information Technology 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 Division of Information Technology's personnel works as a team to provide quality services and courteous customer service to the campus community. DIT strives to consistently provide optimum service without interruption to the campus community.

The Division of Information Technology 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: Glenn A. Issac

Bowie State University, a public entity and recipient of Federal financial assistance, has the responsibility to create a fair and impartial process to investigate allegations of discrimination. This responsibility is mandated under both Federal and State Civil Rights Statutes and their implementing regulations. Consistent with those laws, the State of Maryland through Executive Order 01.01.1995.19 (Code of Fair Employment Practices) mandates the responsibility of enforcing Equal Employment Opportunity laws.

This Office also develops and facilitates communications within the campus community; investigates and reviews complaints of discrimination; prepares statistical reports and projects; develops and implements workshops and seminars relevant to EEO and Labor Relations issues; serves as a liaison; prepares position statements, reports, and responses; serves as the University's representative in fact finding conferences, mediation, and other administrative proceedings; collects and analyzes relevant data; and interprets and communicates federal and state laws and regulations.

In 2003, the Office assumed responsibilities for Labor Relations for the University. These duties and responsibilities include the following:

- Oversees and takes the lead in collective bargaining processes including *grievances*, arbitration hearings, and contract negotiations.
- Implements labor relations programs and *interprets and administers contracts with respect to grievances*, wages and salaries, management practices, and other contract stipulations.
- Confers with executive management, *deans*, directors, *HR personnel*, labor representatives and employee groups to negotiate policy as well as *resolve individual issues*.

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. The academic calendar listed in the Schedule of Classes indicates the day, place, and date for late registration.

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.

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: probation, academic warning, or academic dismissal. Credit hours are earned at Bowie State University with grades of 'A', 'B', 'C', 'D' or 'F'. The cumulative grade point average that defines each of these categories varies according to the student's credit level as noted below:

Attempted Hours	Probation	Academic Warning	Academic Dismissal
0 – 14	1.999 – 1.351	1.350 – 1.000	0.999 – 0.000
15 – 29	1.999 – 1.590	1.589 – 1.425	1.424 – 0.000
29 – 42	1.999 – 1.700	1.699 – 1.525	1.524 – 0.000
43 – 55	1.999 – 1.900	1.899 – 1.659	1.658 – 0.000
56 or more	---	1.999 – 1.900	1.899 – 0.000

1. Probation and Academic Warning

Students whose cumulative grade point average falls within the probationary or the academic warning category at the end of any semester will be notified, in writing, to seek counseling and guidance from the Academic Advising Center. Any student, who for the first time, fails to meet the requirements for satisfactory performance will be placed on academic probation or academic warning.

2. Academic Dismissal

Depending on the credit level attempted, students will be academically dismissed at the end of any semester when their cumulative grade point average falls into the academic dismissal range. 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 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 Dean of the School that houses his/her major. 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/) 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.

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	30 – 59
Junior	60 – 89
Senior	90+

Course Numbering

All courses are numbered according to the following scheme:

099-100	Developmental
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 (**A grade of "I" is given by a faculty member when a student is unable to complete required course work because of verifiable medical reasons or documented catastrophic events beyond the control of the student and only with approval of the School Dean.** No credit is given for the incomplete grade until the faculty member assigns a regular grade. In any event, the "I" must be converted to a regular grade within six weeks of the start of the following semester. After six weeks, the grade of "I" automatically becomes "F" if the professor does not submit the grade.)

PS 0.0 Pass

CR 0.0 Credit for Experience

AU 0.0 Audit (Given when a student has registered and attended a course for audit rather than for credit. **A student wishing to audit course(s) must indicate this intent during registration or the time period specified in the *Schedule Bulletin*.** Tuition for audits will be assessed on the same basis as tuition for credit courses.)

W 0.0 Withdrawal (Given for courses that are officially dropped within the specified period of time printed in each semester's *Schedule Bulletin*.)

NG 0.0 No Grade (Given when grades are not submitted by faculty.)

Transcript Notations

Honors Recorded after the course title to indicate that the course was at the Honors level

Grade Point Average (GPA)

1. Grade point average is computed by dividing the total number of quality points accumulated in courses for which a grade of "A," "B," "C," "D," or "F" has been assigned by the total number of semester hours attempted in those courses. Courses for which a grade of "CR," "PS," "S," "W," "I," "U," or "NG" has been assigned are not included in computing the GPA.
2. Each of the following letter grades has a numerical value. Multiplying this value by the number of semester hours for a particular course gives the number of quality points earned for that course.
3. When a course is repeated, only semester hours and quality points for the higher grade assigned for that course are counted in the total semester hours attempted and total quality points.

4. An example of how a semester GPA and a cumulative GPA are calculated is given below:

Course	Quality Hours	Grade	Quality Points
ENGL 101	3 x 2	C	6
MATH 120	3 x 3	B	9
BIOL 102	4 x 4	A	16
PSYC 101	3 x 1	D	3
HIST 110	3 x 0	F	0

Current Semester Totals	16	34
Previous Semester Totals	27	74
	43	108

SEMESTER GPA = Semester quality hours/Semester hours attempted = $34/16 = 2.125$

CUMULATIVE GPA = Total quality hours/Total semester hours attempted = $108/43 = 2.511$

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 higher grade 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 School Dean within fifteen (15) days after receiving notification of the Department's decision.
4. The School 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.
 - c. 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.
2. 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).

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 schools. 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 Assistant Provost 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. However, up to six (6) semester hours will be allowed if approved in advance by the Chair of the Department and School Dean and processed by the Office of the Registrar.

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.

Course work in which a grade of "F" has been earned at Bowie State University may **not** be repeated at other institutions.

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 University of Maryland College Park, for the semester in which these courses are taken.

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 a grade of "F" has 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 and 170
		4, 5	10	CHEM 107-108 and 170 and 180
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	3	3	HIST 320
	History	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.

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:

SUBJECT	SCORE	SEM. HRS	EQUIVALENT
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/Second Semesters	39	6	FREN 101, 102
College French I and II: Third/Fourth Semesters	45	6	FREN 201, 202
College Spanish I and II: First/Second Semesters	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: General Humanities	420-500	6	HUMA Elective
CLEP General Examinations: Social Science / History	420-500	6	HIST Elective
CLEP General Examinations: History	50	6	HIST Electives

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 Geography	44	3
History of Vietnam	48	3
Ethics in America	49	3
Civil War and Reconstruction	46	3
Foundations of Education	47	3
Lifespan Developmental Psychology	46	3
General Anthropology	45	3
Introduction to World Religion	47	3
Introduction to Law Enforcement	49	3
Criminal Justice	45	3
Astronomy	49	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 th 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
Maternity 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 or at the end of the summer session, must file a **Graduation Application** in the Office of the Registrar. The deadline for submitting the **Graduation Application** is published 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.

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 and will be based on cumulative grade point averages for all undergraduate work completed.

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 \$5.00 (official and unofficial) will be charged for "while-you-wait" transcripts (three are the maximum). "While-you-wait" services for requesting transcripts will be honored on the following days and times: Mondays from 10:00 a.m. - 4:00 p.m.; Wednesdays from 10:00 a.m. - 7:00 p.m.; and Fridays from 10:00 a.m. - 4:00 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: School or division of enrollment, periods of enrollment, degrees awarded, honors, and major field.

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 regarding students' records shall be denied.

Family Educational Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. _ 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR _ 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

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

PEDO	101	Introduction to Pedology
PEDO	282	Domestic and Family Violence
PSYC	101	General Psychology I
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
CHEM	170	General Chemistry Lab I
PHSC	100	Physical Science
PHSC	101	Earth Science I
PHYS	201	Physics Laboratory I
PHYS	202	Physics Laboratory II
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

SCHOOL OF ARTS AND SCIENCES

Dean: George Acquah

The School 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 School of Arts and Sciences. Faculty members in the School are continuously engaged in a variety of scholarly and creative activities. The undergraduate Computer Science program is accredited by the Computer Science Accreditation Commission (CSAC) of the Computing Science Accreditation Board (CSAB).

MISSION

The School 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 School 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.

DEPARTMENT OF COMMUNICATIONS		
MAJOR	CONCENTRATION	DEGREE OFFERED
COMMUNICATIONS	Broadcast Journalism Emerging Media Print Journalism Public Relations	BA, BS

Acting Chair: Otis Thomas

Full Professors: Chuka Onwumechili

Associate Professor: Otis Thomas

Assistant Professors: Tracie Babb, Adrian Krishnasamy, Kehbuma Langmia, Rex Martin, Pamela O'Brien, Wei Sun, Donatus Uzomah

Lecturers: Karima Haynes

MISSION

The goal of the Department of Communications is to send into the many fields of communications men and women who possess a rich liberal arts background and training in the utilization of the tools of their chosen profession.

Successful careers in communications demand broad knowledge covering a wide range of subjects. The greatest emphasis of communications instruction at Bowie State University is on teaching professional skills to ensure that communication graduates are prepared to write, edit tapes, interview, film, manage emerging media, address the public, create public relations/ad campaigns, and create graphics or design programs from the day they begin their first job. Students are taught the philosophy of press freedom, the scope and convergence of modern communications media, the interaction between media and social institutions, and the technical skills of communicating information to the public.

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 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, *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 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.

GENERAL EDUCATION AND INSTITUTIONAL REQUIREMENTS

(46-47 Semester hours) See the full list of University General Education and Institutional Requirements. General Education and Institutional Requirements must be selected with the help of the student's academic advisor.

BROADCAST JOURNALISM CONCENTRATION

The Broadcast Journalism concentration 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)

			Sem. Hrs.
COMM	101	Oral Communications	3
COMM	104	Voice and Diction	3
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 or	
COMM	428	Video Editing or	
COMM	429	Film Documentary and Television	3
COMM	438	Internship & Seminar (Broadcast)	3
COMM	497	Metro Lab News	3

Selected Electives

38 semester hours from non-Communication courses (including 27 hours in Arts & Humanities)

**BROADCAST JOURNALISM
SAMPLE PROGRAM**

FRESHMAN YEAR			Sem. Hrs.
First Semester			
COMM	101	Oral Communications	3
ENGL	101	Expository Writing	3
FRSE	101	Freshman Seminar/Information Literacy	3
MATH	116	Introduction to Math Ideas	3
HIST	114	African-American History to 1865 or	
HIST	115	African-American History since 1865	3
			15
Second Semester			
ENGL	102	Argument and Research	3
COMM	104	Voice and Diction	3
—	—	Arts & Humanities Elective I	3
—	—	Health & 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 & 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 & 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	
COMM	428	Video Editing or	
COMM	429	Film Documentary and TV	3
—	—	Non-Communication Elective	3
—	—	Non-Communication Elective	3
—	—	Non-Communication Elective	3
			15

Second Semester

COMM	438	Internship & Seminar (Broadcast)	3
COMM	497	Metro News Lab	3
—	—	Non-Communication Elective	3
—	—	Non-Communication Elective	3
—	—	Non-Communication Elective	3
			14

EMERGING MEDIA CONCENTRATION

The Emerging Media Concentration 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.

CORE REQUIREMENTS (39 semester hours)

			Sem. Hrs.
COMM	101	Oral Communications	3
COMM	104	Voice and Diction	3
COMM	240	Introduction to Mass Communications	3
COMM	242	Survey of Emerging Media	3
COMM	325	Broadcast Adv. & Sales Management	3
COMM	333	Telecommunications Management	3
COMM	341	Media Ethics	3
COMM	404	Organizational Communication	3
COMM	423	Communications Law, Policy, & Admin.	3
COMM	430	Communications Research	3
COMM	433	Information Systems & Telecommunications	3
COMM	438	Internship & Seminar (Emerging Media)	3
MGMT	101	Introduction to Business	3

Selected Electives

21 semester hours from Other Communication courses

14-15 semester hours from Non-Communication courses

EMERGING MEDIA SAMPLE PROGRAM

FRESHMAN YEAR

Sem. Hrs.

First Semester

COMM	101	Oral Communications	3
ENGL	101	Expository Writing	3
MATH	116	Introduction to Math Ideas	3
FRSE	101	Freshman Seminar/Information Literacy	3
HIST	114	African-American History to 1865 or	
HIST	115	African-American History since 1865	3
			15

Second Semester

ENGL	102	Argument and Research	3
COMM	104	Voice & Diction	3
—	—	Arts & Humanities Elective I	3
—	—	Health & Wellness Elective	3
—	—	Soc. Sc Elective II	3
			15

SOPHOMORE YEAR

First Semester

COMM	240	Intro to Mass Comm.	3
MGMT	101	Introduction to Management	3
—	—	Science Elective I	4
—	—	Arts & Humanities Elective II	3
—	—	Technology Elective	3
—	—	English Proficiency Exam	0
			16

Second Semester

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

JUNIOR YEAR**First Semester**

COMM	333	Telecommunication Management	3
COMM	341	Media Ethics	3
—	—	General Education Elective III	3
—	—	Selected Communication Elective	3
—	—	Non-Communication Elective	3
			15

Second Semester

COMM	325	Broadcast Adv & Sales Management	3
COMM	404	Organizational Communications	3
—	—	Selected Communication Elective	3
—	—	Selected Communication Elective	3
—	—	Non-Communication Elective	3
			15

SENIOR YEAR**First Semester**

COMM	423	Comm. Law, Policy & Admin	3
COMM	430	Communications Research	3
—	—	Selected Communication Elective	3
—	—	Selected Communication Elective	3
—	—	Selected Communication Elective	3
			15

Second Semester

COMM	433	Information Systems & Telecomm	3
COMM	438	Internship & Seminar (Emerging Media)	3
—	—	Selected Communication Elective	3
—	—	Selected Communication Elective	3
—	—	Non-Communication Elective	2
			14

PRINT JOURNALISM CONCENTRATION

The Print Journalism Concentration 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.

CORE REQUIREMENTS (39 semester hours)

			Sem. Hrs.
COMM	101	Oral Communications	3
COMM	104	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 & Production	3

COMM	341	Media Ethics	3
COMM	350	Online Journalism	3
COMM	423	Comm. Law, Policy, & Administration	3
COMM	438	Internship & Seminar (Print)	3
ENGL	210	Intro to English Grammar	3

Selected Electives

24 Semester hours of Arts & Humanities Courses (including ENGL 360 Creative Writing: Non-Fiction)

11-12 semester hours from non-Communication courses

PRINT JOURNALISM

SAMPLE PROGRAM

FRESHMAN YEAR

Sem. Hrs.

First Semester

ENGL	101	Expository Writing	3
FRSE	101	Freshman Seminar/Information Literacy	3
MATH	116	Introduction to Math Ideas	3
HIST	114	African-American History to 1865 or	
HIST	115	African-American History since 1865	3
COMM	101	Oral Communications	3
			15

Second Semester

ENGL	102	Argument and Research	3
COMM	104	Voice & Diction	3
—	—	Arts & Humanities Elective I	3
—	—	Health & Wellness Elective	3
—	—	Soc. Sc Elective II	3
			15

SOPHOMORE YEAR

First Semester

COMM	215	News Writing	3
COMM	240	Intro to Mass Comm	3
—	—	Science Elective I	4
—	—	General Education Elective I	3
—	—	Arts & Humanities Elective II	3
—	—	English Proficiency Exam	0
			16

Second Semester

COMM	216	Advanced News Writing	3
—	—	General Education Elective II	3
—	—	General Education Elective III	3
—	—	Science Elective II	3
—	—	Technology Elective	3
			15

JUNIOR YEAR**First Semester**

COMM	341	Media Ethics	3
COMM	350	Online Journalism	3
—	—	Non-Communication Elective	3
—	—	Non-Communication Elective	3
—	—	Non-Communication Elective	3
			15

Second Semester

COMM	320	News Editing	3
ENGL	445	Advanced Grammar	3
—	—	Non-Communication Elective	3
—	—	Non-Communication Elective	3
—	—	Non-Communication Elective	3
			15

SENIOR YEAR**First Semester**

COMM	321	The Magazine Article Writing	3
COMM	332	Publication, Production & Design	3
—	—	Non-Communication Elective	3
—	—	Non-Communication Elective	3
—	—	Non-Communication Elective	3
			15

Second Semester

COMM	423	Comm. Law, Policy & Admin	3
COMM	438	Internship & Seminar (Print)	3
—	—	Non-Communication Elective	3
—	—	Non-Communication Elective	3
—	—	Non-Communication Elective	3
			14

PUBLIC RELATIONS CONCENTRATION

The Public Relations Concentration provides the students 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, write effective press releases, and build long-lasting organizational relationships with the community.

CORE REQUIREMENTS (36 semester hours)

			Sem. Hrs.
COMM	101	Oral Communications	3
COMM	104	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, & Administration	3
COMM	424	Advanced Public Relations	3
COMM	438	Internship & Seminar (PR)	3

Selected Electives

38 semester hours from Non-Communication courses (including 27 semester hours in Arts & Humanities courses).

PUBLIC RELATIONS

SAMPLE PROGRAM

FRESHMAN YEAR

Sem. Hrs.

First Semester

COMM	101	Oral Communications	3
ENGL	101	Expository Writing	3
FRSE	101	Freshman Seminar/Information Literacy	3
MATH	116	Introduction to Math Ideas	3
HIST	114	African-American History to 1865 or	
HIST	115	African-American History since 1865	3
			15

Second Semester

ENGL	102	Argument and Research	3
COMM	104	Voice & Diction	3
—	—	Arts & Humanities Elective I	3
—	—	Health & 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 & Humanities Elective II	3
—	—	Technology Elective	3
—	—	General Education Elective	3
—	—	English Proficiency Exam	0
			16

Second Semester

COMM	324	Public Relations	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	334	Publicity Techniques	3
COMM	341	Media Ethics	3
—	—	Non-Communication Elective	3
—	—	Non-Communication Elective	3
—	—	Non-Communication Elective	3
			15

Second Semester

COMM	336	Advertising Copywriting	3
COMM	423	Comm. Law, Policy & Admin	3
—	—	Non-Communication Elective	3
—	—	Non-Communication Elective	3
—	—	Non-Communication Elective	3
			15

SENIOR YEAR**First Semester**

COMM	420	Public Relations Writing	3
COMM	438	Internship & Seminar (PR)	3
—	—	Non-Communication Elective	3
—	—	Non-Communication Elective	3
—	—	Non-Communication Elective	3
			15

Second Semester

COMM	419	Public Opinion	3
COMM	424	Advanced Public Relations	3
—	—	Non-Communication Elective	3
—	—	Non-Communication Elective	3
—	—	Non-Communication Elective	2
			15

DEPARTMENT OF COMPUTER SCIENCE		
MAJOR	CONCENTRATION	DEGREE OFFERED
COMPUTER SCIENCE		BS
COMPUTER TECHNOLOGY		BS

Chair: Sadanand Srivastava

Professors: Joan Langdon, Manohar Mareboyana, Sadanand Srivastava

Professor Emeritus: Manjit Bhatia

Associate Professors: Okon Akpan, Seonho Choi, Hoda El-Sayed, James Gil de Lamadrid, Lethia Jackson

Assistant Professors: Amrinder Arora, Joseph Gomes, Patricia Hughes, Darsana Josyula, Mark Matties, Sharad Sharma, Claude Turner, Jie Yan, Bo Yang

Lecturers: Velma Latson, Clarence Ray, Daryl Stone

Staff: 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 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 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:
 - a. provide students with practical experiences, summer opportunities, and future career options;
 - b. permit joint research projects;
 - c. and serve the community-at-large.
8. To continue to expand research and development activities and thereby providing students and faculty opportunities for solving problems of interest to the scientific community and the 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.

A wide variety of educational, social, cultural, and recreational events is provided, particularly through the Bowie State Computer Technology Club. The Bowie State Computer Technology Club (BSU-CTC) is a student chapter of the Association for Computer Machinery (ACM), an international professional organization. The BSU-CTC is a network of students helping other students pursue their computer science education. Its activities include tutorial workshops, Internet services, field trips, dissemination of information on employment, graduate studies, fellowships, scholarships, etc., and programming contests. All students are invited to become members of this fast growing club.

BACHELOR OF SCIENCE IN COMPUTER SCIENCE PROGRAM

The Computer Science Program is accredited by the Computing Accreditation Commission (CAC) of ABET, Inc., a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). Graduates of the Program will be prepared to apply their knowledge within field settings and to pursue graduate studies in Computer Science.

Upon completion of at least 57 semester hours of required and elective courses in Computer Science, 14 semester hours of required courses in Mathematics, 14 semester hours 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 semester hours required for an undergraduate degree in Computer Science is 120. All students must take and pass the Bowie State University *English Proficiency Examination*.

Graduates of the program will have demonstrated a proficiency in at least the following areas:

1. Basic concepts in digital logic and logic design, as well as the structure and organization of components of computers.
2. The syntax and semantics of modern programming languages, language implementation, procedural programming, and logic programming.
3. Operating system design concepts, history of operating systems, and the interrelationships between the operating system and the architecture of computer systems.
4. Basic elements of calculus, discrete structures, linear algebra, applied probability and statistics and analysis of algorithms.
5. Application of analysis and design techniques to non-numeric algorithms and the use of algorithmic analysis and design criteria in selecting methods for data manipulation.
6. Recognition of general types of problems which are amenable to computer solutions and selection of the most appropriate tools necessary for solving such problems.
7. Knowledge of professional ethics, environmental, and social issues, and analyzing ethical/societal dimensions in professional situations.
8. Development of software modules to specifications based on proven software engineering principles for integration into large-scale software systems.

DEGREE REQUIREMENTS

I. REQUIRED COMPUTER SCIENCE COURSES (48 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	3
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

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 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	240	Probability and Statistics	3

IV. REQUIRED COURSES IN NATURAL LABORATORY SCIENCES (14 semester hours)

Fourteen semester hours of Science to include:

- a. Ten semester hours of Physics as follows: PHYS 271, PHYS 272, PHYS 201, PHYS 202
and
- b. Four (or more) semester hours of Chemistry 107 and Chemistry 170 or higher level **or** Biology 102 or higher level biology course for Biology majors.

V. REQUIRED ENGLISH COURSE (3 semester hours)

ENGL	362	Technical and Report Writing II	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 Communication	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)

Choose, with Departmental advisement, from designated General Education courses in any category. Usually, a course in area I (Technology category) and courses in area IV (Science category) fulfill this requirement.

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 semester hours.

Health and Wellness (3 semester hours)

Choose one of the General Education courses designated for this category.

HEED	102	Life and Health/ Fund. of Sex Education	3
HEED	200	Fundamentals of Sex Education	3
IDIS	210	Contemporary Issues in Women's Health	3

General Electives

The remaining semester hours needed to make the total at least 120 should be chosen by the student in consultation with his/her advisor.

SAMPLE PROGRAM

Note: 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.

FRESHMAN YEAR			Sem. Hrs.
First Semester			
COSC	112	Computer Science I	4
MATH	225	Calculus I	4
ENGL	101	Expository Writing	3
FRSE	101	Freshman Seminar	3
COSC	111	Computing Principles and Technologies	<u>3</u>
			17
Second Semester			
COSC	113	Computer Science II	4
MATH	226	Calculus II	4
ENGL	102	Argument and Research	3
HIST	114	African-American History to 1865 or	
HIST	115	African-American History since 1865	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
PHYS	271	General Physics I	3
PHYS	201	Physics Lab I	2
MATH	228	Linear Algebra	<u>3</u>
			18

Second Semester

COSC	254	Computer Organization	3
—	—	Arts and Humanities Elective	3
PHYS	272	General Physics II	3
PHYS	202	Physics Lab II	2
MATH	240	Probability and Statistics	3
—	—	Health & Wellness Elective	<u>3</u>
			17

JUNIOR YEAR**First Semester**

—	—	Science Elective with lab	4
COSC	354	Computer Architecture	3
COSC	330	Systems Programming I	3
COSC	374	Object-Oriented Design	3
—	—	Elective	<u>2</u>
			15

Second Semester

COSC	430	Systems Programming II	3
—	—	COSC Elective	3
—	—	Elective	3
ENGL	362	Technical & Report Writing II	3
COSC	428	Design and Analysis of Algorithms	<u>3</u>
			15

SENIOR YEAR**First Semester**

COSC	414	Operating Systems	3
COSC	370	Computer Ethics, Legal and Social Issues	3
—	—	COSC Elective	3
COSC	350	Programming Languages	<u>3</u>
			12

Second Semester

COSC	480	Senior Capstone	3
—	—	COSC Elective	3
COSC	495	Senior Seminar	<u>3</u>
			9

MINOR IN COMPUTER SCIENCE

A minor in Computer Science can be obtained by completing 27 semester hours in computer science (with a grade of 'C' or better in each of the attempted courses). These courses must include COSC 112, 113, 208, 214, 254 and 9 additional semester hours 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 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.

Upon completion of at least 64 semester hours of required and elective courses in Computer Technology and Computer Science, 17 semester hours 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 semester hours required for an undergraduate degree in Computer Technology is 120. All students must take and pass the Bowie State University *English Proficiency Examination*.

Graduates of the program will have demonstrated a proficiency in at least the following areas:

1. Application of current tools and technologies in at least one of the following:
 - a. Database Development and Administration
 - b. Computer Networking and System Administration
 - c. Computer and Networking Security
 - d. Internet Technology and Multimedia
2. Effective communication with stakeholders during the process of IT systems development and implementation.
3. Recognition of general types of problems which are amenable to IT solutions and selection of the most appropriate tools for solving such problems.
4. Knowledge of professional ethics and social issues, analyzing ethical/societal dimensions in professional situations, and the environmental impact of technology.

DEGREE REQUIREMENTS

I. CORE COMPUTER SCIENCE/COMPUTER TECHNOLOGY

COURSES (34 semester hours)			Sem. Hrs.
COSC	111	Computing Principles and Technologies	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

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	Computer Animation	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	240	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 and Report Writing II	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 Communication	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)

Choose, with Departmental advisement, from designated General Education courses in any category. Usually, courses in area I (Technology category) and a prerequisite course in area III (Mathematics category) fulfill this requirement.

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 semester hours.

Health and Wellness (3 semester hours)

Choose one of the General Education courses designated for this category.

HEED	102	Life and Health/ Fund. of Sex Education	3
HEED	200	Fundamentals of Sex Education	3
IDIS	210	Contemporary Issues in Women's Health	3

General Electives

The remaining semester hours 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 37 semester hours listed as CORE COMPUTER SCIENCE/TECHNOLOGY COURSES (with a grade of "C" or better in each of the attempted 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 semester hours 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 hours of which at least 60 semester hours must be completed at Bowie State University.
2. Completion of at least 24 semester 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	CONCENTRATION	DEGREE OFFERED
ENGLISH	Africana Literature Language and Literature Creative Writing	BA
	Secondary Education	BS

Chair: Anne L. Gaskins-Nedd

Professors: Hardy M. Cook, Brenda DoHarris, Anne L. Gaskins-Nedd, Renee H. Shea, Richard Sterling

Associate Professors: David Basena, Monika Gross, Mary A. Harris, David Kaloustian, C. Jenise Williamson

Assistant Professors: Gerri Bates, Hoke Glover, Kwaku Sidney Walker

Lecturers: Gala Bell, Adam Fischer, Vivian Jackson, Irmagard Langmia, Kala Richardson, Rion Scott, Debbie Wilson, Nicole Wilson

Dorothy Sizemore Robyn Brooks (Laboratory Assistant), Stephanie Johnson (Assistant
Smith Computer- Professor/Coordinator), Catherine Payne (Lecturer/ Center Acting
Assistant Assisted Writing Coordinator)

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 will enable them to become competent and 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 foreign languages, and performing successfully on local and national exit examinations.

GOALS

1. To assist the University in increasing its retention and graduation rates.
2. To assess and modify accordingly the writing curriculum.
3. To gather and interpret data to assess students in the majors and minors.
4. To use the computer, as appropriate, in teaching communications skills and literature.
5. To ensure that the curriculum addresses diversity in its broadest sense.
6. To enhance the majors' and minors' literary and cultural exposure beyond the classroom.

7. To maintain a creative learning environment through structured faculty development.
8. To implement innovative programs in English, French, Spanish, and Swahili in accordance with regional needs and job market requirements.
9. To produce majors who are fully prepared for the job market and/or to pursue graduate study.
10. To forge connections between the departmental faculty and the Prince George's County Public School System.
11. To seek external funding for curriculum development, pedagogical research, and faculty development.

DESCRIPTION OF THE DEPARTMENT

The Department offers two undergraduate degrees in English—the Bachelor of Arts (BA) with concentrations in African American, Creative Writing, and Language and Literature, and the Bachelor of Science (BS) in Secondary Education. It also offers seven minors: Creative Writing, Language and Literature, Literature of the Third World, Technical and Professional Writing, French, Spanish, and Hispanic Culture. Students seeking teacher certification, via the BS degree, must apply for admission to 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.

Additionally, all students seeking the BS degree will have to apply for admission into the teacher education program. 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 foreign language sequence or who take foreign 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*.

BACHELOR OF ARTS IN ENGLISH - CONCENTRATION: AFRICANA LITERATURE

GENERAL EDUCATION AND INSTITUTIONAL REQUIREMENTS

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)

PHIL	103	Introduction to Principles of Reasoning	3
ENGL	211	Literatures of the World	3

Sciences (7/8 semester hours—two science courses, at least one of which shall be a laboratory course)

—	—	Science Electives	7/8
---	---	-------------------	-----

Mathematics (3 semester hours—one course in mathematics at or above the college level)

MATH	—	Mathematics Elective	3
------	---	----------------------	---

Social Sciences (6 semester hours—two courses in social and behavioral sciences)

HIST	114	African-American History to 1865	3
------	-----	----------------------------------	---

or

HIST	115	African-American History since 1865	3
—	—	Behavioral Sciences Course	3

Technology (3 semester hours—one course in technology)

—	—	Technology Elective	3
---	---	---------------------	---

Free General Education Electives (9 semester hours—chosen from any category within the General Education Course List)

—	—	General Education Electives	9
---	---	-----------------------------	---

Institutional Requirements (6 semester hours)

Health and Wellness

—	—	Health and Wellness Elective	3
---	---	------------------------------	---

Freshman Seminar/Information Literacy

FRSE	101	Freshman Seminar	3
------	-----	------------------	---

TOTAL 47

AFRICANA LITERATURE LANGUAGE REQUIREMENTS (12 semester hours)

FREN	101-102	First-Year French I and II	6
------	---------	----------------------------	---

FREN	201-202	Second-Year French I and II or	6
------	---------	---------------------------------------	---

SPAN	101-102	First-Year Spanish I and II	6
------	---------	-----------------------------	---

SPAN	201-202	Second-Year Spanish I and II	6
------	---------	------------------------------	---

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.

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 Linguistics I	3
------	-----	-------------------------------	---

ENGL	408	Shakespeare's Problem Plays, Tragedies, and Romances	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

AFRICANA LITERATURE CONCENTRATION REQUIREMENTS (21 semester hours)

ENGL	326	Literature of the Caribbean	3
ENGL	327	African American Literary Expression	3
ENGL	329	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) 3

Choose 1

ENGL	210	Introduction to Grammar	
ENGL	255	Advanced Composition	
ENGL	260	Creative Writing II: Non-Fiction	
ENGL	445	Advanced Grammar	

AFRICANA LITERATURE

SAMPLE PLAN

FRESHMAN YEAR

Sem. Hrs.

First Semester

FRSE	101	Freshman Seminar	3
ENGL	101	Expository Writing	3
MATH	___	Math Elective	3
HIST	114	African-American History to 1865	3
___	___	Science Elective	4
			16

Second semester

___	___	Health and Wellness Elective	3
ENGL	102	Argument and Research	3
___	___	Technology Elective	3
HIST	115	African American History since 1865	3
___	___	Science Elective	4
			16

SOPHOMORE YEAR

First Semester

___	___	First Year French I or First Year Spanish I	3
___	___	Arts and Humanities Elective	3
___	___	Free General Education Elective	3
ENGL	236	Introduction to Literature	3
ENGL	___	Concentration Elective	3
			15

Second Semester

_____	_____	First Year French II or First Year Spanish II	3
_____	_____	Free General Education Elective	6
ENGL	211	Literatures of the World	3
ENGL	446	History of the English Language	3
			15

JUNIOR YEAR

First Semester

_____	_____	Second Year French I or 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

Second Semester

_____	_____	Second Year French II or 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

SENIOR YEAR

First Semester

ENGL	327	African American Literary Expression	3
ENGL	330	African American Poetry and Poetics	3
ENGL	331	African American Vernacular Tradition	3
ENGL	424	Neo Slave Narratives	3
ENGL	409	Chaucer	3
			15

Second Semester

ENGL	326	Literature of the Caribbean	3
ENGL	329	African American Short Story	3
ENGL	408	Shakespeare's Problem Plays, Tragedies and Romances	3
ENGL	425	Seminar in African American Literature	3
ENGL	438	Seminar for Majors and Minors	3
			15

BACHELOR OF ARTS IN ENGLISH - CONCENTRATIONS: CREATIVE WRITING, LANGUAGE AND LITERATURE, AND TEACHER EDUCATION

GENERAL EDUCATION AND INSTITUTIONAL REQUIREMENTS

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)

PHIL	103	Introduction to Principles of Reasoning	3
ENGL	211	Literatures of the World	3

Sciences (7/8 semester hours—two science courses, at least one of which shall be a laboratory course)

—	—	Science Electives	7/8
---	---	-------------------	-----

Mathematics (3 semester hours—one course in mathematics at or above the college level)

MATH	116	Introduction to Math Ideas	3
------	-----	----------------------------	---

Social Sciences (6 semester hours—one course in each of two disciplines in social and behavioral sciences)

HIST	114	African-American History to 1865	3
—	—	Social and Behavioral Sciences	3

Technology (3 semester hours—one course in technology)

—	—	Technology Elective	3
---	---	---------------------	---

Free General Education Electives (3 specified semester hours and 6 semester hours from any category within the General Education Course List)

COMM	101	Oral Communication	3
—	—	General Education Electives	6

Institutional Requirements (6 semester hours)**Health and Wellness**

—	—	Health and Wellness Elective	3
---	---	------------------------------	---

Freshman Seminar/Information Literacy

FRSE	101	Freshman Seminar	3
------	-----	------------------	---

TOTAL 47

LANGUAGE REQUIREMENT FOR THE B.A. DEGREE ONLY (12 semester hours)

FREN	101-102	First-Year French I and II	6
FREN	201-202	Second-Year French I and II or	6
SPAN	101-102	First-Year Spanish I and II	6
SPAN	201-202	Second-Year Spanish I and II	6

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 ARTS IN ENGLISH
CONCENTRATION: CREATIVE WRITING**

CORE REQUIREMENTS (48 semester hours)			Sem. Hrs.
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)	6
ENGL	301-302	English Literature I and II	6
ENGL	316-317	American Literature I and II	6
ENGL	324 or 325	African American Literature I or II or	
ENGL	425	Seminar in African American Literature	3
ENGL	357-360	Creative Writing II: Fiction, Poetry, Drama, Non-Fiction (Choose two different genres)	6
ENGL	438	Seminar for Majors and Minors	3
ENGL	455	Advanced Creative Writing I	3
ENGL	456	Advanced Creative Writing II	3
ENGL	—	World Literatures	6

CREATIVE WRITING

SAMPLE PLAN

FRESHMAN YEAR			Sem. Hrs.
First Semester			
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
Second Semester			
ENGL	102	Argument and Research	3
HIST	114 or 115	African-American History to 1865	3
PHIL	103	Introduction to Principles of Reasoning	3
—	—	Technology Elective	3
—	—	Science Elective	4
			16
SOPHOMORE YEAR			
First Semester			
ENGL	211	Literatures of the World	3
ENGL	236	Introduction to Literature	3
ENGL	256	Introduction to Creative Writing	3
—	—	First Year French I or First Year Spanish I	3
—	—	Science Elective	3
			15

Second Semester

ENGL	257-260	Creative Writing II	3
—	—	First Year French II or First Year Spanish II	3
—	—	Social and Behavioral Sciences Elective	3
—	—	General Education Electives	6
			15

JUNIOR YEAR**First Semester**

ENGL	257-260	Creative Writing II	3
ENGL	301	English Literature I	3
ENGL	316	American Literature I	3
ENGL	—	World Literatures	6
—	—	Second Year French I or Second Year Spanish I	3
			15

Second Semester

ENGL	302	English Literature II	3
ENGL	317	American Literature II	3
ENGL	445	Advanced Grammar	3
ENGL	357-360	Creative Writing III	3
—	—	Second Year French II or Second Year Spanish II	3
			15

SENIOR YEAR**First Semester**

ENGL	357-360	Creative Writing III	3
ENGL	455	Advanced Creative Writing I	3
—	—	General Elective	3
—	—	Elective (English Recommended)	6
			15

Second Semester

ENGL	324 or 325	African American Literature I or II or	
ENGL	425	Seminar in African American Literature	3
ENGL	438	Seminar for Majors and Minors	3
ENGL	456	Advanced Creative Writing II	3
—	—	General Elective	3
ENGL	—	Elective	3
			16

BACHELOR OF ARTS IN ENGLISH**CONCENTRATION: LANGUAGE AND LITERATURE****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 or 346	Introduction to Linguistics or	
ENGL	445	Advanced Grammar or	

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	3
ENGL	—	American Literature Periods and Authors	3
ENGL	—	American Literature or British Literature	3
ENGL	—	World Literatures	6
ENGL	—	Genres and Special Studies	6

LANGUAGE AND LITERATURE

SAMPLE PLAN

FRESHMAN YEAR			Sem. Hrs.
First Semester			
FRSE	101	Freshman Seminar	3
ENGL	101	Expository Writing	3
COMM	101	Oral Communication	3
MATH	116	Introduction to Math Ideas	3
—	—	Health and Wellness Elective	3
			15
Second Semester			
ENGL	102	Argument and Research	3
PHIL	103	Introduction to Principles of Reasoning	3
HIST	114	African-American History to 1865 or	
HIST	115	African-American History since 1865	3
—	—	Technology Elective	3
—	—	Science Elective	4
			16
SOPHOMORE YEAR			
First Semester			
—	—	First-Year French I or First Year Spanish I	3
ENGL	211	Literatures of the World	3
ENGL	236	Introduction to Literature	3
—	—	Social and Behavioral Sciences Elective	3
—	—	Science Elective	4
			15
Second Semester			
—	—	First-Year French II or First Year Spanish II	3
—	—	General Education Electives	6
ENGL	—	World Literatures	6
			15
JUNIOR YEAR			
First Semester			
—	—	Second-Year French I or Second Year Spanish I	3
ENGL	301	English Literature I	3
ENGL	316	American Literature I	3

ENGL	—	Genre and Special Studies	3
ENGL	—	American Literature or British Literature	3
			15

Second Semester

—	—	Second-Year French II or Second Year Spanish II	3
ENGL	302	English Literature II	3
ENGL	317	American Literature II	3
ENGL	—	British Literature Periods and Authors	3
ENGL	—	Genre and Special Studies	3
			15

SENIOR YEAR

First Semester

ENGL	345/346	Introduction to Linguistics I or II or	
ENGL	445	Advanced Grammar or	
ENGL	446	History of the English Language	3
ENGL	—	American Literature Periods and Authors	3
ENGL	—	Electives (English Recommended)	3
—	—	General Electives	6
			12

Second Semester

ENGL	437	Literary Criticism and Theory	3
ENGL	438	Seminar for Majors and Minors	3
ENGL	—	Elective (English Recommended)	3
—	—	General Electives	4
			13

BACHELOR OF SCIENCE IN ENGLISH CONCENTRATION: TEACHER EDUCATION

CORE REQUIREMENTS (39 semester hours)			Sem. Hrs.
ENGL	210	Introduction to Grammar	3
ENGL	236	Introduction to Literature	3
ENGL	301-302	English Literature I and II	6
ENGL	316 or 317	American Literature I or II	3
ENGL	324 or 325	African American Literature I or II	
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
Total Core Requirements			39
Total Professional Education Requirements			34
Total Requirements for Concentration			73

TEACHER EDUCATION**SAMPLE PROGRAM****FRESHMAN YEAR****Sem. Hrs.****First Semester**

FRSE	101	Freshman Seminar	3
ENGL	101	Expository Writing	3
HEED	102	Life and Health/ Fund. of Sex Education	3
MATH	116	Introduction to Math Ideas	3
COMM	101	Oral Communication	3
			15

Second Semester

ENGL	102	Argument and Research	3
COSC	110	Computer Literacy and Applications	3
HIST	114	African-American History to 1865 or	
HIST	115	African-American History since 1865	3
PHIL	103	Introduction to Principles of Reasoning	3
—	—	Science Elective	4
			16

SOPHOMORE YEAR**First Semester**

ENGL	236	Introduction to Literature	3
ENGL	211	Literatures of the World	3
ENGL	210	Introduction to Grammar	3
—	—	Social and Behavioral Sciences Elective	3
—	—	Science Elective	4
			16

Second Semester

EDUC	101	Introduction to Education (with Practicum I)	3
ENGL	345	Introduction to Linguistics	3
ENGL	445	Advanced Grammar	3
—	—	General Education Electives	6
			15

JUNIOR YEAR**First Semester**

ENGL	301	English Literature I	3
ENGL	316 or 317	American Literature I	3
ENGL	408	Shakespeare's Problem Plays, Trag. and Rom.	3
EDUC	201	Human Growth and Develop. (incl. Practi. 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
EDUC	311	Managing the Diverse Classroom	3
EDUC	316	Foundations of Education	3
ENGL	417	Contemporary American Literature	3
			15

SENIOR YEAR

First Semester

ENGL	324-325	African American Literature I or 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 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.

Education Concentration:

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 Association for the Accreditation of Teacher Education (NCATE) standards and meets the requirements for teacher certification in the State of Maryland.

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 representatives from the Department of Teaching, Learning, and Professional Development, and faculty members from the disciplines, 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.
- Pass the PRAXIS I and II, and have results sent to the Department.

MINOR PROGRAMS

LITERATURE

A minor in literature consists of at least 18 semester hours and will enhance the critical, analytical, and writing skills of students in other majors.

CORE REQUIREMENTS (18 semester hours)			Sem. Hrs.
ENGL	470	Methods of Teaching English	3
ENGL	301-302	English Literature I and II	6
ENGL	316-317	American Literature I and II	6
ENGL	408	Shakespeare's Problem Plays, Tragedies & Romances or	
ENGL	409	Chaucer	3
ENGL	324-325	African American Literature I or II or	
ENGL	425	Seminar in African American Literature	3

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.

CORE REQUIREMENTS (18 semester hours)			Sem. Hrs.
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 OF THE THIRD WORLD

A minor in literature of the Third World 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.

CORE REQUIREMENTS (18 semester hours)			Sem. Hrs.
ENGL	326	Literature of the Caribbean	3
ENGL	327	African Literary Expression	3
ENGL	328	Literature of the East	3
ENGL	211	Literatures of the World	3
FREN	304	Introduction to French Literature	3
SPAN	430	Open Seminar in Hispanic Literature	3

TECHNICAL AND PROFESSIONAL WRITING

This minor requires 18 semester hours and provides a specialized writing "edge" for students in the traditional disciplines in the University.

CORE REQUIREMENTS (18 semester hours)			Sem. Hrs.
ENGL	361-362	Technical and Professional Writing I and II	6
ENGL	461-462	Effective Administrative Writing I and II	6
ENGL	463	Internship (Co-op English)	3

The additional three semester hours must be chosen in consultation with an advisor.

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.

CORE REQUIREMENTS (21 semester hours)			Sem. Hrs.
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 or	
FREN	304	Introduction to French Literature II or	
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.

CORE REQUIREMENTS (21 semester hours)			Sem. Hrs.
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 or	
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.

CORE REQUIREMENTS (18 semester hours)

			Sem. Hrs.
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 Computer Graphics Art Music Music Technology	BA
THEATER ARTS	Musical Theatre Act/Directing	BS

Chair: Clarence E. Knight, Jr.

Professors: Clarence E. Knight Jr., Robert Ward, Marymal Holmes, E. Clark Mester, Jr., Gail S. Medford

Assistant Professor: Renee Charlow, Jennifer Dorsey, Clayton Lang, Gilbert Pryor, Elliott Moffitt, Tewodross Melchishua, Gina Lewis

Lecturers: Bob Bartlett, Joan Hillsman, 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 leads 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, Computer Graphics Art, 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 or	
HIST	115	African-American History since 1865	3

Technology (3 semester hours)

—	—	Technology course (general education)	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 or 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	301	Art History I	3
ART	404/405	History of Mod. Art/History of African Amer. Art	3
THEA	105	Introduction to Theatre	3
THEA	221	Stagecraft I	3
MUSC	302	Introduction to Music	3
MUSC	110	Introduction to Music Technology	3
MUSC	345	African American Music	3
ART	470	Self Promotion and Marketing in the Arts	3
—	—	Fine Arts Electives	6

FOREIGN LANGUAGE (12 semester hours)			Sem. Hrs.
—	—	SPAN or 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.

All Art 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 Art and should develop a track scheme with faculty in Art. The minimum number of semester hours required for the Bachelor's of Arts Degree in Fine Arts with a concentration in Art is 120 credits. Students who choose to concentrate in a particular area must consult with an Art Faculty advisor.

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 assist students with obtaining internships and/or apprenticeships, and at times employment opportunities in the field, both locally and nationally. The vast employment opportunities available for art graduates include:

- practicing studio artist
- educational institutions
- museums and galleries
- arts organizations
- textile industries
- design and animation studios
- book, magazines and newspapers
- packaging firms
- publishing houses
- production design
- advertising agencies
- corporate design departments
- government and non-profit organizations

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.

PROGRAM REQUIREMENTS

Art students must maintain a "C" average 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. Failure to correct any deficiency, maintain a "C" average in all major courses, and/or failed portfolio reviews will be considered grounds for students to leave the Art program.

PORTFOLIO REVIEWS & SENIOR THESIS EXHIBITION

Upon completion of foundation courses and no later than the beginning of their sophomore year, students are to submit a portfolio and participate in their first mandatory faculty portfolio review and evaluation. Art students are expected to develop and maintain a comprehensive portfolio (as described above, unless otherwise stated) of their work for periodic inspection and evaluation. This begins in the freshman year and **MUST** be maintained up and until graduation. Art students are required to participate in a minimum of two (2) scheduled faculty reviews in order to:

1. advance to candidacy & proceed to the junior level and/or as majors
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/Computer Graphics Art advisor, and by all Art/Computer Graphics Art faculty.

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 graduation. It is highly suggested students complete at least two (2) or more professional internship experiences prior to graduation. Students will work closely with Art/Computer Graphics Art Internship Coordinator and BSU Career Services Office, to identify internship and future employment opportunities. **Successfully passing the courses ART 498 and ART 491 are mandatory requirements for graduation.**

ART EXHIBITIONS

All Art 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 is suggested that Art 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 & COMPUTER GRAPHICS ART ACTIVITIES

Students are expected to participate in DFPA, ART and/or Computer Graphics Art (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 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.

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.

ART/COMPUTER GRAPHICS ART WORKSHOPS & SEMINARS

The Art/Computer Graphics Art workshops/seminars are a series of eight total required workshops (one per semester) 1-3 hours, each that coincide with classes that teach students valuable skills in written and oral communication, research, art/design preparation, framing, mounting, portfolio development and preparation. Also, through these workshops students will attend portfolio reviews, lectures, studio visits by faculty, professional artists, art/design organizations, designers, filmmakers and others in the industries of visual communication, design, animation, film/video and multimedia. Most workshops will take place on campus, however some workshops will take place off campus at various conferences studios, design firms or even museums/galleries.

Attendance to all workshops/seminars, and participation in student art exhibitions is mandatory and required by all by all Art/Computer Graphics Art students to meet graduation requirements.

Art/Computer Graphics Art Workshops 1: Framing/Mounting/Matting - Semester 1
Art/Computer Graphics Art Workshops 2: Writing For The Arts (Artist Statements) - Semester 2
Art/Computer Graphics Art Workshops 3 Promotional & Technology - Semester 3
Art/Computer Graphics Art Workshops 4: Gallery Space & Exhibiting - Semester 4
Art/Computer Graphics Art Workshops 5: Senior Exhibition (Outside) - Semester 5
Art/Computer Graphics Art Workshops 6: Visiting Artist & Workshop - Semester 6
Art/Computer Graphics Art Workshops 7: Visit To Exhibition/Local Gallery/Studio - Semester 7
Art/Computer Graphics Art Workshops 8: Visit To Exhibition/Regional Gallery/Studio - Semester 8

TRANSFER STUDENTS

Transfer students are expected to present a comprehensive portfolio of their work prior to acceptance in the Department; meet with the Academic Advisor and complete a transfer credit evaluation and meeting. Contact the DFPA's office, advisor or the registrar's office for more information.

MINOR CONCENTRATION

A minor in Art requires completion of 21 studio hours and 3 semester hours in Art History. A total of 24 credit hours are required. Students seeking to minor must meet with a faculty advisor to design a program based on the students' needs and program requirements. See an Art Academic Advisor for list of 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 two (2) darkrooms and one (1) state-of-the-art Apple digital media and Computer Graphics Art lab. In this lab we offer but are not limited to:

Hardware:

1. 20 Apple iMacs
2. 20 Apple Mac Pros
3. Scanners
4. Color printers and digital still cameras

Software:

- Adobe Creative Suite
- Adobe/Macromedia Studio 8
- ToonBoom Studio
- Final Cut Studio
- After Effects
- Apple iMovie
- Apple iWork
- Apple iLife
- Microsoft Office
- Arkaos VJ

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 Computer Graphics Art faculty and requests from Art faculty) for research, printing, scanning and limited internet access in the Computer Graphics Art digital arts lab, usually 6 to 7 days of the week with 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 18-hour 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. Students also have access to the *BSU X Seed*, the university's (and one of the country's) fastest supercomputers, for production, storage, rendering,

research and collaboration with other departments, schools and universities worldwide.

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 & Computer Graphics Art 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/Computer Graphics Art 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), 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), National Arts Educator's Association (NAEA); The Association of Independent Video & Filmmakers (AIVF), FocusOnDesign, The Washington Project for the Arts, the International Game Developer's Association and the National Alliance of Artists from Historically Black Colleges and Universities (NAAHBCU), SIGGRAPH, Cultural Development Corporation, and many more. Many local designers, digital and traditional artists, animators and filmmakers regularly come to the Computer Graphics Art program and the DFPA to give participate in career days, exhibitions, guest lectures, conduct workshops and portfolio reviews.

ART COURSE SCHEME

DFPA CORE REQUIREMENTS (27 semester hours)			Sem. Hrs.
ART	200	African Art	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

ART FOUNDATION & ART HISTORY REQUIREMENTS **Sem. Hrs.**

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 Computer Graphics Art	3
ART	250	Photography I	3
ART	—	History electives (choose four: ART 301, 302, 404, 405, 408)	12

ART REQUIREMENTS

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/Computer Graphics Art 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 Computer Graphics Art 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

Sem. Hrs.

First Semester

ENGL	101	Expository Writing	3
HEED	102	Health and Fitness	3
FRSE	101	Freshman Seminar	3
ART	101	2D Design	3
ART	110	Introduction to Drawing	3
ART	—	Art/Computer Graphics Art Workshop/Seminar I	0
			15

Second Semester

ENGL	102	Argument and Research	3
COSC	110	Computer Literacy	3
HIST	114	African-American History to 1865 or	
HIST	115	African-American History since 1865	3
ART	102	3D Design	3
ART	111	Life Drawing	3
ART	—	Art/Computer Graphics Art Workshop/Seminar II	0
			15

SOPHOMORE YEAR

First Semester

—	—	Science Elective	4
—	—	Humanities elective – MUSC 202 or 110 or THEA 105	3
ART	200	History of African Art	3
ART	201	Ceramics (Hand Building)	3
ART	230	Intro to Computer Graphics Art	3
ART	—	Art/Computer Graphics Art Workshop/Seminar III	0
			16

1st required portfolio review: (pass/fail; advance to candidacy)

Second Semester

—	—	Science Elective	3
MATH	116	Introduction to Math Ideas (125 or higher)	3
ART	210 or 211	Printmaking	3
—	—	MUSC 202 or 110 or THEA 105	3
ART	202	Ceramics (Wheel Throwing)	3
ART	231	Intermediate Computer Graphics Art	3
ART	—	Art/Computer Graphics Art Workshop/Seminar IV	0
			18

After passing 1st faculty portfolio review, then advance to candidacy, and/or junior status.

JUNIOR YEAR**First Semester**

___	___	Foreign Language (humanities elective)	3
___	___	Social/Behavioral Science elective	3
ART	___	Art history elective	3
ART	310	Sculpture	3
ART	320	Painting	3
ART	___	Art/Computer Graphics Art Workshop/Seminar V0	15

Second Semester

___	___	Foreign Language (free elective)	3
ART	___	Art History elective	3
ART	250	Photography I	3
ART	311	Sculpture	3
ART	___	Art elective (321, 342, 351, 352)	3
ART	___	Art/Computer Graphics Art Workshop/Seminar VI0	15

SENIOR YEAR**First Semester**

___	___	Foreign Language	3
ART	470	Self Promotion and Marketing in the Arts	3
ART	___	Art history elective	3
___	___	MUSC 345 or 101 / THEA 221, 331 or 341	3
ART	___	Art/Computer Graphics Art Workshop/Seminar VII0	12

Second Semester

___	___	Foreign Language	3
ART	___	Art history elective	3
ART	498	Senior Thesis/Gallery	0
ART	491	Internship	2
___	___	MUSC 345 or 101 / THEA 221, 331 or 341	3
ART	___	Elective	3
ART	___	Art/Computer Graphics Art Workshop/Seminar VII0	14

2nd & final required portfolio review (pass/fail; advance to Prospective graduate status pending coursework, internship and other university requirements). Senior exhibition also required.

Total Credits**120**

COMPUTER GRAPHICS ART CONCENTRATION

MISSION

The Computer Graphics Art concentration is one that enables and empowers students for a career in visual communication, digital and media arts. Students who follow this concentration are introduced to opportunities in graphic design, digital art & imaging new media and multimedia. By building upon foundation courses, students merge skills in art, technology and communication. Students are prepared to enter the workforce at the entry level in visual communication, design, new media, multimedia and/or continue onto graduate studies after successfully completing the Computer Graphics Art program.

All Computer Graphics Art 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 Computer Graphics Art and should develop a track scheme with faculty in Computer Graphics Art. The minimum number of semester hours required for the Bachelor's of Arts Degree in Fine Arts with a concentration in Computer Graphics Art is 120 credits. Students who choose to concentrate in a particular area must consult with a Computer Graphics Art Faculty 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, textile/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, Computer Graphics Art 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
- museums and galleries
- educational institutions
- government and non-profit organizations
- cable, local and international television networks and stations

ADMISSION REQUIREMENTS

A student must officially declare Fine Arts as their major, and Computer Graphics 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 Computer Graphics 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.

PROGRAM REQUIREMENTS

Computer Graphics Art students must maintain a "C" average in all major courses to meet requirements for graduation. Computer Graphics 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.

Failure to correct any deficiency, maintain a "C" average in all major courses, and/or failed portfolio reviews will be considered grounds for students to leave the Computer Graphics Art program.

PORTFOLIO REVIEWS & SENIOR THESIS EXHIBITION

Upon completion of foundation courses and no later than the beginning of their sophomore year, students are to submit a portfolio and participate in their first mandatory faculty portfolio review and evaluation. Computer Graphics Art students are expected to develop and maintain a comprehensive portfolio (as described above, unless otherwise stated) of their work for periodic inspection and evaluation. This begins in the freshman year and MUST be maintained up and until graduation. Computer Graphics Art students are required to participate in a minimum of two (2) scheduled faculty reviews in order to:

1. advance to candidacy & proceed to the junior level and/or as majors
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/Computer Graphics Art advisor, and by all Art/Computer Graphics Art faculty.

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 graduation. It is highly suggested students complete at least two (2) or more professional internship experiences prior to graduation. Students will work closely with Computer Graphics Art 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 Computer Graphics Art 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 Computer Graphics Art 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 & COMPUTER GRAPHICS ART ACTIVITIES

Students are expected to participate in DFPA, ART and/or Computer Graphics Art (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.

ART/COMPUTER GRAPHICS ART WORKSHOPS & SEMINARS

The Art/Computer Graphics Art workshops/seminars are a series of eight total required workshops (one per semester) 1-3 hours, each that coincide with classes that teach students valuable skills in written and oral communication, research, art/design preparation, framing, mounting, portfolio development and preparation. Also, through these workshops students will attend portfolio reviews, lectures, studio visits by faculty, professional artists, art/design organizations, designers, filmmakers and others in the industries of visual communication, design, animation, film/video and multimedia. Most workshops will take place on campus, however some workshops will take place off campus at various conferences studios, design firms or even museums/galleries.

Attendance to all workshops/seminars, and participation in student art exhibitions is mandatory and required by all by all ART/COMPUTER GRAPHICS ART students to meet graduation requirements.

ART/COMPUTER GRAPHICS ART Workshops I Framing/Mounting/Matting - Semester 1

ART/COMPUTER GRAPHICS ART Workshops II Writing for the Arts (Artist Statements) - Semester 2

ART/COMPUTER GRAPHICS ART Workshops III Promotional & Technology - Semester 3

ART/COMPUTER GRAPHICS ART Workshops IV Gallery Space & Exhibiting - Semester 4

ART/COMPUTER GRAPHICS ART Workshops V Senior Exhibition (outside) - Semester 5

ART/COMPUTER GRAPHICS ART Workshops VI Visiting Artist & Workshop - Semester 6

ART/COMPUTER GRAPHICS ART Workshops VII Visit to Exhibition/Local Gallery/Studio - Semester 7

ART/COMPUTER GRAPHICS ART Workshops VIII Visit to Exhibition/Regional Gallery/Studio - Semester 8

TRANSFER STUDENTS

Transfer students are expected to present a comprehensive portfolio of their work prior to acceptance in the Department; meet with the Academic Advisor and complete a transfer credit evaluation and meeting. Contact the DFPA's office, advisor or the registrar's office for more information.

MINOR CONCENTRATION

A minor in Visual Communication & Digital Media Arts requires completion of 21 studio hours and 3 semester hours in Art History. A total of 24 credit hours are required. Students seeking to minor must meet with a faculty advisor to design a program based on the students' needs and program requirements. See Computer Graphics Art Academic Advisor for list of approved courses.

FACILITIES

The Computer Graphics Art 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. Currently, there are four (4) art studios for: painting, printmaking, sculpture, ceramics, design and photography. In addition, there are two (2) darkrooms and one (1) state-of-the-art Apple digital media and Computer Graphics Art lab. In this lab we offer but are not limited to:

Hardware:

1. 20 Apple iMacs
2. 20 Apple Mac Pros
3. Scanners
4. Color printers and digital still cameras

Software:

1. Adobe Creative Suite
2. Adobe/Macromedia Studio
3. ToonBoom Studio
4. Final Cut Studio
5. After Effects
6. Apple iMovie
7. Apple iWork
8. Apple iLife
9. Microsoft Office
10. Arkaos VJ

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 internet access in the Computer Graphics Art digital media arts lab, usually 6 to 7 days of the week with 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 18-hour 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. Students also have access to the BSU X Seed, the university's (and one of the country's) fastest supercomputers, for production, storage, rendering, research and collaboration with other departments, schools, and universities worldwide.

LIBRARY AND RESEARCH

Students in Computer Graphics Art 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.

BOWIEHAUS

BOWIEHAUS is a student based art/design and marketing incubator and research project. Its goal is to teach Art & Computer Graphics Art 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

ARTIST GUILD

The Artist Guild is a creative arts organization for students studying Art and Computer Graphics Art, 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/Computer Graphics Art 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), 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), National Arts Educator's Association (NAEA); The Association of Independent Video & Filmmakers (AIVF), FocusOnDesign, The Washington Project for the Arts, the International Game Developer's Association and the National Alliance of Artists from Historically Black Colleges and Universities (NAAHBCU), SIGGRAPH, Cultural Development Corporation, and many more. Many local designers, digital and traditional artists, animators and filmmakers regularly visit the Computer Graphics Art program and the DFPA to give participate in career days, exhibitions, guest lectures, conduct workshops and portfolio reviews.

DFPA CORE REQUIREMENTS

			Sem. Hrs.
ART	200	African Art	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 appro. 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:			27
General Education Requirements:			46
Foreign Language Requirements:			12
Art History Requirements (4 courses minimum):			12

ART/COMPUTER GRAPHICS 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 Computer Graphics Art	3
ART	250	Photography I	3
ART	404	Modern Art History	3
ART	—	History elec. (choose 2) ART 301, 302, 405, 408	6

COMPUTER GRAPHICS ART 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	—	Computer Graphics Art elec.; advan. course	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; all senior thesis artwork and portfolios must be approved by Art/Computer Graphics Art advisor and faculty. Faculty reserves the right to retain samples and images of student work for online galleries, marketing and promotion materials for the Computer Graphics Art and DFPA programs.

ADDITIONAL:

It is highly recommended (but not required) that Computer Graphics 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.

COMPUTER GRAPHICS ART CONCENTRATION

SAMPLE PROGRAM

FRESHMAN YEAR Sem. Hrs.

First Semester

ART	101	2D Design	3
ART	110	Introduction to Drawing (111)	3
ENGL	101	Expository Writing	3
COMM	101	Oral Communications	3
FRSE	101	Freshman Seminar/Information Literacy	3
			15

Art/Computer Graphics Art Workshop I (required)

Second Semester

ART	102	3D Design (310 or 311)	3
ART	111	Life Drawing	3
HEED	102	Life & Health (IDIS 210)	3
ENGL	102	Argument and Research	3
COSC	111	Computing Principles and Tech.	3
			15

Art/Computer Graphics Art Workshop II (required)

Students must sign up for and pass the English Proficiency Exam

SOPHOMORE YEAR

First Semester

ART	230	Introduction to Computer Graphics Art	3
ART	200	African Art History	3
ART	320	Intro Painting (210)	3
MATH	116	Introduction to Math Ideas	3
—	—	Foreign Language	3
THEA	—	DFPA CORE/THEA ELECTIVE (105)	3
TOTAL			18

Art/Computer Graphics Art Workshop III (required)

First required portfolio review (PASS/FAIL; advance to candidacy).

Second Semester

ART	231	Visual Literacy (formerly 331)	3
ART	250	Photography I (formerly 350)	3
ART	—	Art History Elec.: Choose 1 (301, 302, 405 or 408)	3
MUSC	—	DFPA CORE/MUSIC ELECTIVE (110/101)	3
—	—	Foreign Language	3
—	—	Science Elective (PHSC 100)	3
			18

Art/Computer Graphics Art Workshop/Seminar IV (required)

After passing first faculty portfolio review, then advance to candidacy, and/or junior status.

JUNIOR YEAR

First Semester

—	—	Science Elective (BIOL 101)	4
ART	340	Introduction to Visual Communication	3
HIST	114	African-American History to 1865 or	
HIST	115	African-American History since 1865	3
—	—	Foreign Language	3
			13

Art/Computer Graphics Art Workshop/Seminar V (required)

Second Semester

ART	341	Advanced Visual Communication	3
ART	360	Digital Cinematography I	3
ART	396	2D Digital Animation I (formerly 496)	3
—	—	Social Sciences elective	3
—	—	Foreign Language	3
			15

Art/Computer Graphics Art Workshop/Seminar VI (required)

Second and final required portfolio review (PASS/FAIL; advance to prospective graduate status pending coursework, internship and other university requirements)

SENIOR YEAR

First Semester

ART	404	History of Modern Art	3
ART	450	Multimedia Workshop I	3
MUSC	—	DFPA CORE/MUSIC ELECTIVE (345)	3
THEA	—	DFPA CORE/THEA ELECTIVE (221/331/341)	3
			12

Art/Computer Graphics Art Workshop/Seminar VII (required senior year first sem.)

SUGGESTED (not required): Take 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

Second Semester

ART	—	Art History Elec.: Choose 1 (301, 302, 405 or 408)	3
ART	—	ART 361/397/496 (advanced/approved \	
		ART/COMPUTER GRAPHICS ART: elective 321, 352)	3
ART	470	Self Promotion and Marketing in the Arts	3
ART	495	Advanced Digital Imaging	3
ART	491	Internship in Art & Visual Communication	2
ART	498	Senior Thesis & Portfolio Development	0
			14

Art/Computer Graphics Art Workshop/Seminar VIII (required)

Additional graduation, program completion requirements

SENIOR EXHIBITION ALSO REQUIRED

SUGGESTED (not required): Take one or more of the following additional course(s): MKTG 337 Advertising, MKTG 231 Principles of Marketing or MGMT 101 Introduction to Business.

TOTAL CREDITS:

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.

REQUIRED COURSES (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 Music Technology	3
MUSC	212	Notation	2
MUSC	157	Sight Singing	2
MUSC	408	Business of Music	3

Students must complete the equivalent of 4 semesters of ensemble and applied music (Instrumental, 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.

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 3 octaves (studied during that semester)
- b. Basic chord progressions
- c. 2 prepared pieces
- d. Traditional arrangements of the Star Spangled Banner and Lift Every Voice and Sing

Recitals

Each student will be required to perform a recital at the end of their senior year as a final project. The following prerequisites must be satisfied or accomplished prior to all recitals.

1. Recommendation by the student's advisor.
2. A grade of "B" or better in all performance-related courses.
3. Performance in at least one student seminar per semester prior to junior recital.
 - a. Students must register for seminar each semester
4. Satisfactory rating in all performance evaluations.
5. Recital repertoire will be chosen by the Instructor from music studied in applied lessons at Bowie State University.
6. 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.
7. Recitals are to be at least 45 minutes in length with intermission and repertoire must be memorized.

Juries

Juries will be held at the end of each semester to measure progress in applied lessons. Preparation for juries should include the following:

- Three prepared pieces in contrasting styles

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.

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

FRESHMAN YEAR

First Semester

MUSA	409	Seminar	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

Second Semester

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

SOPHOMORE YEAR

First Semester

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

Second Semester

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

JUNIOR YEAR

First Semester

MUSA	409	Seminar	0
HIST	114	African-American History to 1865 or	
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

Second Semester

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

SENIOR YEAR**First Semester**

MUSA	409	Seminar	0
—	—	Music Elective	3
—	—	Music Elective	3
ART	301	Art History I	3
MUSC	408	Business of Music	3
			12

Second Semester

MUSA	409	Seminar	0
MUSA	410	Recital	0
—	—	Music Elective	4
THEA	215	Survey of Theater Music	3
ART	404	History of Modern Art or	
ART	405	History of African American Art	3
MUSC	455	Arranging	2
			12

TOTAL CREDITS: **120**

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.

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

FRESHMAN YEAR			Sem. Hrs.
First Semester			
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
			17

Second Semester

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
			18

SOPHOMORE YEAR**First Semester**

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

Second Semester

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 or	
HIST	115	African-American History since 1865	3
		15	

JUNIOR YEAR**First Semester**

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 or	
ART	405	African American Art	3
			14

Second Semester

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	2
ART	360	Cinematography	3
			14

SENIOR YEAR

First Semester

MUSA	409	Seminar	0
THEA	215	Survey of Theater Music	3
—	—	Foreign Language	3
ART	405	History of African American Art	3
MUSC	312	Electronic Composition and Arranging II	3
MUSC	410	Multimedia Recording and Production I	2
			14

Second Semester

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

TOTAL SEMESTER HOURS: 120

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

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

THEATRE ARTS PROGRAM (46-47 semester hours)			Sem. Hrs.
FRSE	101	Freshman Seminar	3
ENGL	101	Expository Writing	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	116	Introduction to Mathematics	3
PSYC	101	Introduction to Psychology or	
SOCI	—	Social Sciences Elective	3
HIST	114	African-American History to 1865 or	
HIST	115	African-American History since 1865	3
BIOL	—	Elective	3 or 4
PHSC	—	Elective	3 or 4
ART	299	Art Survey	3
MUSC	101	Fundamentals of Music	3
MUSC	110	Introduction to Music Technology or	
ART	230	Introduction to Computer Graphics Art	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	123	Fundamentals of Modern Dance	3
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	461	Theatre Seminar I or	
THEA	462	Theatre Seminar II	3

TOTAL SEMESTER HOURS **35**

Theatre Minor (21 semester hours)

Students who minor in Theatre Arts are required to complete 17 hours of course work and 4 hours of theatre production.

THEA	105	Introduction to Theatre	3
THEA	106	Acting I: Beginning	3
THEA	107	Stage Movement	2
THEA	206	Acting II: Scene Study	3
THEA	221	Stagecraft I	3
THEA	263	Play Analysis	3
THEA	101 or 102	Play Production	2
THEA	201 or 202	Play Production	2

Dance Minor (18 hours)

Students who minor in dance are required to complete 18 hours of course work and practicum.

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

ELECTIVE

THEA	205	Ballet	3
THEA	259	Tap Dance	3
THEA	400	Practicum in Dance	3
THEA	420	Choreography II	3

MUSICAL THEATRE

Musical Theatre Concentration Requirements (34 semester hours)

THEA	110	Pilates	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	300	Choreography I	3
THEA	306	Acting III	3
THEA	405	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
TOTAL SEMESTER HOURS			34

Free Electives 5

MUSICAL THEATER

SAMPLE PROFILE

FRESHMAN YEAR

First Semester

			Sem. Hrs.
ENGL	101	Expository Writing	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	116	Introduction to Mathematic Ideas	3
HEED	102	Life Health and Fitness	3
COSC	111	Computer Literacy	3
THEA	101	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	250	Modern Dance Innovations	3
THEA	263	Play Analysis	3
HIST	114	African-American History to 1865 or	
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
			13

TOTAL CREDITS**120**

ACTING/DIRECTING

Acting/Directing Requirements (35 semester hours)

THEA	261	Stage Management	3
THEA	300	Choreography I	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	Experimental Theatre	3
THEA	405	Seminar in Acting	3
THEA	408	Directing Full Lengths and Musicals	3
ENG	408	Shakespeare	3
THEA	410	African American Performance History	3
MUSC	196	Voice Class	2
TOTAL			35
FPA (Fine and Performing Arts) ELECTIVES			4

ACTING/DIRECTING

SAMPLE PROFILE

FRESHMAN YEAR

Sem. Hrs.

First Semester

ENGL	101	Expository Writing	3
FRSE	101	Freshman Seminar	3
COMM	101	Oral Communications	3
THEA	105	Introduction to Theatre	3
THEA	107	Stage Movement	2
			14

Second Semester

ENGL	102	Argument and Research	3
MATH	116	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
			17

SOPHMORE YEAR

First Semester

COMM	104	Voice and Diction	3
HIST	114	African-American History to 1865 or	
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
			16

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

JUNIOR YEAR**First Semester**

THEA	300	Choreography I	3
THEA	306	Acting III: Realism	3
THEA	221	Stage Craft I	3
THEA	231	Theatre History I	3
PHSC	—	Physical Science elective	3
			15

Second Semester

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

SENIOR YEAR**First Semester**

THEA	261	Theatre Management	3
THEA	407	Play Directing I	3
THEA	405	Seminar in Acting	3
THEA	304	Children's Theatre	3
ENG	408	Shakespeare	3
			15

Second Semester

THEA	402	Play Production	2
THEA	408	Directing II	3
THEA	410	African American Performance History	3
THEA	462	Theatre Seminar	3
FPA	—	Fine and Performing Arts elective	3
			14

TOTAL CREDITS**120**

DEPARTMENT OF HISTORY AND GOVERNMENT		
MAJOR	CONCENTRATION	DEGREE OFFERED
HISTORY AND GOVERNMENT	History	BS, BA
	Government	BS, BA
	History (Social Studies) Education	BS

Chair: M. Sammye Miller

Professors: Mario D. Fenyo, William B. Lewis, Frederick B. Mills, M. Sammye Miller, Ralph L. Parris

Associate Professors: Joseph M. Kum, Frankie Hutton

Assistant Professors: Benjamin Arah, Robert Birt, Tamara L. Brown, E. Rufus Ozomeyo, George S. Sochan, Diarra Robertson, Adrian Taylor, Andreas Woods

Lecturers: James C. Mauer

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, as well as tracks in the following areas: geography, philosophy, women's studies 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 131 semester hours. The tracks in the Department are based on specific courses and have the following hours: history (18), government (15), geography (15), philosophy (15), women's studies (18), 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 or	
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 or	
HIST	497 & 498	History Senior Seminars	6
HIST	111	World Civilization since 1500	3
HIST	114	African-American History to 1865 or	
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 and 3 Dept. required hours) **Sem. Hrs.**

PHIL	101	Introduction to Philosophy	3
COMM	101	Oral Communication	3
—	—	Arts and Humanities Elective	3

Sciences (7-8 hrs. in 2 diff. disci., 1 laboratory course req.) **Sem. Hrs.**

—	—	Science Electives	7-8
---	---	-------------------	-----

Mathematics (3 hours) **Sem. Hrs.**

MATH	—	Math Elective	3
------	---	---------------	---

Social Sciences (6 hrs. and 6 Dept. required hrs. in 2 disci.) **Sem. Hrs.**

HIST	110	World Civilization to 1500	3
HIST	114	African-American History to 1865 or	
HIST	115	African-American History since 1865	3
—	—	Social Science Electives	6

Technology (3 hours) **Sem. Hrs.**

COSC	—	Computer Science Elective	3
------	---	---------------------------	---

Institutional Requirements (6 hours) **Sem. Hrs.**

FRSE	101	Freshman Seminar	3
HEED	102/200	Life and Health/ Fund. of Sex Education or	
IDIS	210	Women's Health Issues	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 SEQUENCE

The General History Track 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 Track 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.

HISTORY SURVEY COURSES (18 semester hours)			Sem. Hrs.
HIST	110	World Civilization to 1500	3
HIST	111	World Civilization since 1500	3
HIST	114	African-American History to 1865 or	
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.

AFRICAN SUB-FIELD			Sem. Hrs.
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

EUROPEAN SUB-FIELD			Sem. Hrs.
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

UNITED STATES SUB-FIELD			Sem. Hrs.
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 SEQUENCE**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
			15

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
			18

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
			16

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 AND SOCIAL STUDIES TEACHING TRACKS

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-four 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 1013	
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.*

PROFESSIONAL EDUCATION REQUIREMENTS (37 semester hours) Sem. Hrs.

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-four 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
SAMPLE PROGRAM**

FRESHMAN YEAR

			Sem. Hrs.
First Semester			
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

Second Semester

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 or	
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
			12

HISTORY TRACK

The History track consists of eighteen semester hours, and it is based on the following: HIST 114 or HIST 115 (General Education Requirement), two survey courses, and three upper level elective courses. (See list under General History Concentration).

GENERAL EDUCATION REQUIREMENT

HIST	114or115	African-American History	Sem. Hrs. 3
			3

SURVEY COURSES (any two)

HIST	110	World Civilization to 1500	Sem. Hrs. 3
HIST	111	World Civilization since 1500	3
HIST	201	United States History to 1865	3
HIST	202	United States History since 1865	3
			6

UPPERLEVEL ELECTIVE COURSES (three required)

HIST	—	Sub-Field Electives	Sem. Hrs. 9
			18

Before a student takes certain upper level courses, he/she must have completed survey courses among the core requirements. See the sub-fields under the General History Concentration.

GOVERNMENT SEQUENCE

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)			Sem. Hrs.
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)			Sem. Hrs.
ECON	211	Principles of Macroeconomics or	
ECON	212	Principles of Microeconomics	3
COSC	110	Computer Literacy and Applications	3
ENGL	255	Advanced Composition or	
ENGL	361	Technical & Report Writing	3
PYSC	204	Elementary Statistics in Psychology or	
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			Sem. Hrs.
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 Behavior	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 SEQUENCE

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
ECON	211	Principles of Macroeconomics or	
ECON	212	Principles of Microeconomics	3
—	—	Other Elective	3
			15

Second Semester

HIST	114 or 115	African-American History	3
GOVT	—	Government Elective	3
GOVT	—	Government Elective	3
GOVT	145	Scope and Methods	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 or	
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 TRACK

The Government Track consists of fifteen semester hours. Any student who is interested in pursuing a minor in Government (Political Science) must take the following courses:

CORE COURSES (15 semester hours)

			Sem. Hrs.
GOVT	130	Introduction to Political Science	3
GOVT	231	US National Government	3
GOVT	315	Early Political Philosophy & Theory	3
GOVT	----	Elective in Government	3
GOVT	342	International Relations or	
GOVT	140	Introduction to Comparative Politics	3
			15

GEOGRAPHY TRACK

Geography is a specialized field of study and is basic to a liberal arts education. The Geography Track 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 track in geography must earn a grade of "C" or higher in all Geography courses.

CORE REQUIREMENTS (15 semester hours)			Sem. Hrs.
GEOG	101	Elements of Geography I	3
GEOG	102	Elements of Geography II	3
GEOG	—	Geography Electives	9
			15

PHILOSOPHY TRACK

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 what one can know (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 track in philosophy must earn a grade of "C" or higher in all philosophy courses.

CORE REQUIREMENTS			Sem. Hrs.
PHIL	101	Introduction to Philosophy	3
PHIL	103	Introduction to the Principles of Reasoning	3
PHIL	—	Philosophy Electives	9
			15

WOMEN'S STUDIES TRACK

The track 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 track 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 track in Women's Studies must earn a grade of "C" or higher in all Women's Studies courses.

CORE REQUIREMENTS (12 semester hours)			Sem. Hrs.
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

ELECTIVE REQUIREMENTS (6 semester hours required)			Sem. Hrs.
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 TRACK

The Department offers a pre-law track. 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			Sem. Hrs.
GOVT	235	Legal Rights and Remedies	3
GOVT	317	US Constitutional Law and History I or	
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

DEPARTMENT OF MATHEMATICS		
MAJOR	CONCENTRATION	DEGREE OFFERED
MATHEMATICS	Pure Mathematics Mathematics Education Applied and Computational Mathematics Dual Degree Mathematics/Engineering Program	BS

Chair: Nelson Petulante

Professors: Olusola Akinyele, Karen Benbury, Nelson Petulante

Associate Professors: Abdusamad Kabir, Mehran Mahdavi, Roman Sznajder

Assistant Professors: Katrina Staley, Chaobin Liu

Lecturers: Claudette Burge, Rufus Elemo, Elena Kilmova, Malick Mbodj, Nancy Shiplett

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

All students must take the *English Proficiency Examination* after successful completion of ENGL 101 *Expository Writing* and ENGL 102 *Argument and Research*. Transfer students who have completed their English Composition requirements elsewhere should take the BSU English Proficiency Exam during the first semester of enrollment at BSU. 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: students in all disciplines are strongly advised to complete all of their General Education courses in mathematics by the end of their sophomore year, at the latest. Failure to do so could result in delayed graduation.
2. Any student, including any transfer student without a completed AA or higher college degree, whose program of study requires him or her to take a general education course in mathematics 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 be successfully 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, Mathematics Education, Applied and Computational Mathematics and Dual Degree Mathematics/Engineering. The Dual Degree Mathematics/Engineering program is a special program offered by Bowie State University in conjunction with other universities such as UMCP, UMBC, GWU and Howard. Under this program, a student attends Bowie State University for three academic years and the receiving university for an additional two years.

GRADUATION REQUIREMENTS

1. All students must pass the Bowie State University *English Proficiency Examination* to graduate.

- 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, technical writing and computer science.

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

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
			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 or	
HIST	115	African-American History since 1865	3
ECON	211	Principles of Macroeconomics	3
			6

Sciences (8 semester hours)

PHYS	271	General Physics I	3
PHYS	201	Physics Laboratory I	2
CHEM	107	General Chemistry	3
			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 or	
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: The Department reserves the right to specify suitable, program specific general education courses, in keeping with COMAR, for its majors.

DUAL DEGREE MATHEMATICS/ENGINEERING PROGRAM ONLY**Required General Education Courses** (36 semester hours) **Sem. Hrs.**

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	3
PHYS	201	Physics Laboratory I	2
HIST	114	African-American History to 1865 or	
HIST	115	African-American History since 1865	3
HEED	102/200	Life and Health/ Fund. of Sex Education or	
IDIS	390	Women's Health Issues	3
ECON	211	Economics or	
PSYC	101	Psychology	3
ANTH	102	Anthropology or	
PHIL	103	Philosophy	3

II. CORE COURSES FOR ALL MATHEMATICS 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):

COURSE CODE	COURSE TITLE	Sem. Hrs.	
ENGL	361	Technical Writing	3
MATH	225	Calculus I	4
MATH	226	Calculus II	4
MATH	228	Linear Algebra	3
MATH	232	Multivariable Calculus	4
MATH	240	Intro. to Probability and Statistics	3
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	300	Differential Equations	3
MATH	310	Introduction to Geometries	3
MATH	342	Mathematical Probability	3
MATH	344	Mathematical Statistics	3
MATH	400	Partial Differential Equations	3
MATH	410	History of Mathematics	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)

CHEM	170	Chemistry Laboratory I	2
COSC	113	Computer Science II	4
PHYS	272	General Physics II	3
PHYS	202	Physics Laboratory II	2
Free Elective(s)		No restriction	4

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

FRESHMAN YEAR

First Semester

			Sem. Hrs.
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

Second Semester

MATH	226	Calculus II	4
ENGL	102	Argument and Research	3
CHEM	107	General Chemistry I	3
CHEM	170	Chemistry Laboratory I	2
_____	—	Arts and Humanities	3
			15

SOPHOMORE YEAR

First Semester

MATH	228	Linear Algebra	3
MATH	240	Introduction to Probability & Statistics	3
COSC	112	Computer Science I	4
HIST	114	African-American History to 1865 or	
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	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)

(Choose 3 credits in COSC and 9 semester hours in MATH. At least 6 MATH semester hours at the 400 level.)

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	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
or			
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

FRESHMAN YEAR			Sem. Hrs.
First Semester			
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
Second Semester			
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	240	Introduction to Probability and Statistics	3
COSC	113	Computer Science II	4
HIST	114	African-American History to 1865 or	
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 jointly by the Department of Mathematics and the School of Education. Students in this program are assigned an advisor in the Department of Mathematics and an advisor in the School 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 School 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 School 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 (34 semester hours)

EDUC	101	Introduction to Education	3
EDUC	201	Human Growth and Development	3
EDUC	311	Managing the Diverse Classroom	3
EDUC	314	Assessment for Reading Instruction	3
EDUC	316	Foundations of Education	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

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

First Semester

			Sem. Hrs.
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	240	Introduction to Probability and Statistics	3
EDUC	201	Human Growth and Development	3
HIST	114	African-American History to 1865 or	
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	314	Assessment for Reading Instruction	3
ENGL	361	Technical Writing	3
—	—	Social Sciences	3
—	—	Arts and Humanities	3
			15

SENIOR YEAR

First Semester

MATH	420	Abstract Algebra I	3
MATH	414	Methods of Teaching Secondary Math	3
MATH	450	Overview of College Mathematics	3
EDUC	316	Foundations of Education	3
SCED	305	Practicum III	1
SCED	450	Methods of Teaching Reading (Secondary)	3
			16

Second Semester

SCED	401	Directed Teaching and Seminar	12
------	-----	-------------------------------	----

D. REQUIREMENTS FOR A MAJOR IN MATHEMATICS

DUAL DEGREE MATHEMATICS/ENGINEERING PROGRAM

This program is offered by Bowie State University in conjunction with several other cooperating institutions (including The George Washington University, Washington, D.C.; the University of Maryland, Baltimore County; Howard University, Washington, D.C.; Morgan State University, Baltimore; and the University of Maryland College Park). Under this program, the student attends Bowie State for the first three academic years and the receiving university for the final two 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. Very Important: Every student in the program is required to consult with the Dual Degree Math/Engineering Program Coordinator in the Department of Mathematics to map out the specific sequence of courses appropriate to his/her chosen specialty in engineering. 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	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)

FRESHMAN YEAR			Sem. Hrs.
First Semester			
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
Second Semester			
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
SOPHOMORE YEAR			
First Semester			
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
Second Semester			
MATH	240	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
JUNIOR YEAR			

First Semester

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.

			Sem. Hrs.
MATH	225	Calculus I	4
MATH	226	Calculus II	4
MATH	228	Linear Algebra	3
MATH	232	Multivariable Calculus	4
MATH	240	Introduction to Probability and Statistics	3
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
SCIENCE EDUCATION		BS

Chair: Elaine J. Davis

Professors: Bradford Braden, Douglas M. Council, S.I. Khan, William Lawrence

Associate Professor: Elaine J. Davis, Deborah Rayfield,

Assistant Professors: Anisha Campbell, Apostolos Gittis, Ray Moharerrzadeh, Neba Ngwa Suh, Steve Sheffield, Tamara Tatum-Broughton, George Ude

Lecturers: Claude Ferrer, Mikhail Goloubev, Pete Nicely, Zelyn Richberg, Sahlemedhin Sertsu, Beverly D. Settles-Reaves

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 the students to achieve their educational goals. Graduates of the Department will be offered opportunities to adjust to future changes and develop a sense of professionalism in their fields of study.

GOALS

1. To provide a quality education in biology, chemistry, and physics so 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 studies or career assignments in government, industry, or education.
6. To assist the University community in achieving excellence in computer and information technology.
7. To establish and nurture cooperative agreements with area schools, colleges, and universities.
8. To maintain strong linkages with regional private and government institutions in support of the Department's educational and research activities.
9. 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 biology majors must take and pass the Bowie State University *English Proficiency Examination* after successful completion of ENGL 101 *Expository Writing* 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. All science education majors must take both parts (Core Batteries and Specialty of the PRAXIS) and other degree candidates must take both parts (General Aptitude and Specialty) of the Graduate Record Examination (GRE) or a recognized standardized test in their area of study.

BACHELOR OF SCIENCE

BIOLOGY

The Department offers a Bachelor of Science degree in biology with two options: Biology and Biology Education. Upon completion of at least 34 required semester hours in biology courses plus 16 semester hours in biology electives, 20 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 and pre-dentistry courses are provided in the biology program to prepare students to enter medical and dental schools. 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, and mathematics 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 107/170 are the prerequisite courses for CHEM 108/180. 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** and **Required Core Courses** automatically qualify for a minor 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	107/170	General Chemistry I	5
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	Physiology	4
BIOL	403	Biology Seminar	2
CHEM	108/180	Chemistry II Lec./Lab	5
CHEM	201/210	Organic Chemistry I Lec./Lab.	5
CHEM	202/220	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)	3
PHYS	201	Physics I Lab	2
PHYS	252	Physics II (non-calculus based) or	
PHYS	272	Physics II (calculus based)	3
PHYS	202	Physics II Lab	2

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 at the 400 level excluding BIOL 403 (Biology Seminar, a core requirement). 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	306	Embryology and Development	4
BIOL	307	Comparative Vertebrate Anatomy	4
BIOL	310	Pathogenic Microbiology	4
BIOL	311	Human Anatomy and Physiology I	4
BIOL	312	Human Anatomy and Physiology II	4
BIOL	405	Independent Investigations	1-3
BIOL	407	Ecology of Environmental Adaptation	3
BIOL	410	Immunology	3
BIOL	415	Plant Physiology	4
BIOL	462	Topics in Biology	3
BIOL	421	Bioinformatics	3
CHEM	310	Biochemistry II	3

Required Computer Science Course			
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			Sem. Hrs.
First Semester			
BIOL	102	Introductory Biology	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
—	—	Social Sciences Elective	3
			18

Second Semester

BIOL	103	General Zoology	4
BIOL	105	General Botany	4
CHEM	108	General Chemistry II (Lecture)	3
CHEM	180	General Chemistry II (Laboratory)	2
ENGL	102	Argument and Research	3
			16

SOPHOMORE YEAR**First Semester**

BIOL	209	General Genetics	4
BIOL	204	Cell Biology	4
CHEM	201	Organic Chemistry I (Lecture)	3
CHEM	210	Organic Chemistry I (Laboratory)	2
HEED	102	Life and Health/ Fund. of Sex Education	3
			16

Second Semester

CHEM	202	Organic Chemistry II (Lecture)	3
CHEM	220	Organic Chemistry II (Laboratory)	2
HIST	114	African-American History to 1865 or	
HIST	115	African-American History since 1865	3
MATH	215	Elements of Calculus	4
—	—	Arts and Humanities Elective	3
—	—	Social Sciences Elective	3
			18

JUNIOR YEAR**First Semester**

BIOL	303	Molecular Biology	4
PHYS	251	General Physics I (Lecture)	3
PHYS	201	General Physics I (Laboratory)	2
—	—	Arts and Humanities Elective	3
—	—	Social Sciences Elective	3
			15

Second Semester

BIOL	3__	Advanced Biology Elective	3
BIOL	3__	Advanced Biology Elective	3
PHYS	252	General Physics II (Lecture)	3
PHYS	202	General Physics II (Laboratory)	2
—	—	Arts and Humanities Elective	3
			14

SENIOR YEAR**First Semester**

BIOL	403	Biology Seminar	2
BIOL	4__	Advanced Biology Elective	3
COSC	112	Computer Science	4
CHEM	309	Biochemistry I	3
			12

Second Semester

BIOL	4__	Advanced Biology Elective	3
BIOL	4__	Advanced Biology Elective	3
BIOL	4__	Advanced Biology Elective	3
CHEM	412	Biochemistry II	3
			12

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.

- To receive a BS in Biology Education, the student must complete approximately 132 semester hours.
- To receive a BS in Chemistry education, the student must complete approximately 129 semester hours.
- To receive a BS in Physics education, the student must complete approximately 130 semester hours.

II. MAJOR AND RELATED SCIENCE REQUIREMENTS

Sem. Hrs.

BIOLOGY EDUCATION CONCENTRATION

Core Biology Courses (19 semester hours)

BIOL	102	Introductory Biology	4
BIOL	103	General Zoology	4
BIOL	105	General Botany	4
BIOL	205	Ecology	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	6
CHEM	170/180	General Chemistry I, II Lab	4
CHEM	201/202	Organic Chemistry I, II (Lecture)	6
CHEM	210/220	Organic Chemistry I, II (Lab)	4

Mathematics (4 semester hours)

MATH	215	Elements of Calculus	4
------	-----	----------------------	---

Physics (5 semester hours)

PHYS	251 or 271	General Physics I (Lecture)	3
PHYS	201	General Physics I (Laboratory)	2

Physical Science (4 semester hours)

PHSC	101	Earth Science I	4
------	-----	-----------------	---

CHEMISTRY EDUCATION CONCENTRATION (50 semester hours)**Chemistry Courses** (23 semester hours)

CHEM	107-108	General Chemistry I and II (Lecture)	6
CHEM	170-180	General Chemistry I and II (Laboratory)	4
CHEM	201-202	Organic Chemistry I and II (Lecture)	6
CHEM	210-220	Organic Chemistry I and II (Laboratory)	4
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	6
PHYS	201-202	Physics Lab I and II	4

PHYSICS EDUCATION CONCENTRATION (46 semester hours)**Physics Courses**

PHYS	271-273	Physics I, II, and III (Lecture)	9
PHYS	201-203	Physics I, II, and III (Laboratory)	6
PHYS	—	Physics Electives	8

Related Courses (10 semester hours)

CHEM	107-108	General Chemistry I, II (Lecture)	6
CHEM	170-180	General Chemistry I, II (Lab)	4

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)	6
CHEM	170-180	General Chemistry I and II (Laboratory)	4

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	—	Computer Science Elective	4
------	---	---------------------------	---

Free General Education Electives (9 semester hours)

Chosen	based on departmental advisement		9
--------	----------------------------------	--	---

Note: The Department reserves the right to specify suitable general education courses, in keeping with COMAR, for its majors.

Specified General Education Requirements

PHYS	201	Physics (Laboratory) I and II	2 each
PHYS	271-272	General Physics I and II	3 each

Students are encouraged to take summer courses and attend mini-semester in order to have a manageable semester load.

BIOLOGY EDUCATION CONCENTRATION

SAMPLE PROGRAM			Sem. Hrs.
FRESHMAN YEAR			
First Semester			
BIOL	102	Introductory Biology	4
BIOL	103	General Zoology	4
EDUC	101	Introduction to Education	3
EDUC	102	Practicum I	1
ENGL	101	Expository Writing	3
FRSE	101	Freshman Seminar	3
			18
Second Semester			
BIOL	105	General Botany	4
MATH	225	Calculus I or	
MATH	215	Elements of Calculus	4
ENGL	102	Argument and Research	3
—	—	Social Sciences Elective	3
—	—	Arts and Humanities Elective	3
			17
SOPHOMORE YEAR			
First Semester			
CHEM	107	General Chemistry I (Lecture)	3
CHEM	170	General Chemistry I (Laboratory)	2
EDUC	201	Human Growth and Development	3
EDUC	202	Practicum II	1
HIST	114	African-American History to 1865 or	
HIST	115	African-American History since 1865	3
—	—	Arts and Humanities Elective	3
—	—	Social Sciences Elective	3
			15
Second Semester			
CHEM	108	General Chemistry II (Lecture)	3
CHEM	180	General Chemistry II (Laboratory)	2
COSC	112	Computer Science I	4
—	—	Arts and Humanities Elective	3
—	—	Social Sciences Elective	3
SCED	302	Analysis of Teaching	3
			16

JUNIOR YEAR**First Semester**

CHEM	201	Organic Chemistry I (Lecture)	3
CHEM	210	Organic Chemistry I (Laboratory)	2
SCED	304	Methods of Teaching	3
EDUC	305	Practicum III	1
EDUC	316	Foundations of Education	3
EDUC	311	Managing the Diverse Classroom	3
			15

Second Semester

CHEM	202	Organic Chemistry II (Lecture)	3
CHEM	220	Organic Chemistry II (Laboratory)	2
SPED	403	Orientation to Special Education	3
EDUC	313	Assessment for reading Instruction	3
SCED	450	Methods of Teaching Reading	2
PHSC	101	Earth Science	4
			18

SENIOR YEAR**First Semester**

_____	_____	Biology Elective	4
PHYS	201	Physic I (Lecture)	3
PHYS	271	Physic I (Laboratory)	2
HEED	102	Life and Health/ Fund. of Sex Education or	
IDIS	210	Contemporary Health Issues for Women	3
SCED	451	Practical Applications of Teaching Reading	3
			15

Second Semester

PHYS	272	Physics II (Lecture)	3
PHYS	202	Physics II (Laboratory)	2
SCED	401	Directed Teaching and Seminar/SCED	12
			17

CHEMISTRY EDUCATION CONCENTRATION**SAMPLE PROGRAM****FRESHMAN YEAR****Sem. Hrs.****First Semester**

CHEM	107	General Chemistry I (Lecture)	3
CHEM	170	General Chemistry I (Laboratory)	2
ENGL	101	Expository Writing	3
FRSE	101	Freshman Seminar	3
EDUC	101	Introduction to Education	3
EDUC	102	Practicum I	1
			15

Second Semester

CHEM	108	General Chemistry II (Lecture)	3
CHEM	180	General Chemistry II (Laboratory)	2
MATH	225	Calculus I	4
ENGL	102	Argument and Research	3
HEED	102	Life and Health/ Fund. of Sex Education or	
IDIS	210	Contemporary Health Issues for Women	3
—	—	Arts and Humanities Elective	3
			18

SOPHOMORE YEAR**First Semester**

CHEM	201	Organic Chemistry I (Lecture)	3
CHEM	210	Organic Chemistry I (Laboratory)	2
MATH	226	Calculus II	4
EDUC	201	Human Growth and Development	3
EDUC	202	Practicum II	1
—	—	Social Sciences Elective	3
			16

Second Semester

CHEM	202	Organic Chemistry II (Lecture)	3
CHEM	220	Organic Chemistry II (Laboratory)	2
EDUC	311	Managing the Diverse Classroom	3
HIST	114	African-American History to 1865 or	
HIST	115	African-American History since 1865	3
—	—	Arts and Humanities Elective	3
—	—	Arts and Humanities Elective	3
			17

JUNIOR YEAR**First Semester**

CHEM	301	Quantitative Analysis (Lecture)	3
CHEM	311	Quantitative Analysis (Laboratory)	2
PHYS	201	Physics I (Laboratory)	2
PHYS	271	General Physics I	3
COSC	112	Computer Science I	4
—	—	Social Sciences Elective	3
			17

Second Semester

CHEM	302	Instrumental Analysis	4
PHYS	202	Physics II (Laboratory)	2
PHYS	272	General Physics II	3
—	—	Social Sciences Elective	3
SCED	302	Analysis of Teaching/SCED	3
EDUC	305	Practicum III	1
			16

SENIOR YEAR**First Semester**

EDUC	313	Assessment for Reading Instruction	3
EDUC	316	Foundations of Education	3
SCED	450	Methods of Teaching Reading/SCED	3
SCED	451	Practical Applications of Teaching Reading	3
SCED	303	Methods of Teaching/SCED	3
SPED	403	Orientation of Special Education	3
			18

Second Semester

SCED	401	Directed Teaching and Seminar/SCED	12
			12

PHYSICS EDUCATION CONCENTRATION**SAMPLE PROGRAM****FRESHMAN YEAR****Sem. Hrs.****First Semester**

MATH	126	Precalculus	3
CHEM	107	General Chemistry I (Lecture)	4
CHEM	170	General Chemistry I (Laboratory)	2
ENGL	101	Expository Writing	3
FRSE	101	Freshman Seminar	3
HEED	102	Life and Health/ Fund. of Sex Education or	
IDIS	210	Contemporary Health Issues for Women	3
			18

Second Semester

MATH	128	Linear Algebra	3
CHEM	108	General Chemistry II (Lecture)	3
CHEM	180	General Chemistry II (Laboratory)	2
EDUC	101	Introduction to Education	3
EDUC	102	Practicum I	1
ENGL	102	Argument and Research	3
—	—	Social Sciences Elective	3
			18

SOPHOMORE YEAR**First Semester**

PHYS	271	General Physics I (Lecture)	3
PHYS	201	Introduction to Physics Laboratory I	2
MATH	225	Calculus I	4
EDUC	201	Human Growth and Development	3
EDUC	202	Practicum II	1
—	—	Social Sciences Elective	3
			16

Second Semester

PHYS	272	General Physics II (Lecture)	3
PHYS	202	Introduction to Physics II (Laboratory)	2
EDUC	311	Managing the Diverse Classroom	3
MATH	226	Calculus II	4
HIST	114	African-American History to 1865 or	
HIST	115	African-American History since 1865	3
—	—	Arts and Humanities Elective	3
			18

JUNIOR YEAR**First Semester**

PHYS	273	General Physics III	3
PHYS	301	Quantum Mechanics	4
SCED	302	Analysis of Teaching	3
—	—	Arts and Humanities Elective	6
			16

Second Semester

PHYS	205	Introduction to Modern Physics	3
SPED	403	Orientation to Special Education	3
COSC	112	Computer Science I	3
EDUC	313	Assessment for Reading Instruction	3
EDUC	316	Foundations of Education	3
—	—	Social Sciences Elective	3
			18

SENIOR YEAR**First Semester**

EDUC	305	Practicum III	1
SCED	451	Practical Applications of Teaching Reading	3
SCED	303	Methods of Teaching/SCED	3
SCED	450	Methods of Teaching Reading/SCED	3
PHYS	—	Physics Elective	4
			14

Second Semester

SCED	401	Directed Teaching and Seminar/SCED	12
			12

SCHOOL OF BUSINESS

Dean: Anthony C. Nelson, Ph.D.

MISSION

The mission of the School 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 school 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 School of Business with the intent of increasing external fundraising.
7. Develop and implement plans and programs that increase the placement of School of Business graduates and encourage businesses to recruit School of Business graduates.

DESCRIPTION OF THE DEPARTMENTS

The School 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, and Marketing. In addition, the Management Concentration offers two specialty tracks: Small Business/Entrepreneurship and Industrial Relations.

The School 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 School 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 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, CHEM 170; PHYS 201, PHYS 202, 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 116, 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	
HIST	115	African-American History since 1865	3
—	—	Social and Behavioral Science Elective	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; PEDO 101, 282; PSYC 101, 200)

Free General Education Electives (9 Semester Hours)

ECON	211/212	Principles of Macro/Microeconomics	3
—	—	Principles of Macro/Microeconomics or	
—	—	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 or	
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 School of Business reserves the right to specify suitable general education courses for all majors.

CORE SCHOOL REQUIREMENTS (45/48 semester hours) **Sem. Hrs.**

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
MGMT	440	Business Strategy and Policy	3
—	—	Electronic Commerce/Sch. 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)

** Not required for Accounting Majors.

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 Professors: 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 School 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

REQUIRED COURSES IN ACCOUNTING (33 semester hours) Sem. Hrs.

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

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 or	
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 or	
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 or	
ECON	212	Principles of Microeconomics	3
MKTG	231	Principles of Marketing	3
BUIS	260	Computer Applications in Business	3
_____	_____	General Education Elective	3
ENGL	PROF	English Proficiency	0
			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
_____	_____	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)

—	—	School of Business Electives (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 or	
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 or	
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 or	
ECON	212	Principles of Microeconomics	3
MKTG	231	Principles of Marketing	3
BUIS	260	Computer Applications in Business	3
_____	_____	General Education Elective	3
ENGL	PROF	English Proficiency	0
			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
_____	_____	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
_____	_____	School 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/ School of Business Electives	3
MGMT	440	Business Strategy and Policy	3
MGMT	480	Production and Operations Management	3
—	—	General Elective	2
			14

School 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 REQUIREMENTS** (6 semester hours)

			Sem. Hrs.
ECON	311	Intermediate Macroeconomics or	
ECON	423	Monetary and Fiscal Policies	3
ECON	312	Intermediate Microeconomics or	
ECON	448	Managerial Economics	3

REQUIRED ELECTIVES (15 semester hours-Select any 5 of the following)

ECON	341	International Economics	3
ECON	361	Comparative Economic Systems	3
ECON	363	Economics of Developing Countries	3
ECON	371	Labor Economics	3
ECON	421	Urban Economics	3
ECON	422	Public Finance	3
ECON	423	Monetary and Fiscal Policies	3
ECON	448	Managerial Economics	3
ECON	481	Evolution of Economic Thought	3

OTHER ELECTIVES (5 semester hours)

—	—	School of Business Elective	3
—	—	General Elective	2

School 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**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 or	
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 or	
HIST	115	African-American History since 1865	3
COMM	101	Arts and Humanities	3
—	—	Science Elective I	3
—	—	Social and Behavioral Science/Gen. Ed.	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 or	
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
—	—	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
—	—	School of Business Elective	3
			15

Second Semester

—	—	Required Core Elective	3
—	—	Required Core Elective	3
ECON	—	Economics Elective (300-400 level)	3
MGMT	344	Organizational Behavior	3
BUAD	351	Business Law II	3
			15

SENIOR YEAR**First Semester**

ECON	311	Intermediate Microeconomics or	
ECON	448	Managerial Economics	3
—	—	Required Electives	3
—	—	Required Electives	3
—	—	Economic Elective (300 or 400 level)	3
ECON	483	Quantitative Methods for Decision-Making	3
			15

Second Semester

ECON	312	Intermediate Macroeconomics or	
ECON	423	Monetary and Fiscal Policies	3
—	—	Electronic Commerce/School of	
		Business Elective	3
MGMT	440	Business Strategy and Policy	3
MGMT	480	Production and Operations Management	3
—	—	General Elective	2
			14

School 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 language courses may be used as Business School Electives.

DEPARTMENT OF MANAGEMENT INFORMATION SYSTEMS			
MAJOR	CONCENTRATION		DEGREE OFFERED
BUSINESS ADMINISTRATION	Business Systems	Information	BS

Chair: David Anyiwo

Professors: Mathias Mbah

Associate Professors: David Anyiwo

Assistant Professors: Anil Khatri, Azene Zenebe

Lecturers: Tony Yorkman

MISSION

The mission of the Business Information Systems (BUIS) program is to provide student with strong foundation in the analysis, design, development, implementation, use and management of information systems and technology to create business and societal value in business and governmental settings, as well as to prepare students for graduate study and research. The Business Information Systems concentration will provide the analytical framework and the methodologies to analyze, design, implement, and manage complex information systems. This concentration will also place emphasis on fundamental skills that will be directed toward developing critical thinking, verbal and written communication and organizational planning.

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 School 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 (21 semester hours) Sem. Hrs.

CTEC	350	Principles and Methods of Intrusion and Prevention	3
BUIS	360	Information Systems for Management	3
BUIS	361	Analysis and Design of Business Information System	3
BUIS	362	Databases for Business	3
BUIS	461	Telecommunications Systems for Business	3
BUIS	462	Decision Support Systems	3
BUIS	463	Electronic Commerce	3

ELECTIVES (5 semester hours)

—	—	School of Business Elective	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 or	
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 or	
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 or	
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
BUAD	350	Business Law I	3
ECON	321	Money and Banking	3
ECON	351	Business and Economics Statistics	3
—	—	School of Business Elective	3
			15

Second Semester

CTEC	350	Principles and Methods of Intrusion and Prevention	3
BUIS	362	Databases for Business	3
BUIS	361	Analysis and Design of Business Infor. System	3
MGMT	344	Organizational Behavior	3
BUAD	351	Business Law II	3
			15

SENIOR YEAR**First Semester**

—	—	School of Business Elective	3
BUIS	360	Information Systems for Management	3
BUIS	461	Telecommunications Systems for Business	3
ECON	—	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
			15

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*

BACHELOR OF SCIENCE IN TECHNOLOGY DEGREE INTEGRATED BUSINESS FOCUS

The Bachelor of Science in Technology program is designed for community college graduates of two-year applied sciences career programs. Students will be granted a maximum of 60 semester hours for the associate degree and will be required to complete a minimum of 60 semester hours at Bowie State University to qualify for the bachelor's degree. Additional courses may be required to satisfy the University General Education requirements. On admission to the program, the student will develop a degree completion plan in consultation with his/her advisor, selecting 20 courses that will meet his/her educational and career objectives.

BUSINESS TECHNOLOGY GENERAL DEGREE REQUIREMENTS

HEED	102/200	Life and Health/ Fund. of Sex Education or	
IDIS	210	Contemporary Health Issues for Women	3
PHIL	103	Introduction to Principles of Reasoning	3
HIST	114	African-American History to 1865 or	
HIST	115	African-American History since 1865	3
MGMT	344	Organizational Behavior	3
COMM	404	Organizational Communication	3
PSYC	410	Group Dynamics	3
ECON	351	Business and Economics Statistics	3

1. Students who have taken any of the above courses as part of the requirement for their associate degree, will not be required to repeat the course. The student's BS degree program in Technology will comprise general degree requirements and upper-level business and technology-focused courses. A total of 60 semester hour must be taken at Bowie State University to complete a baccalaureate degree program.
2. Students can satisfy the general education requirement at Bowie State University with courses taken as part of their associate degree program. Students who did not meet the general education requirement must make up for their deficiencies by taking general education courses at Bowie State University.
3. ENGL 101 and 102 are general education prerequisites that must be taken prior to admission to the program.
4. Students must take the *English Proficiency Examination* at Bowie State University during the first year after successfully completing ENGL 101 and 102.

Core Curriculum (45 Semester hours)			Sem. Hrs.
ACCT	211	Principles of Accounting I	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	461	Telecommunications Systems in Business	3
BUIS	462	Decision Support Systems	3
BUIS	463	Electronic Commerce	3
CTEC	291	Object-Oriented Programming in C++	3
CTEC	302	Computer Networking	3

CTEC	350	Principles and Methods of Intrusion and Prevention	3
FINA	320	Principles of Finance	3
MKTG	231	Principles of Marketing	3
MGMT	241	Principles of Management	3
MGMT	440	Business Strategy and Policy	3
MGMT	480	Production and Operations Management	3

Electives (Select any four courses and the Business School elective)

BUAD	350	Business Law I	3
BUAD	351	Business Law II	3
ECON	321	Money and Banking	3
COSC	374	Object-Oriented Design and Development	3
CTEC	214	Client Operating Systems	4
CTEC	305	Server Administration I	3
CTEC	396	Java Programming	3
CTEC	405	Server Administration II	3
CTEC	410	Internet Technology	3
CTEC	415	Internet Applications I	3
CTEC	425	Internet Applications II	3
CTEC	435	UNIX System Administration	3
MGMT	441	Entrepreneurship and New Enterprises	3
MGMT	442	Small Business Operations and Management	3
—	—	School of Business Elective	3

Business School electives are 300-400 level courses selected from ACCT, BUAD, BUIS, ECON, FINA, MGMT, or MKTG.

BUSINESS TECHNOLOGY

SAMPLE PROGRAM

FRESHMAN YEAR

[Satisfied by Acceptable Transfer Credits from Community Colleges]

SOPHOMORE YEAR

[Satisfied by Acceptable Transfer Credits from Community College]

JUNIOR YEAR

Sem. Hrs.

First Semester

CTEC	291	Object-Oriented Programming in C++	or	
CTEC	350	Principles and Methods of Intrusion and Prevention		3
FINA	320*	Principles of Finance		3
MGMT	241*	Principles of Management		3
BUIS	360	Information Systems for Management		3
ENGL	PROF	English Proficiency Examination		0
—	—	Elective I		3
BUIS	361	Analysis and Design of Business Information Systems		3
				15

Second Semester

ACCT	_____	Accounting Elective (ACCT 211 or higher)	3
MGMT	344	Organizational Behavior	3
BUIS	362	Databases for Business	3
BUIS	463	Electronic Commerce	3
_____	_____	Elective II	3
			15

SENIOR YEAR**First Semester**

BUIS	461	Telecommunications Systems in Business	3
BUIS	462	Decision Support Systems	3
CTEC	302	Computer Networking	3
_____	_____	Elective III	3
_____	_____	Elective IV	3
			15

Second Semester

MGMT	440	Business Strategy and Policy	3
MGMT	480	Production and Operations Management	3
COMM	404	Organizational Communication	3
_____	_____	School of Business	3
PSYCH	410	Group Dynamics	3
			15

*Courses that may be satisfied by transfers from Community College

DEPARTMENT OF MANAGEMENT, MARKETING AND PUBLIC ADMINISTRATION		
MAJOR	CONCENTRATION	DEGREE OFFERED
BUSINESS ADMINISTRATION	General Business Management Marketing	BS

Chair: Marion Harris

Professors: Marion Harris

Associate Professors: Falih Alsaaty

Assistant Professors: Jennifer Bailey, Richard Lowery III, Jean G. Wicks

Lecturers: James T. Dixon

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 four concentrations: General Business, Management, Marketing and Procurement and Contracting. 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 School 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

REQUIRED ELECTIVES (15 semester hours) **Sem. Hrs.**
 ACCT, BUIS, ECON Any 300 or 400 level Business School Courses 15
 FINA, MGMT, MKTG

OTHER ELECTIVES (12 semester hours)
 _____ Business School Electives 9
 _____ General Elective 2

GENERAL BUSINESS

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 or	
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 or	
HIST	115	African-American History since 1865	3
COMM	101	Arts and Humanities	3
_____	_____	Science Elective I	3
_____	_____	Social and Behavioral Science/Gen. Ed.	3
BUAD	100	Business Mathematics	0
			15

SOPHOMORE YEAR

First Semester

ACCT	211	Principles of Accounting I	3
ECON	211	Principles of Macroeconomics or	
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
BUAD	350	Business Law I	3
ECON	321	Money and Banking	3
ECON	351	Business and Economics Statistics	3
—	—	School of Business Elective	3
			15

Second Semester

—	—	Sub-plan Elective	3
—	—	Sub-plan Elective	3
—	—	Sub-plan Elective	3
MGMT	344	Organizational Behavior	3
BUAD	351	Business Law II	3
			15

SENIOR YEAR**First Semester**

—	—	Sub-plan Elective	3
—	—	Sub-plan Elective	3
—	—	School of Business Electives	3
ECON	—	Economics Elective (300 or 400)	3
ECON	483	Quantitative Methods for Decision Making	3
			15

Second Semester

—	—	Sub-plan Elective	3
—	—	Electronic Commerce/Sch. of Business Elec.	3
MGMT	440	Business Strategy and Policy	3
MGMT	480	Production and Operations Management	3
—	—	General Elective	2
			14

School 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 School Electives.

BUSINESS ADMINISTRATION MINOR (18 semester hours)			Sem. Hrs.
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

REQUIRED COURSES (12 semester hours)			Sem. Hrs.
MGMT	345	Principles of Supervision and Leadership	3
MGMT	347	Management Problems*	3
Required Elective		Tool Courses	3
Required Elective		Setting Courses	3

REQUIRED ELECTIVES (Select one Setting course: 3 semester hours)

MGMT	346	Management of Non-for-Profit Organizations	3
MGMT	352	International Business	3
MGMT	441	Entrepreneurship and New Enterprises	3
MGMT	410	The Business of Music and Entertainment	3
MGMT	442	Small Business Operations and Management	3

OTHER ELECTIVES (9 semester hours)

—	—	School of Business Electives	6
—	—	General Elective	2

Business School 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 School 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	Sem. Hrs.
FRESHMAN YEAR				
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 or		
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 or		
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 or		
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
—	—	School 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
—	—	School 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
—	—	Electronic Commerce/School 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) **Sem. Hrs.**

—	—	School of Business Electives	6
—	—	Industrial Relations Elective	3
—	—	General Elective	3

School 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** **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 or	
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 or	
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 or	
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
BUAD	350	Business Law I	3
ECON	321	Money and Banking	3
ECON	351	Business and Economic Statistics	3
—	—	School 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
—	—	School 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
—	—	Electronic Commerce/School of Business Elective	3
MGMT	440	Business Strategy and Policy	3
MGMT	480	Production and Operations Management	3
—	—	General Elective	2
			14

School 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 School of Business electives.

INDUSTRIAL RELATIONS (sub-plan management)

REQUIRED COURSES (18 semester hours)			Sem. Hrs.
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	410	Group Dynamics	3

OTHER ELECTIVES (6 semester hours)

Business School Elective			6
—	—	General Elective	3

School 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 School of Business electives.

INDUSTRIAL RELATIONS**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 or	
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 or	
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

SOPHOMORE YEAR

First Semester

ACCT	211	Principles of Accounting I	3
ECON	211	Principles of Macroeconomics or	
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
BUAD	350	Business Law I	3
ECON	321	Money and Banking	3
ECON	351	Business and Economics Statistics	3
—	—	School of Business Elective	3
			15

Second Semester

MGMT	345	Principles of Supervision and Leadership	3
MGMT	371	Labor Relations	3
—	—	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
—	—	Electronic Commerce/School of Business Elective	3
MGMT	440	Business Strategy and Policy	3
MGMT	480	Production and Operations Management	3
—	—	General Elective	2
			14

School 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 School of Business Electives.

MARKETING CONCENTRATION

REQUIRED COURSES (12 semester hours)			Sem. Hrs.
MKTG	333	Advertising	3
MKTG	335	Retailing	3
MKTG	430	Marketing Research	3
MKTG	438	Marketing Strategy	

REQUIRED ELECTIVES (6 semester hours. Select any 2 of the following.)

MKTG	330	Consumer Behavior	3
MKTG	334	Salesmanship	3
MKTG	431	International Marketing	3
MKTG	432	Procurement Management	3
COMM	324	Public Relations	3
COMM	334	Publicity Techniques	3

OTHER ELECTIVES (9 semester hours. Select any 3)

—	—	Business School Electives*	6
—	—	General Elective	3

*Business School electives are 300-400 level courses selected from ACCT, BUAD, BUIS, ECON, FINA, MGMT, or MKTG. Calculus and computer language courses may be used as Business School Electives

MARKETING

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 or	
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 or	
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

SOPHOMORE YEAR

First Semester

ACCT	211	Principles of Accounting I	3
ECON	211	Principles of Macroeconomics or	
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
BUAD	350	Business Law I	3
ECON	321	Money and Banking	3
ECON	351	Business and Economics Statistics	3
_____	_____	School of Business Elective	3

15

Second Semester

MKTG	333	Advertising	3
MKTG	335	Retailing	3
MKTG	_____	Marketing Core Elective	3
MGMT	344	Organizational Behavior	3
BUAD	351	Business Law II	3

15

SENIOR YEAR

First Semester

MKTG	_____	Marketing Core Elective	3
MKTG	430	Marketing Research	3
_____	_____	School of Business Elective	3
ECON	_____	Economics Elective (300 or 400 level)	3
ECON	483	Quantitative Methods for Decision Making	3

15

Second Semester

MKTG	438	Marketing Strategy	3
—	—	Electronic Commerce/Sch. of Business Elec.	3
MGMT	440	Business Strategy and Policy	3
MGMT	480	Production and Operations Management	3
—	—	General Elective	3
			15

School 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 languages courses may be used as School of Business electives.

SCHOOL OF EDUCATION

Dean: Traki Taylor-Webb

The programs in the School 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 School 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 School 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 School 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 School 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 School 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 School 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: Barbara J. Smith

Professors: Thelon B. Byrd, Lucille Strain, John M. Organ, Jr.

Associate Professors: Linda Boyd, Constance E. Brooks, Barrie S. Ciliberti, Josephine Wilson, Barbara Schwartz-Bechet

Assistant Professors: Marion Amory, Bruce W. Crim, Katherine Henry, Barbara J. Smith, Eva Garin, Lola LeCounte, Gwendolyn Williams, Rochelle Matthews-Somerville, Felicia Valdez, Clarence Stewart

Clinical Associate Professor: Carol West

Lecturer: Marshina Baker

ADMISSION TO THE TEACHER EDUCATION PROGRAM

After completion of appropriate courses, 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.
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 *Expository Writing* 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.

ADMISSION TO (YEAR LONG 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 and PRAXIS I.
7. Passing scores on the PRAXIS I.
 - a. Reading. (passing score 177)
 - b. Writing. (passing score 173)
 - c. Mathematics (passing score 177)
 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 students 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	115	Mathematics for Elementary School Teachers	4
MATH	210	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 or	
FREN	101	First-Year French I or	
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	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 or	
HIST	115	African-American History since 1865	3
HIST	201	United States History to 1865	3
PSYC	101	General Psychology I	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

			Sem. Hrs.
ENGL	101	Expository Writing	3
FRSE	101	Freshman Seminar	3
HEED	102	Life and Health/ Fund. of Sex Education	3
MATH	116	Introduction to Mathematical Ideas	3
COMM	101	Oral Communication	3
			15

Second Semester

ENGL	102	Argument and Research	3
EDUC	101	Introduction to Education	3
BIOL	101	Biological Science	4
MATH	115	Math for Elementary School Teachers	4
PSYC	101	General Psychology	3
			17

SOPHOMORE YEAR

First Semester

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 or	
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	210	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 or	
SPAN	101	First Year Spanish or	
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	115	Mathematics for Elementary School Teachers	4
MATH	210	Geometry	3
PHED	190	Movement for Elementary and Early Childhood	1
PSYC	302	Child Psychology	3
SPAN	101	First-Year Spanish I or	
FREN	101	First-Year French I or	
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	or		
MUSIC	101	Fundamental of Music			3
ENGL	316	American Literature	or	317	
ENGL	211	Literatures of the World			3
COMM	101	Oral Communication	or	103	Public Speaking

Sciences (7-8 semester hours and additional departmental requirements)

BIOL	101	Biological Science			4
PHSC	100	Physical Science	or	101	Earth Science I

Mathematics (3 semester hours)

MATH	125	College Algebra	or		
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	or		
HIST	115	African-American History since 1865			3
HIST	201	United States History to 1865	or	202	
PSYC	101	General Psychology I			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

First Semester					Sem. Hrs.
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 or	
MATH	125	College Algebra	3
EDUC	101	Introduction to Education	3
BIOL	101	Biological Science	4
PSYC	101	General Psychology	3

16

SOPHOMORE YEAR

First Semester

Sem. Hrs.

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 or	
HIST	115	African-American History since 1865	3
PHSC	100 or 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 or 202	US History I or 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 or	
FREN	101	First-Year French I or	
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.

CORE PROFESSIONAL REQUIREMENTS (37 semester hours) **Sem. Hrs.**

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

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 or	
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 or	
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 or 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 or	
SOCI	101	Introduction to Sociology	3
CHEM	107	General Chemistry I or	
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 or	
PHSC	101	Earth Science or	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

Second Semester

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.

SCHOOL OF PROFESSIONAL STUDIES

Dean: Antoinette Coleman

The School of Professional Studies, formerly a part of the School 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 School 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 School 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 School 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.

DEPARTMENT OF BEHAVIORAL SCIENCES AND HUMAN SERVICES		
MAJOR	CONCENTRATION	DEGREE OFFERED
PEDOLOGY		BS, BA
SOCIOLOGY		BS, BA
TECHNOLOGY	Criminal Justice	BS
	Criminal Justice/Law Enforcement	BS

Chair: D. Elliott Parris

Associate Professors: Marsha Jackson, Annie Ruth Leslie, D. Elliott Parris

Assistant Professors: Kim Barnett, Dorothy Fardan, Charla McKinzie, Freddie Vaughns, William Welch

Lecturers: Judith Fitzgerald, Barbara Lynch-Freeman, Petrina Shateen

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 Pedology 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:

- Pedology
- Sociology
- Sociology with Criminal Justice Concentration

- Technology Criminal Justice/Law Enforcement

Pedology 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 Pedology.

THE PEDODOLOGY 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.

The Pedology Program provides:

1. Small classes
2. Integration of learning to experience
3. Day, evening, and summer classes
4. Courses to enhance parenting and professional skills
5. Counseling and training services for students, incarcerated mothers and welfare to work mothers, and others
6. Cultural pedagogical models
7. Cultural coping strategies
8. Indigenous storytelling

CORE REQUIREMENTS IN CHILD STUDIES (42 semester hours) Sem. Hrs.

PEDO	101	Introduction to Child Studies/Pedology	3
PEDO	250	Child and Family Life Skills Development	3
PEDO	260	Child Abuse and Neglect	3
PEDO	270	Sociological Issues in Child Socialization	3
PEDO	306	Intro. to Field Observation and Experience	3
PEDO	314	Regulations, Policies and the Administration of Children and Adolescents	3

PEDO	350	Sign Language	3
PEDO	354	Legal and Ethical Standards of the Human Service Profession	3
PEDO	360	Art, Music, Dance and Play Therapy	3
PEDO	412	Therapy and Diagnosis w/Child. and Adol.	3
PEDO	424	Field I and Seminar I	6
PEDO	425	Field II and Seminar II	6

PEDODOLOGY ELECTIVES – 3 Semester hours chosen from:

PEDO	280	Runaway and Homeless Youth	3
PEDO	282	Domestic and Family Violence	3
PEDO	351	Sign Language II	3
PEDO	420	Community Pedology	3

BEHAVIORAL SCIENCE CORE COURSES – 30 Semester hours

ECED	301	Theory & Practice in Early Childhood Dev.	3
EDUC	201	Human Growth and Development	3
MGMT	101	Introduction to Business	3
NURS	215	Nutrition in Health and Disease	3
PSYC	302	Child Psychology	3
PSYC	311	Cross Cultural Psychology	3
SOCI	302	Juvenile Delinquency	3
SOCI	412	Methods of Sociological Research	3
SOWK	309	Social Work and Addictions	3
SPED	403	Orientation to Special Education	3

PEDODOLOGY

SAMPLE PROGRAM

FRESHMAN YEAR

Sem. Hrs.

First Semester

FRSE	101	Freshman Seminar	3
ENGL	101	Expository Writing	3
PEDO	101	Introduction to Pedology	3
—	—	Arts and Humanities Gen Ed	3
—	—	Technology Gen Ed	3
			15

Second Semester

BIOL	101	Biological Science	4
ENGL	102	Argument and Research	3
HIST	114	African-American History to 1865 or	
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**

BUAD	101	Introduction to Business	3
HEED	102	Life and Health/ Fund. of Sex Education	3
EDUC	201	Human Growth and Development	3
NURS	215	Nutrition in Health and Disease	3
ENGL	PRO	English Proficiency Exam	0
—	—	Natural Science Gen Ed	3
			15

Second Semester

PEDO	250	Child and Family Life Skills Development	3
PEDO	260	Child Abuse and Neglect	3
PEDO	270	Sociological Issues in Child Socialization	3
SOCI	412	Methods of Sociological Research	3
—	—	Gen Ed Free Elective	3
			15

JUNIOR YEAR**First Semester**

PSYC	302	Child Psychology	3
ECED	301	Theory and Practice in Early Childhood Ed.	3
SOCI	302	Juvenile Delinquency	3
PEDO	306	Introduction to Field Observations and Exp.	3
SOWK	309	Social Work and Addictions	3
			15

Second Semester

SOCI	310	Social Sciences Elective	3
PSYC	311	Cross Cultural Psychology	3
PEDO	314	Reg., Policies and the Administration of Children and Adolescent Programs	3
PEDO	354	Legal and Ethical Stand. of the Human Ser. Profession	3
PEDO	360	Art, Music, Dance and Play Therapy	3
			15

SENIOR YEAR**First Semester**

PEDO	350	Sign Language I	3
SPED	403	Orientation to Special Education	3
PEDO	412	Therapy and Diagnosis with Children and Adolescents: A Methodological Approach	3
PEDO	424	Field Practicum I and Seminar	6
			15

Second Semester

PEDO	—	Elective	3
PEDO	425	Field Practicum II and Seminar	6
—	—	General Elective	2
—	—	Social Sciences Elective	3
			14

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 Criminal Justice or Sociology. The Criminal Justice concentration provides students with 30 hours in this field, including a practicum or field experience course. 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 and Criminal Justice 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 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

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	or	
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		3 or 4

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
				18

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
				18

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 or	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
			15

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
			16

SOPHOMORE YEAR

First Semester

—	—	Social & Behav. Science Gen Ed	3
HEED	102	Contemporary Health or	
IDIS	210	Contemporary Health Issues of Women	3
HIST	114	African-American History to 1865 or	
HIST	115	African-American History since 1865	3
—	—	Sociology Elective	3
—	—	Gen Ed Free Elective or	
—	—	Foreign Language	3
			15

Second Semester

SOCI	203	Deviant Behavior	3
—	—	Natural Science Gen Ed	3
—	—	Gen Ed Free Elective or	
—	—	Foreign Language	3
—	—	General Elective	3
—	—	General Elective	3
			15

JUNIOR YEAR**First Semester**

—	—	Free Gen Ed Elective or	
—	—	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 or	
—	—	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

**BACHELOR OF ARTS/SCIENCE IN SOCIOLOGY
CRIMINAL JUSTICE CONCENTRATION**

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)

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, Speech, Theatre, Art, Music (except workshops), Modern Languages, Interdisciplinary African-American Studies.

—	—	Arts/Humanities Elective	3
—	—	Arts/Humanities Elective	3

Social 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 or	
HIST	115	African-American History since 1865	3
—	—	Social/Behavior Science Elective	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, Physical Science.

—	—	Science	4
—	—	Science	3-4

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

18

Thirty additional hours are required for the Criminal Justice Concentration for a total of forty-eight hours.

REQUIRED FOR MAJOR – CRIMINAL JUSTICE CONCENTRATION

CRJU	201	Intro to Law Enforcement & Criminal Justice	3
CRJU	314	Stress and Stress Management	3
CRJU	315	Victimization and the Criminal Justice	3
CRJU	316	Advanced Criminal Procedure	3
CRJU	403	Criminalistics	3
CRJU	404	Criminal Law	3
SOCI	302	Juvenile Delinquency	3
SOCI	305	Criminology	3
SOCI	400	Practicum in Criminal Justice	3
SOWK	309	Social Work Addictions	3
			30

GENERAL ELECTIVES: 25 or 26 Semester hours for Criminal Justice Concentration

Note: ENGL 361 Technical and Report Writing or SOCI 201 Writing for the Social Sciences is strongly recommended

Additional Criminal Justice-related electives in other disciplines, such as Political Science, Social Work, and Psychology are highly recommended for students in the Criminal Justice Concentration.

**B.S IN SOCIOLOGY (CRIMINAL JUSTICE CONCENTRATION)
SAMPLE PROGRAM**

FRESHMAN YEAR			Sem. Hrs.
First Semester			
SOCI	101	Introduction to Sociology	3
ENGL	101	Expository Writing	3
FRSE	101	Freshman Seminar	3
—	—	Arts & Humanities Gen Ed	3
HEED	102	Contemporary Health or	
IDIS	210	Contemporary Health Issues of Women	3
			15
Second Semester			
ANTH	102	Introduction to Anthropology	3
ENGL	102	Expository Writing	3
—	—	Technology Gen Ed	3
—	—	Natural Science Gen Ed	4
—	—	Arts and Humanities Gen Ed	3
			16

SOPHOMORE YEAR

First Semester

CRJU	201	Introduction to Law Enforcement and Criminal Justice	3
—	—	Social & Behavioral Science Gen Ed	3
HIST	114	African-American History to 1865 or	
HIST	115	African-American History since 1865	3
—	—	General Ed Free Elective or	
—	—	Foreign Language	3
—	—	Natural Science Gen Ed	3
			15

Second Semester

SOCI	302	Juvenile Delinquency	3
—	—	Math Gen Ed	3
—	—	General Ed Free Elective or	
—	—	Foreign Language	3
—	—	Gen Ed Free Elective	3
—	—	General Elective	3
			15

JUNIOR YEAR

First Semester

SOCI	305	Criminology	3
SOCI	314	Stress & Stress Management	3
SOCI	315	Victimization & Criminal Justice System	3
—	—	General Elective or	
—	—	Foreign Language	3
—	—	General Elective	3
			15

Second Semester

SOCI	307	Sociological Theory	3
SOCI	309	Elementary Statistics in Sociology	3
CRJU	316	Advanced Criminal Procedures & Evidence	3
SOWK	309	Social Work and Addictions	3
—	—	General Elective or	
—	—	Foreign Language	3
			15

SENIOR YEAR

First Semester

SOCI	400	Practicum in Sociology/Criminal Justice	3
SOCI	412	Methods of Sociological Research	3
CRJU	403	Criminalistics	3
—	—	General Elective	3
—	—	General Elective	3
			15

Second Semester

CRJU	404	Criminal Law	3
CRJU	413	Data Analysis Seminar	3
—	—	General Elective	3
—	—	General Elective	3
—	—	General Elective	2
			14

MINOR PROGRAMS in Behavioral Sciences & Human Services

SOCIOLOGY MINOR (18 semester hours)

Sem. Hrs.

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)

Sem. Hrs.

CRJU	201	Introduction to Law Enforcement and Criminal Justice	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
CRJU	403	Criminalistics	3
SOCI	302	Juvenile Delinquency	3
SOCI	305	Criminology	3

PEDOLOGY MINOR (18 semester hours)

Sem.Hrs.

PEDO	101	Introduction to Pedology	3
PEDO	250	Child and Family Life Skills Development	3
PEDO	260	Child Abuse and Neglect	3
PEDO	270	Sociological Issues in Child Socialization	3
PEDO	—	Elective	3
PEDO	—	Elective	3

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

DEPARTMENT OF NURSING		
MAJOR	CONCENTRATION	DEGREE OFFERED
Nursing: Traditional		BS
Nursing: RN to BS		BS
Nursing: Masters	Family Nurse Practitioner	MSN
	Community/Public Health Nursing	

Chair: Bonita E. Jenkins

Professors: Bernardine Lacey, Eleanor Walker

Assistant Professors: Bonita Jenkins, Jacqueline Payne, Sabita Persaud

Instructors and Lecturers: Doris Clark , Crystal DeVance-Wilson, Rhonda Gall, Verna LaFleur, Elfleta Nixon, Elaine Ridgeway, Shari Washington

Academic Advisor: Kenneth Dovale

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 and community service. The Department of Nursing is committed to increasing the number of underrepresented minorities in the nursing profession.

The Nursing Program is approved by the Maryland Board of Nursing.

The Nursing Program is accredited by the National League for Nursing Accrediting Commission.

National League for Nursing Accrediting Commission

61 Broadway, 33rd floor

New York, NY 10006

212-363-5555, Ext 153

GOALS

1. Provide quality programs supportive of the learning needs of students
2. Maximize opportunities to support recruitment, access, and retention efforts for students
3. Promote local and regional workforce development
4. Promote effective and efficient use of departmental resources
5. Enhance the image of the Department of Nursing

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. Graduates of this program are eligible to take the state licensure examination to become registered nurses.

A BS completion program for Registered Nurses (with a Maryland license) is also offered. In either 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 the foundation for graduate education. To complete a BS, the student must complete a minimum of 120 semester hours, 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 affect 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. Compare and contrast leadership styles within the nursing structures and health care systems in reference to socio-cultural, 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 NURSING PROGRESSION PLAN

FRESHMAN YEAR

First Semester

			Sem. Hrs.
FRSE	101	Freshman Seminar	3
ENGL	101	Expository Writing	3
BIOL	102	Introductory Biology	4
PSYC	101	General Psychology	3
MATH	141	Pre-Calculus I	3
			16

Second Semester

HIST	114	African-American History to 1865 or	
HIST	115	African-American History since 1865	3
ENGL	102	Expository Writing	3
CHEM	107/170	General Chemistry I	5
BIOL	311	Human Anatomy and Physiology	4
NURS	101	Professional Nursing Perspectives	2
			17

SOPHOMORE YEAR**First Semester**

COMM	101/103	Oral Communications or Public Speaking	3
PHIL	102	Introduction to Principles of Reasoning	3
BIOL	310	Microbiology II	4
BIOL	312	Human Anatomy and Physiology II	4
NURS	201	Foundation of Nursing Practice I	3
ENGL	PRO	English Proficiency Examination	0
			17

Second Semester

COSC	110/111	Computer Literacy	3
SOCI	101	Introduction to Sociology	3
NURS	203	Foundation of Nursing Practice II	3
NURS	215	Nutrition in Health and Disease	3
NURS	302	Health Assessment	3
			15

Summer Semester

PSYC	204	Elementary Statistics	3
------	-----	-----------------------	---

JUNIOR YEAR**First Semester**

NURS	315	Pathophysiology	3
NURS	308	Pharmacology	3
NURS	348/349	Adult Practice/Adult Practice Clinical	3/2
NURS	368	Gerontological Nursing	2
			13

Second Semester

NURS	380/381	Maternal, Newborn & Women's Health Nursing/Maternal, Newborn & Women's Health Clinical	3/2
NURS	385/386	Psychiatric/Mental Health Nursing/Psychiatric Mental Health Clinical	3/2
SOWK	300	Stages of Development	3
NURS	400	Introduction to Nursing Research	3
			16

SENIOR YEAR**First Semester**

NURS	406/409	Nursing Practice: Community/Clinical Concepts in Community Health	3/2
NURS	415/416	Nursing Care of the Child & the Family/Nurs. Care of the Child & the Family Clinical	3/2
IDIS	460	Trans-cultural Health and Wellness	3
			13

Second Semester

NURS	410/411	Care of Complex Clients/Care of Complex Clients Clinical	3/2
NURS	425/412	Transition into Professional Nursing Practice/ Clinical	3/2
NURS	499	Nursing Comprehensive Examination	0
NURS	—	Elective	3
			13

67 Nursing Semester hours
 57 General Education Semester hours
 TOTAL Semester hours = 124

Sample RN TO BS PROGRESSION PLAN**Program Course Requirements**

	Sem. Hrs.
Expository Writing	3
General Chemistry w/Lab	5
Argument and Research	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

YEAR THREE**First Semester**

	Sem. Hrs.		
HIST	114	African-American History to 1865 or	
HIST	115	African-American History since 1865	3
PSYC	204	Elementary Statistics	3
NURS	215	Nutrition in Health and Disease	3
NURS	350	Nursing Practice: Concepts	3
NURS	302	Health Assessment	3
ENGL	PRO	English Proficiency Examination	0
			15

Second Semester

NURS	315	Pathophysiology	3
NURS	368	Gerontological Nursing	2
NURS	400	Introduction to Nursing Research	3
—	—	Humanities Elective**	3
			11

YEAR FOUR

Sem. Hrs.

First Semester

NURS	401	Concepts in Family Health	3
NURS	406/409	Nursing Practice: Community/Clinical Con. in Community Health	3/2
NURS	—	Elective	3
			11

Second Semester

NURS	425/412	Transition into Professional Nursing Practice/ Clinical	3/2
IDIS	460	Transcultural Health and Wellness	3
NURS	—	Elective	3
			11

**Choose from Art, Music (except applied courses), Philosophy, Foreign Language, Literature, Theatre, and Speech

39 Nursing Semester hours
30 Maryland Nursing Articulation Model
53 General Education
TOTAL Semester hours = 122

Baccalaureate Nursing Student Policies

The policies in this section of the handbook are applicable to ***baccalaureate students*** enrolled in the nursing programs at Bowie State University. 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.

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 into Math 141 based on Math admission 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 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.
- 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 accepted, into 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.

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 those list in the Bowie State University Undergraduate Catalog, statements on 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, 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)
- Nursing Entrance Exam
- 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 Semester Hours

In lecture courses one semester hour is equal to a 50 minute time period per week. In clinical courses one semester hour is equal to four (4) clock hours of clinical per week. In lab courses one semester 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. Students must achieve minimal proficiency level in order to progress in the nursing program.

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 semester hours 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 report from the School of Professional Studies Retention Coordinator.

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 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 Admission Progression and Graduation Committee (APG) Chairperson within 5 weekdays of the decision. The grievance must be typed and include a description of the original event. Submit to the chair of APG committee. 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 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, School of Professional Studies
- Provost and Vice President for Academic Affairs
- 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 registrar on the BSU website. The University establishes graduation fees and set deadline dates. The Office of Admission, Registration, and Records 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 semester 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

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

Clinical/practicum

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.

Insurance

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

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 Physical Examination/Health History Form
2. Immunization History – Documentation required
3. Polio series completed
4. DTP series completed
5. Tetanus Booster: Td within 10 years of completion of DTP series, and thereafter
6. MMR Titer or MMR Vaccinations #1 and # 2 if you are non-immune
7. Hepatitis B Series – 3 doses (Strongly Recommended) or a Signed Waiver
8. Varicella Titer or Varicella Vaccination if you are non-immune
9. Current Documentation of negative PPD (within one year) or documentation of a normal Chest X-ray within the last five years.
10. Completed criminal background clearance through Criminal Justice Information Services (CJIS)

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.

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).

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 substantiate their legal standing for the practice of nursing and current nurse liability insurance.
4. Student Nurse Liability Insurance may also be required for traditional nursing students.

Clinical Course Policies – The following policies apply to BS clinical courses:

1. Clinical site assignments for students are made at the discretion of the course faculty member.
2. 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 currently employed.
3. 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 will purchase the designated BSU nursing student uniform (pants with tops or dress) 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 time
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. Blue jeans may NOT be worn under lab coats. Lab coats must be white and full length.

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

1. 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.

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
4. anticipating exposure to body fluids.
5. Use gowns for splashes, goggles and masks for splatters, and gloves when handling fluids.
6. Do not recap or manipulate needles or sharps in any way. Place them immediately in puncture resistant containers after use.
7. Place resuscitation equipment where respiratory arrest is predictable. Refrain from direct client care if you have exudative lesions.

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.

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.

DEPARTMENT OF PSYCHOLOGY		
MAJOR	CONCENTRATION	DEGREE OFFERED
PSYCHOLOGY		BA, BS

Chair: Cheryl H. Blackman

Professors: Jesse H. Ingram

Associate Professor: Cheryl H. Blackman, John D. Clausen, Patricia Westerman

Assistant Professors: John Bryant, Katrina Kardiasmenos

Lecturers: Christopher Bishop, Cornelia Brooks

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	Psychology of Learning	3
PSYC	204	Statistics I	3
PSYC	205	Experimental Psychology	4
PSYC	302	Childhood and Adolescence	3
PSYC	304	Cognitive Psychology	3
PSYC	307	Personality	3
PSYC	308	Social Psychology	3
PSYC	311	Cross Cultural Psychology	3
PSYC	320	Physiological Psychology	3
PSYC	404	Psychological Measurement	3
PSYC	431	Seminar in Psychology	3
PSYC	442	Statistics II	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 or	
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			
PSYC	101	General Psychology	3
ENGL	101	Expository Writing	3
FRSE	101	Freshman Seminar	3
MATH	125	College Algebra	3
—	—	Health and Wellness Elective	3
			15
Second Semester			
PSYC	202	Psychology of Learning	3
BIOL	101	Biological Science	4
ENGL	102	Argument and Research	3
SOCI	101	Introduction to Sociology	3
COMM	101	Oral Communication	3
			16
SOPHOMORE YEAR			
First Semester			
PSYC	204	Statistics I	3
PSYC	200	Introduction to Psychopathology	3
HIST	114	African-American History to 1865 or	
HIST	115	African-American History since 1865	3
—	—	Arts and Humanities Elective	3
—	—	Science Elective	4
ENGL	PRO	English Proficiency Exam	0
			16
Second Semester			
PSYC	205	Experimental Psychology	4
PSYC	302	Childhood and Adolescence	3
PSYC	442	Statistics II	3
COSC	110	Computer Literacy and Applications	3
PSYC	—	Psychology Elective	3
			16
JUNIOR YEAR			
First Semester			
PSYC	304	Cognitive Psychology	3
PSYC	308	Social Psychology	3
PSYC	311	Cross-Cultural Psychology	3
—	—	General Education Electives	6
			15
Second Semester			
PSYC	320	Physiological Psychology	3
PSYC	307	Personality	3
PSYC	—	Psychology Elective	3
—	—	General Education Elective	3
—	—	General Elective	3
			15

SENIOR YEAR**First Semester**

PSYC	404	Psychological Measurement	3
PSYC	—	Psychology Elective	3
—	—	General Electives	9
			15

Second Semester

PSYC	431	Seminar in Psychology	3
—	—	General Electives	9
			12

BACHELOR OF ARTS IN PSYCHOLOGY**CORE REQUIREMENTS (40 semester hours)**

			Sem. Hrs.
PSYC	101	General Psychology	3
PSYC	200	Introduction to Psychopathology	3
PSYC	202	Psychology of Learning	3
PSYC	204	Statistics I	3
PSYC	205	Experimental Psychology	4
PSYC	302	Childhood and Adolescence	3
PSYC	304	Cognitive Psychology	3
PSYC	307	Personality	3
PSYC	311	Cross Cultural Psychology	3
PSYC	320	Physiological Psychology	3
PSYC	404	Psychological Measurement	3
PSYC	431	Seminar in Psychology	3
PSYC	442	Statistics II	3

OTHER RELATED REQUIREMENTS

SPAN	101-102	First-Year Spanish I and II	6
SPAN	201-202	Second-Year Spanish I and II or	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 or	

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) 9

(Any course from the General Education List of courses)

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

PSYC 101 General Psychology 3

ENGL 101 Expository Writing 3

FRSE 101 Freshman Seminar 3

COMM 101 Oral Communication 3

____ Foreign Language 3

15

Second Semester

PSYC 202 Psychology of Learning 3

ENGL 102 Argument and Research 3

MATH 125 College Algebra 3

____ Health and Wellness Elective 3

____ Foreign Language 3

15

SOPHOMORE YEAR

First Semester

PSYC	204	Statistics I	3
BIOL	101	Biological Science	4
HIST	114	African-American History to 1865 or	
HIST	115	African-American History since 1865	3
SOCI	101	Introduction to Sociology	3
—	—	Foreign Language	3
ENGL	PRO	English Proficiency Exam	0
			16

Second Semester

PSYC	302	Childhood and Adolescence	3
PSYC	205	Experimental Psychology	4
PSYC	442	Statistics II	3
COSC	110	Computer Literacy and Applications	3
—	—	Foreign Language	3
			16

JUNIOR YEAR

First Semester

PSYC	304	Cognitive Psychology	3
PSYC	311	Cross Cultural Psychology	3
PSYC	200	Introduction to Psychopathology	3
—	—	Arts and Humanities Elective	3
—	—	Science Elective	4
			16

Second Semester

PSYC	307	Personality	3
PSYC	320	Physiological Psychology	3
—	—	General Education Electives	9
			15

SENIOR YEAR

First Semester

PSYC	431	Seminar in Psychology	3
PSYC	404	Psychological Measurement	3
—	—	General Electives	9
			15

Second Semester

—	—	General Electives	12
---	---	-------------------	----

MINOR PROGRAM IN PSYCHOLOGY

PSYCHOLOGY MINOR (18 semester hours)

PSYC	101	General Psychology	3
PSYC	—	Psychology Electives	15
			18

DEPARTMENT OF SOCIAL WORK		
MAJOR	CONCENTRATION	DEGREE OFFERED
SOCIAL WORK		BS

Chair: Doris S. Polston

Associate Professors: Doris S. Polston, Pamela Love

Assistant Professors: Makeba T. Green

Lecturers: Priscilla R. Huff, 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 southern most 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. 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)

			Sem. Hrs.
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	405	Social Work with Small Groups	3
SOWK	406	Social Work with Communities	3
SOWK	407	Male-Female Relationships	3
SOWK	499	Selected Readings	3

RELATED REQUIREMENTS (36 semester hours)

ENGL	210	Intro to English Grammar	3
GOVT	283	Urban Politics & Political Analysis	3
PSYC	204	Elementary Statistics in Psychology or	
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 I	3
ECON	211	Macroeconomics	3
SOCI	101	Introduction to Sociology	3

GENERAL EDUCATION 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
PHIL	—	Philosophy Elective	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 (Lab. recommended)	3/4

Mathematics (3 semester hours)

MATH	116	Introduction to Mathematical Ideas	3
------	-----	------------------------------------	---

Technology (3 semester hours)

COSC	110	Computer Literacy and Applications or	3
COSC	111/112	Computing Prin. And Tech./Comp. Sci. I	3/4

Institutional Requirements (6 semester hours)

FRSE	101	Freshman Seminar	3
HEED	102	Life and Health	3

Free General Education Electives (9 semester hours)

Note: Social work majors satisfy this requirement using general education courses listed under related requirements.

Any remaining semester hours needed to make the total at least 120 should be chosen by the students in consultation with his/her advisor.

SOCIAL WORK

SAMPLE PROGRAM (OPTION 1 - SPANISH)

FRESHMAN YEAR

First Semester			Sem. Hrs.
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	116	Introduction to Mathematical Ideas	3
PSYC	101	General Psychology I	3
SOWK	200	Introduction to the Profession of Social Work	3
			15

SOPHOMORE YEAR**First Semester**

ENGL	210	Introduction to English Grammar	3
HEED	102	Health & Wellness Elective	3
HIST	114	African-American History to 1865 or	
HIST	115	African-American History since 1865	3
PHIL	101	Introduction to Philosophy	3
—	—	Science Elective	3
			15

Second Semester

ECON	211	Principles of Macroeconomics	3
GOVT	283	Urban Politics & Policy Analysis	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	3
SOWK	301	Human Behavior and the Social Environment	3
PSYC	204	Elementary Statistics in Psychology or	
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	3
SOWK	302	Social Work Research	3
SOWK	400	Social Work Methods I	3
SOCI	407	Rural Sociology	3
SPAN	201	Second Year Spanish I	3
			15

SENIOR YEAR**First Semester**

PSYC	410	Group Dynamics	3
SOWK	401	Social Work Methods II	3
SOWK	402	Field Instruction I and Seminar	5
SOWK	—	Social Work Elective	3
			14

Second Semester

SOWK	403	Field Instruction II and Seminar	5
SOWK	404	Social and Ethical Issues	3
SOWK	—	Social Work Elective	3
SOWK	—	Social Work Elective	3
			14

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	405	Social Work with Small Groups	3
SOWK	406	Social Work with Communities	3
SOWK	407	Male-Female Relationships	3
SOWK	499	Selected Readings	3

RELATED REQUIREMENTS (36 semester hours)

ENGL	210	Intro to English Grammar	3
GOVT	283	Urban Politics & Political Analysis	3
PEDO	350	Sign Language I	3
PEDO	351	Sign Language II	3
PSYC	204	Elementary Statistics in Psychology or	
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 general 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	—	Philosophy Elective	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 (Lab. recommended)	3/4

Mathematics (3 semester hours)

MATH	116	Introduction to Mathematical Ideas	3
------	-----	------------------------------------	---

Technology (3 semester hours)

COSC	110	Computer Literacy and Applications or	
COSC	111/112	Computing Prin. and Tech./ Comp. Sci. I	3/4

Institutional Requirements (6 semester hours)

FRSE	101	Freshman Seminar	3
HEED	102	Life and Health or	3
IDIS	210	Contemporary Health Issues for Women	

Free General Education Electives (9 semester hours)

Note: Social work majors satisfy this requirement using general education courses listed under related requirements.

Any remaining semester hours needed to make the total at least 120 should be chosen by the students in consultation with his/her advisor.

SOCIAL WORK

SAMPLE PROGRAM (OPTION 2 - SIGN LANGUAGE)

FRESHMAN YEAR

Sem. Hrs.

First Semester

BIOL	101	Biological Science	4
COMM	101	Oral Communication	3
ENGL	101	Composition & Literature I	3
FRSE	101	Freshman Seminar	3
SOCI	101	Introduction to Sociology	3
			16

Second Semester

COSC	110	Computer Literacy & Application	3
ENGL	102	Composition and Literature II	3
MATH	116	Introduction to Math Ideas	3
PSYC	101	General Psychology I	3
SOWK	200	Intro to Profession of SOWK	3
			15

SOPHOMORE YEAR

First Semester

ENGL	210	Intro to English Grammar	3
HEED	102	Health & Wellness Elective	3
HIST	114	African-American History to 1865 or	
HIST	115	African-American History since 1865	3
PHIL	101	Introduction to Philosophy	3
—	—	Science Elective	3
			15

Second Semester

ECON	211	Principles of Macroeconomics	3
GOVT	283	Urban Politics & Policy Analysis	3
SOCI	409	Urban Problems	3
SOWK	300	Stages of Development	3
—	—	Free General Education Elective	3
			15

JUNIOR YEAR

First Semester

SOWK	201	Social Welfare Policy I	3
SOWK	301	Human Behavior & Soc. Environ	3
PSYC	204	Elementary Statistics in Psychology or	
SOCI	309	Sociology	3
SOCI	310	Race/Ethnic Relations	3
PEDO	350	Sign Language I	3
			15

Second Semester

SOWK	202	Social Welfare Policy II	3
SOWK	302	Social Work Research	3
SOWK	400	Social Work Methods I	3
SOCI	407	Rural Sociology	3
PEDO	351	Sign Language II	3
			15

SENIOR YEAR**First Semester**

PSYC	410	Group Dynamics	3
SOWK	401	Social Work Methods II	3
SOWK	402	Field Instruction I & Seminar	5
SOWK	—	Social Work Elective	3
			14

Second Semester

SOWK	403	Field Instruction II Seminar	5
SOWK	404	Social and Ethical Issues	3
SOWK	—	Social Work Elective	3
SOWK	—	Social Work Elective	3
			14

ACCT: ACCOUNTING COURSE DESCRIPTIONS**ACCT 211 PRINCIPALS OF ACCOUNTING I (Fall, Spring, Summer) 3 CREDITS**

Prerequisite(s): BUAD 100, BUAD 101; 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 PRINCIPALS OF ACCOUNTING II (Fall, Spring, Summer) 3 CREDITS

Prerequisite(s): BUAD 100, BUAD 101; 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 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 311. 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 411 ADVANCED ACCOUNTING I (Fall) 3 CREDITS

Prerequisite(s): ACCT 311 and ACCT 411. These courses emphasizes advanced accounting theory applied to specialized problems in partnerships, ventures, consignments, installment sales, insurance reports; the application of mathematics to accounting problems; home, office, and branch accounting; parent and subsidiary accounting; and foreign exchange.

ACCT 412 ADVANCED ACCOUNTING II (Fall, Spring) 3 CREDITS

Prerequisite(s): ACCT 311 and ACCT 411. These courses emphasizes advanced accounting theory applied to specialized problems in partnerships, ventures, consignments, installment sales, insurance reports; the application of mathematics to accounting problems; home, office, and branch accounting; parent and subsidiary accounting; and foreign exchange.

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.

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 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 COURSE DESCRIPTIONS

- ART 100 ART FUNDAMENTALS 3 CREDITS**
Prerequisite(s): Non Art Majors Only. 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 2 CREDITS-D DESIGN 3 CREDITS**
 This course is a study of visual organization. Theories of spatial organization and designing in various materials will be studied. An introduction to the elements and principles of art and design. This course is required for all Art & Computer Graphic (VCDMA) students.
- ART 102 3 CREDITS-DESIGN II 3 CREDITS**
Prerequisite(s): ART 101. This course will emphasize the innovative use of various materials and techniques in two and three-dimensional design. A continuation of concepts using the elements and principles of art and design. This course is required for all Art & Computer Graphic (VCDMA) students.
- ART 103 CRAFTS 3 CREDITS**
 This course will provide experiences in fundamental principles of design and the manipulation of two and three dimensional art forms.
- ART 110 INTRO TO DRAWING 3 CREDITS**
 This course provides the fundamentals in the practice of drawing in various media, development of artistic discrimination and drawing skills. This course is required for all Art & Computer Graphic (VCDMA) students.
- ART 111 LIFE DRAWING 3 CREDITS**
 This course is a study of the costumed and nude figure. This course is required for all Art & Computer Graphic students.
- ART 198 COOP - ART 4 CREDITS**
- ART 200 AFRICAN ART: PAST AND PRESENT 3 CREDITS**
 The 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 indigenous 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. This course is required for all Art concentration students.
- 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. This course is required for all Art concentration students.
- ART 210 PRINTMAKING I 3 CREDITS**
 This course provides an exploration of woodcut, lithographic, and serigraphic techniques. This course is required for all Art concentration students.
- ART 211 PRINTMAKING II 3 CREDITS**
 This course provides an in-depth study of etching and lithographic techniques. Traditional and experimental processes will be explored.
- ART 230 INTRO TO COMP GRAPHICS 3 CREDITS**
 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.
- ART 231 VISUAL LITERACY 3 CREDITS**
 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 & design, with an emphasis on typography, print and presentation. Students learn to apply the elements and principles design in both traditional (hand/paper) and digital design.
- ART 250 PHOTOGRAPHY I 3 CREDITS**
 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.

- ART 251 PHOTOGRAPHY II 3 CREDITS**
This course is a continuation of ART 250. Special emphasis is placed on advanced techniques and artistic merits of photographic imaging.
- ART 270 FASHION NETWORK 3 CREDITS**
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.
- ART 298 COOP-ART 4 CREDITS**
- ART 299 ART SURVEY 3 CREDITS**
Prerequisite(s): 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.
- ART 301 ART HISTORY I 3 CREDITS**
Prerequisite(s): 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. This course is required for all Art & Computer Graphic (VCDMA) students.
- ART 302 ART HISTORY II 3 CREDITS**
Prerequisite(s): 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. This course is required for all Art & Computer Graphic (VCDMA) students.
- ART 310 PORTRAIT & FIGURE SCULPT 3 CREDITS**
Armature construction and practical experience in creating basic forms in metal, clay, plaster, wood, and stone will be provided.
- ART 311 SCULPTURE (SUBTRACTIVE) 3 CREDITS**
Prerequisite(s): ART 102 and ART 110. * No Prerequisite(s) for Non-Art Majors. This course is a continuation of Art 310 with emphasis given to the development of individual projects. This course is required for Art concentration students.
- ART 320 INTRO TO PAINTING 3 CREDITS**
This course provides creative experiences in paint media. Emphasis will be placed on pictorial organization and various techniques.
- ART 321 EXPERIENTIAL PAINTING & DIG TEX 3 CREDITS**
Prerequisite(s): ART 320 & 330. 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 INTRO TO VISUAL COMMUNICATIONS 3 CREDITS**
Prerequisite(s): ART Majors: ART 101 or ART 110/111 and ART 331. 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 spatial organization, image/color selection, and service bureau interfacing. Focus on techniques using vector and raster software and the elements and principles of art & design. This course is required in the Computer Graphics (VCDMA) concentration.
- ART 341 ADV VIS COMM ILL & DES TECH 3 CREDITS**
Prerequisite(s): ART 340. 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 service bureau interfacing. This course is an elective in the Computer Graphics (VCDMA) concentration.
- ART 342 NEW MEDIA: INSTALLATION & PUB 3 CREDITS**
This course encourages students to use skills and knowledge acquired in traditional art and computer graphics foundation courses. It also allows students and 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 on a variety of lessons and activities and independently throughout the semester on one major public art of installation project, model and/or presentation.
- ART 352 DIGITAL PHOTOGRAPHY 3 CREDITS**
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 3 CREDITS**
Prerequisite(s): Junior Standing, ART MAJORS: ART 340 and ART 350; NON ART MAJORS: ART 331. 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 excursions.
- ART 361 DIGITAL CINEMATOGRAPHY II 3 CREDITS**
Prerequisite(s): Junior Standing, ART MAJORS: ART 360. This course is a continuation of ART 360; emphasis is on special digital video & compositing techniques, as students will develop a short digital video project over the course of the semester.
- ART 396 2 CREDITS-D ANIMATION I 3 CREDITS**
Prerequisite(s): ART 340; NON-VCDMA/ART MAJORS: ART 340; MUSC 410. 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 & techniques in producing two-dimensional digital animations.

- ART 397 2D DIGITAL ANIMATION II 3 CREDITS**
Prerequisite(s): ART 496. As a continuation of ART 496 this course allows students to develop skills in two dimensional digital animation production, character animation motion and title graphics and advanced animation principles. Students will work on a variety of lessons throughout the semester and on an extended animated production.
- ART 398 COOP - ART 6 CREDITS**
- ART 402 CERAMICS III 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. This course is an elective in the Art concentration.
- ART 404 HISTORY OF MODERN ART 3 CREDITS**
 This course is a study of painting, architecture, and sculpture since the French Revolution.
- ART 405 HIST 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 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 (and others). This course explores the aesthetics, philosophies and foundations of contemporary Black culture, by focusing on technology, music, spoken word and visual expressions rooted within the culture.
- ART 450 MULTI WKSHP: WEB DES & DIG MED 3 CREDITS**
Prerequisite(s): ALL: Junior Standing; ART MAJORS: ART 340 & ART 350 or 360; (Music Tech Majors: MUSC 411; NON ART MAJORS: 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. This course is required in the Computer Graphics (VCDMA) concentration.
- ART 470 SELF PROMOTION & MKGT FOR THE 3 CREDITS**
Prerequisite(s): 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 student's future chosen careers in the visual and/or performing arts.
- ART 480 THE ART OF SML BRONZE CAST 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 art work. 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. This course is an elective in the Art concentration.
- ART 490 MUSEUM, GALLERY & STUDIO SEM 3 CREDITS**
Prerequisite(s): 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; 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. This course is required for all Art concentration students.
- ART 491 INTERN IN ART, VISUAL COMM & M 2 CREDITS**
Prerequisite(s): Junior/Senior Standing; ART 450 (for COMPUTER GRAPHICS concentration); ART 490 (for ART concentration). All students need at least 24 credits in studio (art or computer graphics) area of major and area of concentration. This internship course is intended to help students in Art & 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. This course is for all Art & Computer Graphic (VCDMA) students.
- ART 495 ADV DIG IMAG: TOP IN DESIGN & 3 CREDITS**
Prerequisite(s): Junior Standing, ART MAJORS: ART 450 & 350 or 360; NON ART MAJORS: 340. 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. This course is required in the Computer Graphics (VCDMA) concentration.
- ART 498 GALLERY SEMINAR & SENIOR THES 0 CREDITS**
Prerequisite(s): Art Majors Only, Junior or Senior Standing. 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 ones' work through a portfolio (slides, physical, website and CD-ROM/DVD). The course includes a formal display of student's artwork through an exhibition and professional portfolio. Students must demonstrate a cross section of comprehensive work and must submit a minimum of 20 pieces for faculty review prior to exhibition. Successful completion of course will require students to participate in all aspects of gallery presentation. This course is required for all Art & Computer Graphic students (VCDMA).
- ART 499 INDEPENDENT STUDY 3 CREDITS**
Prerequisite(s): Fine Arts Majors and Minors & Permission only. Advanced study for Fine Arts majors who desire further study in a particular area. May be repeated for a maximum of 6 credits semester hours. The student must have a GPA of 2 credits.0 or better in their major. Consent of the Instructor and department chairman is required before a student is permitted to register for any independent study course. *Prerequisite(s): Fine Arts Majors and Minors & Permission only.* Advanced study for Fine Arts majors who desire further study in a particular area. This course is an elective in the Art & Computer Graphics (VCDMA) concentration.

ART & COMPUTER GRAPHIC ARTS 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
<i>Prerequisite(s): ART 101.</i> This course will emphasize the innovative use of various materials and techniques in two- and three-dimensional design.		
ART 103	CRAFTS	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 & PRESENT	3 CREDITS
<i>Prerequisite(s): ENGL 101.</i> 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.		
ART 210	PRINTMAKING I	3 CREDITS
This course provides an exploration of woodcut, lithographic, and serigraphic techniques.		
ART 211	PRINTMAKING II	3 CREDITS
This course provides an in-depth study of etching and lithographic techniques. Traditional and experimental processes will be explored.		
ART 299	ART SURVEY (NON-ART MAJORS ONLY)	3 CREDITS
(formerly ART 300) <i>Prerequisite(s): ENGL 102.</i> Great epochs of art will be studied. Emphasis will be placed on art as a humanistic study and as a record of human experience.		
ART 301	ART HISTORY (PREHISTORIC THROUGH GOTHIC)	3 CREDITS
<i>Prerequisite(s): ENGL 102.</i> 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.		
ART 302	ART HISTORY (RENAISSANCE THROUGH ROMANTIC)	3 CREDITS
<i>Prerequisite(s): ENGL 102.</i> 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.		
ART 310	PORTRAIT AND FIGURE SCULPTURE	3 CREDITS
Armature construction and practical experience in creating basic forms in metal, clay, plaster, wood, and stone will be provided.		
ART 311	SCULPTURE (CARVING)	3 CREDITS
This course is a continuation of ART 310 with emphasis given to the development of individual projects. No <i>Prerequisite(s)</i> 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
<i>Prerequisite(s): ART 320 and 330.</i> 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 230	INTRODUCTION TO COMPUTER GRAPHICS	3 CREDITS
(formerly ART 330) <i>Prerequisite(s): ART MAJORS: ART 101 and 102 (or ART 310/311).</i> 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.		
ART 231	VISUAL LITERACY: ELEMENTS OF DESIGN, COLOR, AND TYPOGRAPHY	3 CREDITS
(formerly ART 331) <i>Prerequisite(s): ART MAJORS: ART 330. NON MAJORS: 330 (or COSC 112)</i> 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.		

- ART 340 INTRODUCTION TO VISUAL COMMUNICATION: 3 CREDITS**
Prerequisite(s): ART MAJORS: ART 101 or ART 110/111 and ART 331; MUSC 312. NON-MAJORS: ART 331. 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**
Prerequisite(s): 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**
Prerequisite(s): ART MAJORS: Art 310 (or 311), Art 320 and Art 330 (or 340). NON MAJORS: Art 340. 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 250 PHOTOGRAPHY I 3 CREDITS**
 (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.
- ART 351 PHOTOGRAPHY II 3 CREDITS**
 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(s): 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: 3 CREDITS**
 MAJORS: *Prerequisite(s): ART 340 or MUSC 312.* Others: By Permission of Instructor. (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(s): 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 370 FASHION NETWORK 3 CREDITS**
 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
- ART 396 2D DIGITAL ANIMATION I: INTRODUCTION TO 3 CREDITS**
Prerequisite(s): ART 340; MUSC (MUSC 410); NON-MAJORS: By Permission of Instructor. (formerly ART 496). 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 & 3 CREDITS**
 (formerly ART 497) *Prerequisite(s): 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 (SPRING ONLY) 3 CREDITS**
Prerequisite(s): ENGL 102. This course is a study of painting, architecture, and sculpture since the French Revolution.
- ART 405 HISTORY OF AFRICAN AMERICAN ART 3 CREDITS**
Prerequisite(s): ENGL 102. 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**
Prerequisite(s): ENGL 102. 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 450 MULTIMEDIA WORKSHOP: WEB DESIGN AND 3 CREDITS**
Prerequisite(s): ALL: Junior Standing; ART MAJORS: ART 340; MUSIC: MUSC 410; NON-MAJORS: By Permission of Instructor. 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 470 SELF PROMOTION & MARKETING FOR THE ARTS 3 CREDITS**
Prerequisite(s): Advanced Standing and by Permission of Instructor 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 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 490 MUSEUM, GALLERY, AND STUDIO SEMINAR 3 CREDITS**
Prerequisite(s): 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**
Prerequisite(s): By Permission of Instructor, and at least 24 credit hours in area of concentration/major. 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 3 CREDITS**
Prerequisite(s): Junior Standing, *ART MAJORS: 450; NON-MAJORS: 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 ANIMATION & MODELING I 3 CREDITS**
Prerequisite(s): *Majors: Art 396; Non-Majors: Permission by instructor.* This course is an overview of 3D computer animation & modeling. Through in-class lectures, assignments and homework, students will be instructed on how to use 3D software for basic modeling, rendering, lighting, scripting 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, compositing and simulation.
- ART 498 GALLERY SEMINAR AND SENIOR THESIS 0 CREDITS**
Prerequisite(s): Art Majors and Permission Only. Senior Standing. Formerly Gallery Seminar. Students must have completed a series of upper-level and advanced art or computer graphics courses (300-400) prior to signing up for this course. It is also expected that students can demonstrate a mastery of technical and creative skills and a professional and cumulative body of artwork. 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, website, and CD-ROM/DVD). The course includes a formal display of students' artwork through an exhibition and professional portfolio. Students must demonstrate a cross section of comprehensive work and must submit a minimum of 20 pieces for faculty review prior to exhibition. Successful completion of course will require students to participate in all aspects of gallery presentation.
- ART 499 INDEPENDENT STUDY (FALL, SPRING) 3 CREDITS**
Prerequisite(s): 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 should have an average of 2.5 or better in that area. Consent of the instructor and department chairman is required before a student is permitted to register for any independent study course.

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. Major credit not given. (NOTE: May be taken 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 vertebrate and invertebrate zoology, with stress upon the development of phyla in the animal kingdom, their embryonic development, and 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**

BIOL 202	INDEPENDENT STUDY (Periodically)	2 CREDITS
<i>Prerequisite(s): BIOL 101 or 102.</i> 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 televised distance education experience, this course focuses on the marine environment, basic oceanography, and marine biology. This course is not applicable for credit for biology majors. Course is reserved for non-science majors and designed primarily to accommodate the non-traditional student.		
BIOL 204	CELL BIOLOGY (Fall Only, Spring Periodically)	4 CREDITS
<i>Prerequisite(s): BIOL 102; CHEM 107/170.</i> This course emphasizes the relationship between the structure and function of cell organelles.		
BIOL 205	BIOLOGY ENVRMNTL. POLLU. (Fall, or Spring Periodically)	3 CREDITS
<i>Prerequisite(s): BIOL 102.</i> 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
<i>Prerequisite(s): BIOL 102.</i> This course is designed to examine the concepts of inheritance, the basis of inheritance, the molecular aspects of inheritance, the societal impact of inheritance, and modern day scientific approaches to genetics.		
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.		
BIOL 302	HISTOLOGY (Periodically)	4 CREDITS
<i>Prerequisite(s): BIOL 102, 103, 105.</i> This course emphasizes the study of the cytological and histological aspects of living systems.		
BIOL 303	MOLECULAR BIOLOGY (Fall, Spring)	4 CREDITS
<i>Prerequisite(s): BIOL 102, 209; CHEM 202, 220.</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.		
BIOL 304	BIOLOGY OF DRUG PLANTS (Fall, Spring)	3 CREDITS
<i>Prerequisite(s): BIOL-102.</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.		
BIOL 306	ANIMAL DEVEL/EMBRYOLOGY (Periodically)	4 CREDITS
<i>Prerequisite(s): BIOL 102.</i> This course introduces the principles, processes, and problems of developmental biology.		
BIOL 307	COMPARATIVE VER ANATOMY (Periodically)	4 CREDITS
<i>Prerequisite(s): BIOL 102, 103.</i> This course provides a comparative study of organ systems of vertebrates, with a descriptive, experimental, and evolutionary approach.		
BIOL 308	COMP. VERTEBRATE ANAT	4 CREDITS
<i>Prerequisite(s): BIOL 102, 103.</i> This course provides a comparative study of organ systems of vertebrates, with a descriptive, experimental, and evolutionary approach.		
BIOL 309	MICROBIOLOGY I (Fall, Spring)	4 CREDITS
<i>Prerequisite(s): BIOL 102 and 209.</i> This course is designed to examine the role, structure, metabolism, genetics, and control of microbes. This course will examine the role of immunity and its relationship to the microbes and pathology. Methods of studying microbes will be the focus of laboratory exercises.		
BIOL 310	MICROBIOLOGY II (Fall, Spring)	4 CREDITS
<i>Prerequisite(s): BIOL 102.</i> This course studies virology, medical parasitology, and mycology.		
BIOL 311	HUM ANAT & PHYSLOGY I (Fall, Spring, Summer)	4 CREDITS
<i>Prerequisite(s): BIOL 102.</i> This course focuses upon the structure and function of the human body, providing detailed information regarding the biochemical and subcellular aspect through tissues. Special emphasis is placed on the integumentart, skeletal, muscular, nervous, and endocrine systems.		
BIOL 312	HUM. ANAT. & PHYSIOLOGY (Fall, Spring, Summer)	4 CREDITS
<i>Prerequisite(s): BIOL 311.</i> This course will provide up-to-date principles of the cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems. Embryology and genetics are included. The effect of stress on normal anatomy and physiology is interwoven throughout this course.		
BIOL 398	COOP-BIOLOGY	6 CREDITS
BIOL 402	GENERAL PHYSIOLOGY (Fall, Spring)	4 CREDITS
<i>Prerequisite(s): BIOL 102, 103, CHEM 107/170.</i> 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.		
BIOL 403	BIOLOGY SEMINAR (Fall, Spring)	2 CREDITS
<i>Prerequisite(s): Biology Core Courses and CHEM 202-220.</i> Limited to senior biology majors, this course is an intensive study of selected scientific topics and problems. Reserved for biology and biology education majors who have successfully completed at least 90 semester hours in the biology sequence.		

BIOL 404	INTRO TO CANCER BIOLOGY (Fall)	3 CREDITS
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.		
BIOL 405	INVESTIGATIONS (Fall, Spring, Summer)	1 CREDIT
<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.		
BIOL 407	ECOL. OF ENV. ADAPTATION (Periodically)	3 CREDITS
<i>Prerequisite(s):</i> BIOL 102, 103, 105, 209. 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.		
BIOL 410	IMMUNOLOGY (Spring Only)	3 CREDITS
<i>Prerequisite(s):</i> BIOL102, 209, 204. BIOL 303 and CHEM 309 Strongly Recommended. 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.		
BIOL 411	ENDOCRINOLOGY (Periodically)	4 CREDITS
<i>Prerequisite(s):</i> BIOL 102, 103, CHEM 108/180. This course is an in-depth study of the human endocrine system and the mechanism of hormone action.		
BIOL 415	PLANT PHYSIOLOGY (Spring Only)	4 CREDITS
<i>Prerequisite(s):</i> BIOL 102, 105, CHEM 108/180. 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 (Spring Only)	4 CREDITS
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 451	FIELD BIOLOGY (Periodically)	3 CREDITS
<i>Prerequisite(s):</i> 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
<i>Prerequisite(s):</i> Biology Core Courses, CHEM 202/220. 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)	3 CREDITS
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
<i>Prerequisite(s):</i> 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
BUAD 230	FUND OF CONTRACTING II	3 CREDITS
<i>Prerequisite(s):</i> 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
BUAD 330	INTERMEDIATE CONTRACT	3 CREDITS
<i>Prerequisite(s):</i> 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, BUAD 101 or MGMT 101 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(s): PHIL 103, BUAD 101; MGMT 101 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 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 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 OF BUAD INFO SYSTS (Fall, Spring, Summer) 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 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.

CHEM: CHEMISTRY COURSE DESCRIPTIONS

CHEM 105 INTRO TO COLLEGE CHEMISTRY (Fall, Spring) 4 CREDITS

MATH 099 strongly recommended. This course is designed for students who require one or more years of college chemistry but who have either never had high school chemistry.

CHEM 107 GENERAL CHEMISTRY I (LECTURE) (Fall, Spring) 3 CREDITS

Prerequisite(s): MATH 141 or MATH 125. This course focuses on the fundamental principles of chemistry dealing with structure of matter, valence, gases, oxidation, equations, formation of compounds, and solution of problems. Three hours of lecture a week. Conference sessions are optional. Should be taken concurrently with CHEM 170.

CHEM 108 GENERAL CHEMISTRY II (LECTURE) (Fall, Spring) 3 CREDITS

Prerequisite(s): CHEM 107 and CHEM 170 or MATH 141. This course is a continuation of General Chemistry I, CHEM 107; chemical reactions in solutions, chemical thermodynamics, equilibrium, ionic equilibrium, chemical kinetics, electrochemistry, the general theory of acids and bases and nuclear chemistry. Should be taken concurrently with CHEM 180.

CHEM 109 GEN CHEM FOR NON SCI MAJORS (Periodically) 4 CREDITS

This course includes the same general content as CHEM 107-108, but with less emphasis on some of the theoretical concepts. Emphasis is on relating course to modern living.

CHEM 110 GENERAL CHEM (Periodically) 4 CREDITS

MATH 099 strongly recommended. This course includes the same general content as CHEM 107-108, but with emphasis placed on topics relating to the allied health professions.

CHEM 170 GENERAL CHEMISTRY I (LAB) (Fall, Spring) 2 CREDITS

This lab must be taken concurrently with lecture CHEM 107.

CHEM 171 GEN CHEM I REC 1 CREDIT

Prerequisite(s): MATH 125 College Algebra or Equivalent. This course is a co-requisite of CHEM 107/170 and must be taken concurrently with CHEM 107/170. This course will reemphasize concepts and review problems and questions related to concepts.

CHEM 180 GENERAL CHEMISTRY II (LAB) (Fall, Spring) 2 CREDITS

This lab must be taken concurrently with lecture CHEM 108.

CHEM 181 GENERAL CHEM II REC 1 CREDIT

Prerequisite(s): CHEM 107/170/171, MATH 125 College Algebra or Equivalent. This course is a co-requisite of CHEM 108/180 and must be taken concurrently with CHEM 108/180. This course will reemphasize concepts, review problems and questions related to concepts.

CHEM 200 ORGANIC CHEMISTRY 4 CREDITS

This course is a study of structure, reactions, mechanisms, preparation, and properties of the compounds of carbon. Laboratory work involves synthesis of typical organic compounds and organic qualitative analysis, with special emphasis on those topics relating to the allied health professions.

CHEM 201 ORGANIC CHEMISTRY I (LECTURE) (Fall, Spring) 3 CREDITS

Prerequisite(s): CHEM 107/170, 108/180. This course is a study of structure, reactions, mechanisms, preparation, and properties of the compounds of carbon. Laboratory work involves synthesis of typical organic compounds and organic qualitative analysis. Three hours of lecture a week.

CHEM 202 ORGANIC CHEMISTRY II (LECTURE) (Fall, Spring) 3 CREDITS

Prerequisite(s): CHEM 201 and CHEM 210. This course is a study of structure, reactions, mechanisms, preparation of aromatic and non-aromatic compounds, and the elucidation of organic structures by the use of nuclear magnetic resonance spectroscopy, infrared spectroscopy, and mass spectrometry. Laboratory work involves the synthesis of typical organic compounds and organic qualitative analysis. Three hours of lecture per week.

CHEM 210 ORGANIC CHEMISTRY I (LAB) (Fall, Spring) 2 CREDITS

This lab must be taken concurrently with lecture CHEM 201.

CHEM 220 ORGANIC CHEMISTRY II (LAB) (Fall, Spring) 2 CREDITS

This lab must be taken concurrently with lecture CHEM 202.

CHEM 301 QUANTITATIVE ANALYSIS (LEC) 3 CREDITS

Prerequisite(s): CHEM 107/170. 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.

CHEM 302 INSTRUMENTAL ANALYSIS 4 CREDITS

Prerequisite(s): CHEM 201/210, 202/220. 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.

CHEM 309 BIOCHEMISTRY I (LEC) (Fall and Spring) 3 CREDITS

Prerequisite(s): CHEM 202 and CHEM 220. 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.

CHEM 310 BIOCHEMISTRY II 3 CREDITS

Prerequisite(s): CHEM 201/210, 202/220, 309. This course is a study of the 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.

CHEM 311 QUANTITATIVE ANAL (LAB) 2 CREDITS

This lab must be taken concurrently with lecture CHEM 301. This course is a three-hour laboratory.

CHEM 320 INSTRUMENT ANALYSIS 2 CREDITS

CHEM 401 PHYSICAL CHEMISTRY I (LEC) (Periodically) 3 CREDITS

Prerequisite(s): PHYS 272, and MATH 300. 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.)

CHEM 402 PHYSICAL CHEMISTRY II (LEC) (Periodically) 3 CREDITS

Prerequisite(s): CHEM 401 and CHEM 410. 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.)

CHEM 405 SEMINAR IN CHEMISTRY (Periodically) 2 CREDITS

Prerequisite(s): Senior Standing Only. This course is a discussion of advanced topics in inorganic, organic, analytical, physical chemistry, and biochemistry.

CHEM 406 RESEARCH IN CHEMISTRY 1 CREDIT

This course is an introduction to the literature of chemistry and the techniques of research.

CHEM 410 PHYSICAL CHEMISTRY I (LAB) (Periodically) 2 CREDITS

This lab must be taken concurrently with lecture CHEM 401. This course is a three-hour laboratory.

CHEM 412 BIOCHEMISTRY II (Spring) 3 CREDITS

Prerequisite(s): CHEM 201/210, 202/220, 309. 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.

COMM: COMMUNICATIION COURSE DESCRIPTIONS

COMM 101 ORAL COMMUNICATIONS (Fall, Spring) 3 CREDITS

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. (NOTE: May be taken for honor's credit).

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 & DICTION (Fall, Spring) 3 CREDITS

This course is designed to critically scrutinize and improve student articulation, pronunciation, and voice quality.

COMM 198 COOP-COMM 12 CREDITS

COMM 203 ORAL INTERPRETATION 3 CREDITS

A study of the analysis, appreciation, and oral communication of poetry, plays, and short stories.

COMM 204 GROUP DISCUSSION 3 CREDITS

A study of group processes and the skills of communication for analytical thinking and problem-solving in the group situation.

COMM 206 ADVANCED PUBLIC SEAKING 3 CREDITS

A study of the principles, types, and techniques of public address, with emphasis on extemporaneous speaking.

COMM 207 RHETORIC OF BLACK AMER 3 CREDITS

Critical and analytical investigation of the origins, context, topics, and audiences of the rhetoric of Black America.

COMM 215 INTRO TO NEWS WRITING (Fall, Spring) 3 CREDITS

Prerequisite(s): 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(s): 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 217 COPY EDITING 3 CREDITS

COMM 218 ADVANCED COPY EDITING 3 CREDITS

COMM 219 HISTORY OF JOURNALISM 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

- COMM 240 INTRO TO MASS COMM (Fall, Spring) 3 CREDITS**
Prerequisite(s): COMM 101 or 30 Semester Hours/Co-requisite COMM 215. 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 various historical
- COMM 248 INTRO TO BROADCAST NEWS (Fall, Spring) 3 CREDITS**
 This is a basic course in writing and announcing for the electronic media (both educational and commercial mass media). It is a study of voice projection, diction, timing, poise, interviews, commercials, and narration. In addition, the course introduces students to basic script writing and program design.
- COMM 298 COOP-COMM 12 CREDITS**
- COMM 304 BUS & PROFESSIONAL COMM 3 CREDITS**
 This course is a study of theory and practice in communication forms used in business and professional situations. Study of the interaction of group dynamics, decision making, problem solving, and leadership will be included.
- COMM 320 NEWS EDITING (Spring Only) 3 CREDITS**
Prerequisite(s): 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 judgements 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 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 WRIT FOR ELEC MEDIA 3 CREDITS**
Prerequisite(s): COMM 215. 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(s): 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 AD & SALES MGMT (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 330 INTRO TO ADVERTISING 3 CREDITS**
- COMM 331 TV 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. (Limited to 15 students).
- COMM 332 PUB DESIGN AND PROD (Fall Only) 3 CREDITS**
Prerequisite(s): 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 TELECOMM 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(s): COMM 240. 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 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. (Limited to 15 students).
- COMM 341 MEDIA ETHICS (Fall, Spring) 3 CREDITS**
 The 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**
Prerequisite(s): COMM 215. The 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 351 PHOTOJOURNALISM 3 CREDITS**
Prerequisite(s): ART 360. This course is an analysis of the role of photography in mass communications with emphasis on the photographic essay. It includes developing and printing black and white still photographs for communications media.
- COMM 398 COOP-COMM 6 CREDITS**
- COMM 402 INTERPERSONAL COMM 3 CREDITS**
 This is an experiential course designed to enable students to become aware of and examine their communication barriers and to improve their communication on all levels of relationships and in varying situations.
- COMM 403 INTERCULTURAL COMM (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 COMM (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(s): 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(s): 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
- COMM 421 BROADCAST PROG 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 422 BROADCAST PROG II 3 CREDITS**
Prerequisite(s): COMM 421. This course enables direct involvement in coordinating programs as they are aired. The role of program directors in on-the-air situations and preparation of weekly schedules for radio and television will be discussed.
- COMM 423 BROADCAST LAW POL & ADMIN (Fall, Spring) 3 CREDITS**
 This course explores the structure and function of the law in its relationship to the mass media and the relevance of this relationship to the problem of coverage, libel, and Freedom of Information Acts.
- COMM 424 ADVANCED PUBLIC RELATIONS (Spring Only) 3 CREDITS**
 This course analyzes the detailed ramifications of various subdivisions and levels of operation found within the framework of public relations administration. These include such activity sectors as marketing, public affairs, publicity and media/community relations, financial and shareholder relations, consumer relations, employee relations, fundraising, and membership development.
- COMM 425 RADIO PRODUCTION I (Fall, Spring) 3 CREDITS**
 Students learn the practical aspects of radio production, editing, studio technology, and scripting.
- COMM 426 RADIO PRODUCTION II (Fall, Spring) 3 CREDITS**
Prerequisite(s): COMM 425. This is a lecture laboratory course for writing, research, persuasive communication, and the production of programs utilizing Radio Production I Skills.
- COMM 428 TELEVISION/FILM DOC PRODUCTION (Spring Only) 3 CREDITS**
 This course provides students with the basic and fundamental principles of documentary television and film productions. Emphasis would be on the process of this type of production from conception and writing to on-screen presentation. The first part of the course will be devoted to lecture on the history and purpose of documentaries. The second part will be hands-on experience using camera, sound and light in the studio production.
- COMM 429 VIDEO EDITING (Fall Only) 3 CREDITS**
 This course will acquaint the students on the basics of video editing using television and film production editing software like final Cut Pro4 and Avid. The principles of operating state-of-the-art TV/Film production equipment will be covered in this course.
- COMM 430 COMMUNICATIONS RESEARCH (Fall Only) 3 CREDITS**
Prerequisite(s): COMM 101. This course is an introduction to the literature, concepts, problems, responsibilities, methods, techniques, and results of research in communications. Special attention will be given to progress in the field as it relates to needs assessments, acquisition of funds, and program evaluation.
- COMM 433 INFO SYSTS AND TELECOMM (Spring Only) 3 CREDITS**
 This course analyzes the advances in telecommunications and their impact on individuals and institutions. Special attention will be given to the diversity and complexities in telecommunication systems and how they will affect and shape future society values, goals, and lifestyles.

COMM 434 INDEPENDENT STUDY 3 CREDITS

This course provides a practical view and analysis of the professional field of communications through various professional activities, personal observations, and participation. The evaluation of the purpose, process, effectiveness, and efficiency of the field is explored.

COMM 435 INTERNSHIP AND SEMINAR 12 CREDITS

This course provides on-the-job training experience in a professional communications media center (educational TV center, commercial TV center, General Electric, RCA, Commercial credit Corporation, Instructional Media Centers, etc). Students will be required to demonstrate their understanding of the theory of communications media.

COMM 436 INTERNATIONAL TELECOMMUNICATI (Fall Only) 3 CREDITS

This course is designed to provide a comprehensive survey of telecommunication systems in the United States and other countries. Telecommunication technologies, global networks, and trans-national data systems will be explored. The role of telecommunications in cultural developments and in political and economic arenas will be studied. These exposures will assist the student in preparation to effectuate appropriate strategies in trans-continental communications.

COMM 437 PRACTICUM 3 CREDITS

This course explores the practical view and analysis of the journalistic field through various professional activities, personal observations and participation. It includes an evaluation of the purpose, process, effectiveness and efficiency of the field.

COMM 438 INTERNSHIP IN SEMINAR (Fall, Spring, Summer) 3 CREDITS

This course provides on-the-job training experience in a professional communications media center (educational TV center, commercial TV center, General Electric, RCA, Commercial credit Corporation, Instructional Media Centers, etc). Students will be required to demonstrate their understanding of the theory of communications media.

COMM 497 METRO LAB NEWS (Fall, Spring) 3 CREDITS

Prerequisite(s): COMM 331. This course uses lab and field experience to explore reporting techniques, reading, producing and announcing for broadcast.

COSC: COMPUTER SCIENCE COURSE DESCRIPTIONS

COSC 110 COMPUTER LITERACY AND APPLICATIONS (FALL, SPRING) 3 CREDITS

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 data base 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 COMPUTING PRINCIPLES AND TECHNOLOGIES (FALL, SPRING) 3 CREDITS

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*.

COSC 112 COMPUTER SCIENCE I (FALL, SPRING) 4 CREDITS

Prerequisite(s): None. (Students without programming experience may be advised to take COSC 111 before or concurrently with COSC 112.) 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(s) 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(s) 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 STURCTURES (FALL, SPRING) 3 CREDITS

Prerequisite(s): COSC 112 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 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, SPRING) 3 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 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 (SPRING ONLY) 3 CREDITS**
Prerequisite(s) or taken concurrently: CTEC 335 or COSC 485. 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 ONLY) 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 (FALL ONLY) DETECTION AND PREVENTION 3 CREDITS**
Prerequisite(s): COSC 345/CTEC 345 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 (FALL, 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 ONLY) 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/CTEC 402 SOFTWARE AND OPERATING SYSTEM SECURITY (SPRING ONLY) 3 CREDITS**
Prerequisite(s): COSC 345/CTEC 345. 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 414 OPERATING SYSTEMS (SPRING ONLY) 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 420 DATABASE MANAGEMENT (FALL, SPRING) 3 CREDITS**
Prerequisite(s): COSC 214. This course is an introduction to concepts, design objectives, tools, and principles 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 ONLY) 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 ONLY) 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/CTEC 445 FUNDAMENTALS OF CRYPTOGRAPHY AND APPLICATIONS (FALL ONLY) 3 CREDITS

Prerequisite(s): COSC 345/CTEC 345 and MATH 240. 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 461 COMPILERS (SPRING ONLY) 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 ONLY) 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 ONLY) 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 480 SENIOR CAPSTONE (SPRING ONLY) 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 ONLY) 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 ONLY) 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 LAW ENF & CRJU (Fall, Spring) 3 CREDITS

Prerequisite(s): SOCI 101. This course examines the nature of criminal behavior in society, the functioning of police agencies, the procedures of prosecutors and judges, other correctional bureaucracies, and other forms of social control in a democratic society.

CRJU 314 STRESS MGMT IN CRJU (Fall, Spring) 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 CRIM 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 ADV CRIM PROC & EVIDENCE (Fall, Spring) 3 CREDITS

Prerequisite(s): CRJU 201. 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 (Fall, Spring) 3 CREDITS

This course examines 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 supermax facilities; prison labor; prison profits; privatization; prison health care; guard conduct; women in prison; prisoner struggles and rebellions. A component of this course will include an inside view provided by incorporating actual prisoner cases communications and writings into class work.

CRJU 403 CRIMINALISTICS (Fall, Spring) 3 CREDITS

Prerequisite(s): CRJU 201. This course is structured to serve as an introduction to the scientific methods used in modern-day criminal investigation and detection of and solution to criminal activity. Many of the vital phases of forensic investigation (forensics) are explored by means of lecture, laboratory experiments, and other selected applied assignments. Students learn how to accurately recognize what evidence may exist at a crime scene and what to do with it.

CRJU 404 CRIMINAL LAW: ELEMENTS AND PRINCIPLES (Fall, Spring) 3 CREDITS

Prerequisite(s): CRJU 201 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 (Fall, Spring) 3 CREDITS

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.

CTEC: COMPUTER TECHNOLOGY COURSE DESCRIPTIONS

CTEC 114 COMPUTING TOOLS AND ENVIRONMENTS (FALL, SPRING) 3 CREDITS

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 help students gain versatile computer literacy.

CTEC 125 INTRODUCTION TO VISUAL BASIC (FALL, SPRING) 3 CREDITS

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 models, 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. 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, SPRING) 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, SPRING) 3 CREDITS**
Prerequisite(s): CTEC 114. 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 ONLY) 3 CREDITS**
Prerequisite(s): CTEC 302. This course provides a comprehensive introduction to NT server implementation and administration in any Windows workgroup or domain environment. Topics include network hardware planning, network installation, data storage, configuring server components, intranets and the Internet, inter-operations with NetWare, Remote Access Service, supporting network clients, and troubleshooting.
- CTEC 324 DATABASE APPLICATION DEVELOPMENT (FALL, SPRING) 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 ONLY) 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 NT 3.5x through 4.0. Topics include IEP routing, host name resolution, IP address resolution, DHCP, WINS, NetBIOS, SNMP, and troubleshooting.
- CTEC 340 MULTIMEDIA APPLICATION DEVELOPMENT (FALL ONLY) 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 (SPRING ONLY) 3 CREDITS**
Prerequisite(s): CTEC 335 or COSC 485. 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 ONLY) 3 CREDITS**
Prerequisite(s): COSC 345/CTEC 345 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 ONLY) 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 ONLY) 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/ SOFTWARE AND OPERATING SYSTEM (SPRING ONLY) 3 CREDITS
COSC 402 SECURITY (SPRING ONLY)

Prerequisite(s): CTEC 345/COSC 345. 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 ONLY) 3 CREDITS

Prerequisite(s): CTEC 305. This course provides a comprehensive introduction to NT Server implementation and administration in an enterprise computing environment. Topics include planning and installation, user and group management, policies and profiles, diverse client support, multiple protocol support, domain management, NetWare connectivity, Macintosh Support, Internet Information Server, and troubleshooting.

CTEC 410 INTERNET TECHNOLOGY (SPRING ONLY) 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 ONLY) 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 ONLY) 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 ONLY) 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 ONLY) 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 ONLY) 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/ FUNDAMENTALS OF CRYPTOGRAPHY (FALL ONLY) 3 CREDITS
COSC 445 AND APPLICATIONS

Prerequisite(s): COSC 345/CTEC 345 and MATH 240. 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.

DVRD: DEVELOPMENTAL READING COURSE DESCRIPTIONS

DVRE 99 ENGLISH AS A SECOND LANG 3 CREDITS

This course is designed for students whose native language is not English and aimed at developing the student's listening, speaking, reading, and writing skills in English.

ECED: EARLY CHILDHOOD EDUCATION COURSE DESCRIPTIONS

ECED 301 THEORY & PRACTICES IN ECED 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.

ECED 303 METH TCHG LANG ARTS IN ECED 3 CREDITS

Prerequisite(s): ECED 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.

ECED 305 METH TCHG READING IN ECED 3 CREDITS
Prerequisite(s): ECED 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.

ECED 306 METH TCHG SCIENCE IN ECED 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 203 PRIN ECONOMICS II 3 CREDITS

ECON 211 PRIN OF MACROECONOMICS (Fall, Spring, Summer, Mini-Semester) 3 CREDITS
Prerequisite(s): BUAD 100, BUAD 101; MGMT 101 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): BUAD 100, BUAD 101; or MGMT 101 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, 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 (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 (Fall, 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 321 MONEY AND BANKING (Formerly ECON 331) (Fall, Spring) 3 CREDITS
Prerequisite(s): ECON 211, ECON 321 is a Prerequisite(s) for ECON 423. 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 341	INTERNATIONAL ECONOMICS (Fall Only)	3 CREDITS
<i>Prerequisite(s): ECON 211 and ECON 212 or Permission of Department.</i> 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 also will be studied.		
ECON 351	BUS/ECON STAT I (Fall, Spring, Summer)	3 CREDITS
<i>Prerequisite(s): MATH 125 and Junior Standing.</i> 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 361	COMPARATIVE ECON SYS (Fall Only)	3 CREDITS
<i>Prerequisite(s): ECON 211 and ECON 212 or Permission of Department.</i> This course provides an analysis of the major world economic systems, with emphasis on their interrelationship to and their effects on society, politics, philosophy, and institutions.		
ECON 363	ECONOMIC DEVELOPMENT (Fall Only)	3 CREDITS
<i>Prerequisite(s): ECON 211 and ECON 212 or Permission of Department.</i> 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 371	LABOR ECONOMICS (Spring Only)	3 CREDITS
<i>Prerequisite(s): ECON 211 and ECON 212.</i> This course is a study of the labor force and the labor markets, wage determination, effects of unions and institutional forces on wages, the causes and cures of unemployment, and labor and government regulations.		
ECON 421	URBAN ECONOMICS (Fall Only)	3 CREDITS
<i>Prerequisite(s): ECON 211 and ECON 212.</i> 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 (Spring Only)	3 CREDITS
<i>Prerequisite(s): ECON 211 and ECON 212.</i> 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 POL (Spring Only)	3 CREDITS
<i>Prerequisite(s): ECON 331.</i> 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
<i>Prerequisite(s): ECON 211 and ECON 212.</i> 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 481	EVOL OF ECON THOUGHT (Fall Only)	3 CREDITS
<i>Prerequisite(s): ECON 211 and ECON 212.</i> This course is a study of the history of economic thought and theories, including Mercantilists, Physiocrats, Classicists, Marginalists, Neoclassicists, Keynesians, and Monetarists, with a view to tracing development of ideas as they relate to economic policies.		
ECON 483	QUANTITATIVE METHODS DM (Fall, Spring)	3 CREDITS
<i>Prerequisite(s): ECON 351.</i> 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 498	ECON FOR ADM MGMT	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
<i>Prerequisite(s): EDUC 101.</i> 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.		
EDUC 202	PRACTICUM II	1 CREDIT
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.		

- EDUC 210 EDUC OF CHILD IN CONT US 3 CREDITS**
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.
- EDUC 218 SOC & POL ISSUES OF URB EDUC 3 CREDITS**
Prerequisite(s): *A course in sociology or government.* 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.
- EDUC 220 TEST CRITERION FOR CERTI 3 CREDITS**
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.
- EDUC 225 EDUCATION PSYCHOLOGY 3 CREDITS**
- EDUC 242 LITERATURE FOR CHILDREN 3 CREDITS**
Prerequisite(s): *EDUC 101, EDUC 201.* 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.
- EDUC 298 COOP 12 CREDITS**
- EDUC 298 EDUCATION COOP 12 CREDITS**
- EDUC 311 MANAGING THE DIVERSE CLSRM 3 CREDITS**
Prerequisite(s): *EDUC 101, EDUC 201.* 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.
- EDUC 312 THE MIDDLE SCHOOL 3 CREDITS**
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.
- EDUC 314 ASSESS FOR READING INSTR 3 CREDITS**
Prerequisite(s): *EDUC 101, EDUC 201, EDUC 316.* 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.
- EDUC 315 PROCESSES AND ACQUISI OF RDNG 3 CREDITS**
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.
- EDUC 316 FOUNDATIONS OF EDUCATION 3 CREDITS**
Prerequisite(s): *EDUC 101, EDUC 201.* 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.
- EDUC 320 INSTRUC TECH FOR THE CLASSROOM 1 CREDIT**
Prerequisite(s): *EDUC 201, ENGL 102, COSC 110, SPED 403.* This course provides strategies, resources, tools and organizational concepts for using technology to facilitate classroom learning and school administrative functions.
- EDUC 398 COOP-EDUC 6 CREDITS**
- EDUC 402 ASSESSMENT & MEASUREMENT 3 CREDITS**
Prerequisite(s): *EDUC 101, EDUC 201.* 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 credits.5 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

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 ENGLISH USAGE & MECH 3 CREDITS

This course is an intensive study of fundamental usage, mechanics, vocabulary development, and paragraph essay development, including the use of the Learner's Log to reinforce written expression and to intensify language skills development. These skills will be reinforced via computer-assisted instruction.

ENGL 101 COMP AND LITERATURE I 3 CREDITS

Composition and Literature I 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.

ENGL 102 COMP AND LITERATURE II 3 CREDITS

Prerequisite(s): ENGL 101 with a Final Course Grade of C or Higher. Composition and Literature II builds on the skills developed in Composition and Literature I (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 INTRO TO ENGLISH GRAMMAR 3 CREDITS

This course is an introduction to the study of standard English grammar and its usage. Students will review the 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, passives, compound, and complex sentences) for rhetorical effectiveness.

ENGL 211	LITERATURES OF THE WORLD	3 CREDITS
ENGL 212	AFRICAN AMER LIT. IMAGINATION	3 CREDITS
ENGL 213	CINEMA - AFRICA & AFRICAN DIAS	3 CREDITS
ENGL 236	INTRO TO LITERATURE	4 CREDITS
<i>Prerequisite(s): ENGL 102.</i> This course is a study of the major literary genres: the essay, the short story, the novel, the autobiography, drama, poetry, and film with emphasis on intensive critical analysis.		
ENGL 250	INTRO TO FILM	3 CREDITS
This is a new course for the Fall 2004 semester to be approved by the Curriculum Committee within the sp 04 semester		
ENGL 253	STUDIES IN POPULAR CULTURE	3 CREDITS
This course will examine and analyze popular culture and its representation in different media ranging from hip-hop music to sci-fi cinema. Specifically, the manifestations of pop 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	COMM THRU WRITING	3 CREDITS
<i>Prerequisite(s): ENGL 102.</i> 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	CREATIVE WRITING	3 CREDITS
<i>Prerequisite(s): ENGL 102.</i> 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 WRIT II: FICTION	3 CREDITS
<i>Prerequisite(s): ENGL 102 and ENGL 256 or Permission of Instructor.</i> 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 WRIT II-POETRY	3 CREDITS
<i>Prerequisite(s): ENGL 102 and ENGL 256 or Permission of Instructor.</i> 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 with close examination of published texts as models. Voice and style will be introduced.		
ENGL 259	CREATIVE WRIT II: DRAMA	3 CREDITS
<i>Prerequisite(s): ENGL 102 and ENGL 256 or Permission of Instructor.</i> 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 WRIT II	3 CREDITS
<i>Prerequisite(s): ENGL 102 and ENGL 256 or Permission of Instructor.</i> 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 ENGL	4 CREDITS
ENGL 301	ENGLISH LITERATURE I	3 CREDITS
<i>Prerequisite(s): ENGL 102.</i> This course is a study of the literature of England, with emphasis on the masterpieces of that country's early literary periods: Old English, Middle English, English Renaissance, and the Restoration and Eighteenth Century		
ENGL 302	ENGLISH LIT II	3 CREDITS
<i>Prerequisite(s): ENGL 102.</i> This course is a study of the literature of England, with an emphasis on the masterpieces of the Romantic, Victorian, and Twentieth-Century periods.		
ENGL 303	SPECIAL TOPICS IN BRITISH LIT	3 CREDITS
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; horror 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	3 CREDITS
<i>Prerequisite(s): ENGL 102.</i> 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	3 CREDITS
<i>Prerequisite(s): ENGL 102.</i> 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	AMER FICTION SINCE 1945	3 CREDITS
<i>Prerequisite(s): ENGL 102.</i> 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 LIT 3 CREDITS**
 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 AMER LIT I 3 CREDITS**
 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 AMER LIT II 3 CREDITS**
 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 LITER OF THE CARIBBEAN 3 CREDITS**
Prerequisite(s): ENGL 102. This course is an introductory survey of Caribbean literature from 1929 to the present, including short stories, poetry, drama, essays, and the novel. Consideration is given to the developing Caribbean national consciousness and political independence as reflected in the literature of the Caribbean.
- ENGL 327 AFRICAN LITERARY EXPRESS 3 CREDITS**
Prerequisite(s): ENGL 102. 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 328 LITERATURE OF THE EAST 3 CREDITS**
Prerequisite(s): ENGL 102. This course provides an exploration of selected masterpieces of the literature of China, Japan, and India.
- ENGL 329 AFRO AMER SHORT STORY 3 CREDITS**
Prerequisite(s): ENGL 102. This course provides an in-depth exploration of selected major African American short Story writers, such as Chesnut, Hughes, Baldwin, Wright, Kelley, Petry, Bontemps, etc.
- ENGL 330 AFRICAN AMER POETRY & POETICS 3 CREDITS**
Prerequisite(s): ENGL 102. 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 AMER VERNACULAR TR 3 CREDITS**
Prerequisite(s): ENGL 102. 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 LIT FOR ADOLESCENTS 3 CREDITS**
Prerequisite(s): ENGL 102. 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 338 WRLD LIT IN TRANSLATION 3 CREDITS**
Prerequisite(s): ENGL 102. This course is a survey of major works of international literature from classical antiquity to the Renaissance, including epics, lyric poetry, tragedies, melodramas, prose, and prose fiction. This course will emphasize the major works and writers that have had the most direct impact on modern institutions, philosophies, and literature.
- ENGL 339 WORLD LITERATURE II 3 CREDITS**
 This course is an exploration of cultural values, traditions, and the universal question of man and human existence, using selected international works, including African and Caribbean.
- ENGL 340 MODERN DRAMA 3 CREDITS**
Prerequisite(s): ENGL 102. 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 INTRO TO LINGUISTICS 3 CREDITS**
Prerequisite(s): ENGL 102. This course is an introduction to trends in contemporary linguistic theory, language acquisition, and dialects, with special emphasis on phonetics, phonology, morphology, syntax, and semantics.
- ENGL 346 INTRO TO GEN LING II 3 CREDITS**
Prerequisite(s): 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 STUD 3 CREDITS**
 This course is a study 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 of the Postcolonial World, Images of Women in Renaissance Literature, and Mothers and Daughters in 20th-Century American Fiction.

- ENGL 357 CREAT WRITING III-FICT 3 CREDITS**
Prerequisite(s): 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, with published works as models.
- ENGL 358 CREAT WRIT III-POETRY 3 CREDITS**
Prerequisite(s): 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 works as models.
- ENGL 359 CREATIVE WRIT III 3 CREDITS**
Prerequisite(s): 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 WRIT: NON FICTIO 3 CREDITS**
Prerequisite(s): 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 TECH & REPORT WRITING I 3 CREDITS**
Prerequisite(s): Completion of or Current Enrollment in ENGL 102. This course is a study of the particular requirements of technical and report writing, coupled with a review and refinement of basic grammar and composition skills, designed to prepare students for career-related assignments using sophisticated software packages.
- ENGL 362 TECH AND REPORT WRIT II 3 CREDITS**
Prerequisite(s): Completion of ENGL 361 or Recommendation by Business Department. This course covers advanced skills of technical and report writing. Included will be the use of specialized terminology, proofreading, editing, long report/manual writing, job orientation, and sophisticated software applications.
- ENGL 370 SPECIAL TOPICS IN CARIBBEAN LI 3 CREDITS**
 This course is a study of Caribbean literature focusing upon special topics outside the traditional spheres of period and genre. Possible topics may include, but are not limited to, the following: the lyrics of calypso; Caribbean 'yard' literature; Caribbean autobiographical literature; Caribbean folk literature; Caribbean poetry; Negritude writers of the Caribbean; the literature of colonization.
- ENGL 398 COOP - ENGLISH 6 CREDITS**
- ENGL 401 ENG LIT OF THE 17TH CENT 3 CREDITS**
Prerequisite(s): ENGL 102. This course is an intensive study of the development of the English novel, from Richardson and Fielding to the present.
- ENGL 402 ROMANTIC LIT. OF ENGLISH 3 CREDITS**
Prerequisite(s): ENGL 102. This course alternates with 403. It is a study of the Romantic Movement through close examination of the chief works of writers such as Wordsworth, Coleridge, Keats, Shelley, and Byron.
- ENGL 403 VICTORIAN LITERATURE 3 CREDITS**
Prerequisite(s): ENGL 102. This course alternates with 402. It is a study of selected writers of prose and poetry during the nineteenth century: Mill, Carlyle, Arnold, Huxley, Ruskin, Pater, Tennyson, Browning.
- ENGL 404 CONTEMPORARY LITERATURE 3 CREDITS**
Prerequisite(s): ENGL 102. This course explores representative works of the Renaissance, with special attention to More, Sidney, Eliot, Ascham, Lyly, and Bacon. Consideration is given to the social and intellectual environment of the period, as well as to the development of literary techniques.
- ENGL 405 ENGLISH LIT OF THE 17TH CENT 3 CREDITS**
Prerequisite(s): ENGL 102. This course alternates with ENGL 406. It is an examination of the major poetic movements and the major writers of the period: Metaphysical poetry, the work of Jonson and Herrick, Cavalier poetry, the baroque poets, and the poetry of Milton and Dryden.
- ENGL 406 18TH CENTURY LIT 3 CREDITS**
Prerequisite(s): ENGL 102. This course alternates with 405 and is a study of the literature of England, from the Restoration of Charles II (1666) to the publication of *The Lyrical Ballads* (1798). Focus is on the most important trends and developments in representative works of this period, including the political, cultural, and intellectual background of the age.
- ENGL 407 SHAKESPEARE'S COMEDIES AND HIS 3 CREDITS**
Prerequisite(s): ENGL 102. 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 3 CREDITS**
Prerequisite(s): ENGL 102. 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 3 CREDITS**
Prerequisite(s): ENGL 102. This course is a study of Chaucer's main texts in relation to fourteenth century literature and society.

- ENGL 416 20TH CENTURY AMER LIT 3 CREDITS**
Prerequisite(s): ENGL 102. 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 LITERATURE 3 CREDITS**
Prerequisite(s): ENGL 102. 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 3 CREDITS**
Prerequisite(s): ENGL 102. 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 3 CREDITS**
Prerequisite(s): 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 SEM. IN AFRO-AMERI. LIT. 3 CREDITS**
Prerequisite(s): ENGL 102. 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 3 CREDITS**
Prerequisite(s): ENGL 102. This course is an examination of major novelists of Britain and the continent, with emphasis on the development of the novel from nineteenth-century realism and naturalism to stream-of-consciousness, existentialism, surrealism.
- ENGL 437 HISTORY OF LITERARY CRIT 3 CREDIT**
Prerequisite(s): Senior Standing. This course is an examination of theories of literature and practical judgments of literary works. Attention will be given to major critics, from Plato through Derrida: classicism, neo-classicism, romanticism, victorian criticism, and twentieth-century criticism, including new criticism, structuralism, reception theory, Marxist political criticism, psychoanalytic criticism, feminist criticism, and deconstruction.
- ENGL 438 SEM FOR MJRS AND MNRS 3 CREDITS**
Prerequisite(s): Permission of Chair. This course is an intensive review of the field of English designed to prepare majors and minors for graduate study and professional careers. The course will include individual readings and research, a major paper to be presented at the senior symposium, and the comprehensive senior examination.
- ENGL 445 ADVANCED GRAMMAR 3 CREDITS**
Prerequisite(s): 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 ENGLISH LANG 3 CREDITS**
Prerequisite(s): 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 ADV CREATIVE WRITING 3 CREDITS**
Prerequisite(s): ENGL 256-257. 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 ADV CREATIVE WRITING II 3 CREDITS**
Prerequisite(s): ENGL 455 or Permission of 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 461 EFFECTIVE ADMIN WRITING 3 CREDITS**
Prerequisite(s): ENGL 361 and ENGL 362. This course provides specialized training in the area of grantsmanship and salesmanship.
- ENGL 462 ADMINISTRAT WRITING II 3 CREDITS**
Prerequisite(s): ENGL 461. This course emphasizes the preparation of technical articles, proposals, abstracts, formal reports, etc., for individual portfolio.
- ENGL 463 INTERN IN TECH & ADM WRT 6 CREDITS**
Prerequisite(s): ENGL 462. This course is a field experience in technical and administrative writing, supplemented by seminars to reinforce required job skills. Partial credit for suitable work experience is granted.
- ENGL 464 DOCUMENT DESIGN AND DESKTOP 3 CREDITS**
Prerequisite(s): Working knowledge of at least one word processing system, ENGL 101 and 102, and ENGL 361 or departmental approval. This course will introduce basic desktop publishing elements including file formats, color, and pre-press terminology. Students will discover what equipment and software is recommended for creating newsletters, brochures, and manuals as well as use of peripherals needed for desktop design such as laser printers and scanners. In addition, students also learn the design concepts necessary to create effective visual communications.
- ENGL 466 TECHNICAL EDITING 3 CREDITS**
Prerequisite(s): Working knowledge of at least one word processing system, ENGL 101 and 102, and ENGL 361 or departmental approval. 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 TEACH ENGL 3 CREDITS
Prerequisite(s): 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.

ENGL 498 TEACHING A SECOND LANG 3 CREDITS
Prerequisite(s): 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
Prerequisite(s): BUAD 101; MGMT 101 or Permission of Instructor. 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.

FINA 320 PRINCIPALS OF FINANCE (Fall, Spring) 3 CREDITS
Prerequisite(s): ACCT 212, ECON 211, ECON 212. 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.

FINA 323 SMALL BUSINESS FINANCE (Fall Only) 3 CREDITS
Prerequisite(s): FINA 320. 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.

FINA 329 COMMERCIAL BANKING 3 CREDITS
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.

FINA 421 CORP FINANCE (Spring Only) 3 CREDITS
Prerequisite(s): FINA 320. 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.

FINA 422 INVESTMENTS (Spring Only) 3 CREDITS
Prerequisite(s): FINA 320. 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.

FINA 424 COMMERCIAL BANKING (Fall Only) 3 CREDITS
Prerequisite(s): FINA 320 and ECON 321. 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

FREN 101 FIRST YEAR FRENCH I 3 CREDITS
Designed for beginners, this classroom/laboratory course provides an introduction to the basic language skills (comprehension, speaking, reading, and writing), with emphasis on audiolingual and writing skills. Laboratory work required.

FREN 102 FIRST YEAR FRENCH II 3 CREDITS
Prerequisite(s): FREN 101. 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.

FREN 201 SECOND YEAR FRENCH I 3 CREDITS
Prerequisite(s): FREN 102. 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.

FREN 202 SECOND YEAR FRENCH II 3 CREDITS
Prerequisite(s): FREN 201. 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

FREN 279 STUDIES IN FRANCOPHONE LIT, LA 3 CREDITS
This French study abroad is 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 contribution. Procedures of teaching specific subject areas in the French elementary school will be explored.

FREN 301 FRENCH CONVERSATION I 3 CREDITS
Prerequisite(s): FREN 202. This course is designed to develop aural-oral proficiency in French through a variety of classroom and laboratory learning experiences.

FREN 302 FRENCH CONVERSATION II 3 CREDITS
Prerequisite(s): FREN 301. This course is a continuation of FREN 301. Emphasis is placed on the development of aural/oral proficiency through discussion of contemporary events.

- FREN 303 INTRO TO FRENCH LIT 3 CREDITS**
Prerequisite(s): FREN 302. 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.
- FREN 304 INTRO TO FRENCH LITER 3 CREDITS**
Prerequisite(s): FREN 303. This course is a continuation of FREN 303 and presents French Literature from 1800 to the present.
- FREN 305 FRENCH PHONETICS 3 CREDITS**
Prerequisite(s): FREN 302. 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.
- FREN 326 FRANCOPHONE CULT & LITER 3 CREDITS**
Prerequisite(s): 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 CULT AND CIVIL 3 CREDITS**
Prerequisite(s): 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 3 CREDITS**
 This course is designed to prepare business professionals to communicate effectively with French-speaking people whom they encounter in their work 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
<i>Prerequisite(s): GOVT 130 or Permission of Instructor.</i> 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
<i>Prerequisite(s): GOVT 130 or Permission of Instructor.</i> 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
<i>Prerequisite(s): GOVT 130 or Permission of Instructor.</i> 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
<i>Prerequisite(s): GOVT 242.</i> 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
<i>Prerequisite(s): GOVT 130 and Permission of Instructor.</i> 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
<i>Prerequisite(s): GOVT 315 and Permission of Instructor.</i> 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
<i>Prerequisite(s): Junior Standing.</i> 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
<i>Prerequisite(s): GOVT 317.</i> 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
<i>Prerequisite(s): GOVT 317, GOVT 318, or Permission of Instructor.</i> 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
<i>Prerequisite(s): GOVT 242.</i> 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 (FALL ONLY) 3 CREDITS**
Prerequisite(s): Graduating Senior. 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): Graduating Senior. 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.)

HEED 200 FUNDAMENTALS OF SEX EDUCATION (FALL, ODD YEAR) 3 CREDITS
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.

HEED 422 DRUGS AND NARCOTICS (SUMMER) 2 CREDITS
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.

HEED 454 INDEPENDENT STUDY IN HEALTH EDUCATION 1-3 CREDITS
Prerequisite(s): Permission of department coordinator.

HIST: HISTORY COURSE DESCRIPTIONS

HIST 110 WORLD CIVILIZATION TO 1500 (FALL, SPRING) 3 CREDITS
Prerequisite(s): 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.

HIST 111 WORLD CIVILIZATION SINCE 1500 (FALL, SPRING) 3 CREDITS
Prerequisite(s): 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.

HIST 114 AFRICAN-AMERICAN HISTORY TO 1865 (FALL, SPRING) 3 CREDITS
Prerequisite(s): ENGL 101. This course is a history of Black American life from its African background to the end of the Civil War.

HIST 115 AFRICAN-AMERICAN HISTORY SINCE 1865 (FALL, SPRING) 3 CREDITS
Prerequisite(s): ENGL 101. This course is an analysis of the role of Black American life from the Civil War to the present.

HIST 201 UNITED STATES HISTORY TO 1865 (FALL, SPRING) 3 CREDITS
Prerequisite(s): 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 constitutionalism and a survey of the major intellectual and cultural trends in American society during the first 100 years are discussed.

HIST 202 UNITED STATES HISTORY SINCE 1865 (FALL, SPRING) 3 CREDITS
Prerequisite(s): 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."

HIST 204 BLACK WOMEN'S HISTORY: COLONIAL TIMES 3 CREDITS
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.

HIST 205 INTRODUCTION TO WOMEN'S STUDIES 3 CREDITS
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.

HIST 260 HISTORY HONORS COLLOQUIUM (FALL, SPRING) 3 CREDITS
Prerequisite(s): ENGL 101. This course is an in-depth study of historical movements and issues.

HIST 300 COLONIAL AMERICA TO THE REVOLUTION 3 CREDITS
Prerequisite(s): 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.

HIST 304 THE ANTEBELLUM SOUTH 1800-1860 (FALL EVERY TWO YEARS) 3 CREDITS
Prerequisite(s): HIST 201. This course is a political, economic, and social examination of the American South between 1800-1860.

HIST 305 CIVIL WAR AND RECONSTRUCTION 3 CREDITS
Prerequisite(s): 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.

HIST 306 AMERICAN BUSINESS AND URBAN HISTORY--1877-1920 3 CREDITS
Prerequisite(s): HIST 202. This course is an analysis of America's evolution 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.

HIST 307 CONTEMPORARY AMERICA SINCE WORLD WAR II 3 CREDITS
Prerequisite(s): 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.

HIST 317 RENAISSANCE AND REFORMATION (SPRING ONLY) 3 CREDITS
Prerequisite(s): 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.

HIST 320 EUROPE FROM 1815 TO 1914 (FALL EVERY TWO YEARS) 3 CREDITS

- Prerequisite(s): HIST 111 or Permission of Instructor.* 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.
- HIST 321 ECONOMIC HISTORY OF EUROPE (EVERY THREE YEARS) 3 CREDITS**
Prerequisite(s): HIST 110 and HIST 111. 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.
- HIST 322 20TH CENTURY EUROPE (SPRING ONLY) 3 CREDITS**
Prerequisite(s): HIST 111 or Permission of Instructor. 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.
- HIST 328 SOVIET UNION AND RUSSIA IN THE TWENTIETH CENTURY (Every Two Years) 3 CREDITS**
Prerequisite(s): HIST 111 or Permission of Instructor. This course focuses on the rise, the establishment, and the fall of the Soviet Union.
- HIST 331 THE FRENCH REVOLUTION AND NAPOLEON (FALL ONLY) 3 CREDITS**
Prerequisite(s): HIST 111 or Permission of Instructor. This course is a study of the causes, course, events, and aftermath of the French Revolution and Napoleonic Wars.
- HIST 337 THE HISTORY OF BRITAIN TO 1688 (EVERY TWO YEARS) 3 CREDITS**
Prerequisite(s): HIST 110. 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.
- HIST 338 THE HISTORY OF BRITAIN SINCE 1688 (EVERY TWO YEARS) 3 CREDITS**
Prerequisite(s): HIST 111. 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.
- HIST 340 CULTURE AND HISTORY OF LATIN AMERICA 3 CREDITS**
Prerequisite(s): HIST 110, HIST 111, or Permission of Instructor. This course is a historic, cultural, and geographic approach to the study of Central America, the Caribbean, and South America.
- HIST 350 WOMEN IN AMERICAN SOCIETY 3 CREDITS**
 Women in American Society examines women's roles from re-colonial times to the present.
- HIST 360 SURVEY OF AFRICAN CIVILIZATIONS TO 1500 (FALL ONLY) 3 CREDITS**
Prerequisite(s): HIST 110. 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.
- HIST 361 SURVEY OF AFRICAN CIVILIZATIONS SINCE 1500 (SPRING ONLY) 3 CREDITS**
Prerequisite(s): HIST 111. This course is a continuation of HIST 360 and is a survey of the evolution of African nations.
- HIST 362 HISTORY OF EAST AND SOUTHERN AFRICA 3 CREDITS**
Prerequisite(s): HIST 111 or Permission of Instructor. 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.
- HIST 380 SPECIAL TOPICS IN WOMEN'S STUDIES 3 CREDITS**
 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".
- HIST 390 METHODS OF TEACHING HISTORY (FALL ONLY) 3 CREDITS**
Prerequisite(s): ENGL 101. 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 his course, along with EDUC 304, *Methods of Teaching*.
- HIST 400 AMERICAN INTELLECTUAL HISTORY (FALL EVERY TWO YEARS) 3 CREDITS**
Prerequisite(s): HIST 201 and HIST 202. 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.
- HIST 402 DIPLOMATIC HISTORY OF THE US (SPRING EVERY TWO YEARS) 3 CREDITS**
Prerequisite(s): HIST 201 and HIST 202. This course focuses on the relations of the United States with the world, with emphasis on the economic, political, and ideological elements determining policy.
- HIST 404 DIPLOMATIC HISTORY OF EUROPE (FALL ONLY) 3 CREDITS**
Prerequisite(s): HIST 110 and HIST 111 or Permission of Instructor. 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.
- HIST 420 EUROPEAN INTELLECTUAL HISTORY 3 CREDITS**
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 20th 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
<i>Prerequisite(s): ENGL 101.</i> 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
<i>Prerequisite(s): HIST 111.</i> 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
<i>Prerequisite(s): Permission of Instructor.</i> 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
<i>Prerequisite(s): All history survey courses and five upper level history courses from the three Sub-Fields and Permission of Instructor.</i> 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
<i>Prerequisite(s): All history survey courses and six upper level history courses from the three Sub-Fields and Permission of Instructor.</i> 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.			

IDIS: COURSE DESCRIPTIONS

IDIS	201	INTERNSHIP	2 CREDITS
IDIS	202	INTERNSHIP	2 CREDITS
IDIS	210	CONT HLTH ISS FOR WOMEN	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	TRANSCULT HLTH+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. Theses 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. Theses 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.

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 115 MATH FOR ELEM SCH TEACH 4 CREDITS
Prerequisite(s): DVMT 090 or MATH 099 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 116 INTRO TO MATHEMATICAL IDEAS 3 CREDITS
Prerequisite(s): DVMT 090 or 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 118 FINITE MATHEMATICS 3 CREDITS
Prerequisite(s): DVMT 090 or 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): DVMT 090 or 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 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): Honors status or special written permission from the Chair of the Department of Mathematics. 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. Students cannot receive credit for either Math 141 or Math 142 after successfully completing Math 150.

MATH 198 COOP-MATH 12 CREDITS

- MATH 205 SOFTWARE AND TECH FOR MATH 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 presents appropriate uses of graphing calculators, software packages and internet resources for the mathematics classroom.
- MATH 210 ELEMENTARY GEOMETRY 3 CREDITS**
Prerequisite(s): DVMT 090 or MATH 099 or 125 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 215 ELEMENTS OF CALCULUS 4 CREDITS**
Prerequisite(s): MATH 141 or MATH 125 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 126 or MATH 142 or 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 226. 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 240 INTRO PROBABILITY & STAT 3 CREDITS**
Prerequisite(s): MATH 141 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 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 225 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 298 COOP-MATH 12 CREDITS**
- 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**
 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 398 COOP-MATH 6 CREDITS**
- 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 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 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 232 and MATH 305. 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 226, 228, 240, 305 and 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 Principals 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, MATH 232, 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, MATH 232, 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 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 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 495 ADVANCED PROB SEMINAR 1 CREDIT**
Prerequisite(s): MATH 228 or Consent of the Instructor. Solving problems from previous Putnam Competitions is the principal activity of these courses. The problems are drawn from the entire spectrum of mathematical inquiry including Algebra, Analysis, Geometry, Number Theory, Logic, Combinatorics, and Probability. Enrollees are expected to participate as members or alternate members of the BSU Team in the William Lowell Putnam Competition, held annually in December.
- MATH 496 PUTNAM MATH 1 CREDIT**
Prerequisite(s): MATH 228 or Consent of the Instructor. Solving problems from previous Putnam Competitions is the principal activity of these courses. The problems are drawn from the entire spectrum of mathematical inquiry including Algebra, Analysis, Geometry, Number Theory, Logic, Combinatorics, and Probability. Enrollees are expected to participate as members or alternate members of the BSU Team in the William Lowell Putnam Competition, held annually in December.
- MATH 497 ADVANCED PROB SEM 1 CREDIT**
Prerequisite(s): MATH 228 or Consent of the Instructor. Solving problems from previous Putnam Competitions is the principal activity of these courses. The problems are drawn from the entire spectrum of mathematical inquiry including Algebra, Analysis, Geometry, Number Theory, Logic, Combinatorics, and Probability. Enrollees are expected to participate as members or alternate members of the BSU Team in the William Lowell Putnam Competition, held annually in December.
- 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 PRINCIPALS 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 343 PRINCIPALS OF SUPRVSN/LDSHIP 3 CREDITS**
 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 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) 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 MGMT OF NON-PROFIT ORG (Spring Only) 3 CREDITS**
Prerequisite(s): 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 371 LABOR RELATIO & 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**
 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**
 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. 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): 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 and 3 credits.0 Cumulative Average or Permission of 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 453 GOVERNMENT CONTRACT LAW 3 CREDITS**
Prerequisite(s): MGMT 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.
- 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

- MISC 101 LEADERSHIP & DEVELOP I 1 CREDIT**
 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.
- MISC 102 LEADERSHIP & DEVELOP II 1 CREDIT**
 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.
- MISC 105 LEADERSHIP LAB I 1 CREDIT**
Prerequisite(s): None. 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 106 LEADERSHIP LAB I 1 CREDIT**
Prerequisite(s): None. 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 201 LEADERSHIP & DEVELOP III 2 CREDITS

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.

MISC 202 LEADERSHIP & DEVELOP IV 2 CREDITS

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.

MISC 205 LEADERSHIP LAB II 1 CREDIT

Prerequisite(s): Must have completed MISC 105/106 or received placement credit as determined by the Professor of Military Science. 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 206 LEADERSHIP LAB II 1 CREDIT

Prerequisite(s): Must have completed MISC 105/106 or received placement credit as determined by the Professor of Military Science. 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 301 LEADERSHIP & MGMT I 3 CREDITS

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 LDRSH AND MGMT II 3 CREDITS

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

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

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 to 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 PRINCIPALS 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

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.

MKTG 430 MARKETING RESEARCH (Fall Only) 3 CREDITS

Prerequisite(s): MKTG 330, 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 430. This course focuses on the application of marketing principles to specific marketing problems through case analysis, lectures, and reviews of current articles.

MUSA: APPLIED MUSIC COURSE DESCRIPTIONS

MUSA 101, 102, 201, 202, 301, 302, 401, 402 APPLIED PIANO (FALL, SPRING) 1 CREDIT

Prerequisite(s) Fine Arts Majors. (Audition required). This course is a study of the basic principles of piano playing, including scales, arpeggios, easy etudes.

MUSA 103, 104, 203, 204, 303, 304, 403, 404 (section 001) JAZZ ENSEMBLE 1 CREDIT

These courses provide a study and performance of big band and jazz composition. The BSU Jazz Ensemble is a select group of approximately 20 musicians that make up a fully instrumented "big band." Emphasis is placed on the study of diverse jazz styles and literature, ensemble performance, and improvisation. This musical unit services the BSU community representing the University in a performance capacity and is responsible for entertaining audiences in local, national and international arenas, televised performances and regular recordings. The ensemble is open to BSU students (audition required).

(FALL, SPRING)

MUSA 103, 104, 203, 204, 303, 304, 403, 404 (section 002) Big Band (FALL, SPRING)	1 CREDIT
These courses provide a study and performance of big band, and jazz composition. The BSU Big Band is a select group of approximately 20 musicians that make up a fully instrumented "big band". Emphasis is placed on the study of diverse jazz styles and literature, ensemble performance, and improvisation. The ensemble is open to BSU students (audition required).	
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 107, 108, 207, 208, 307, 308, 407, 408 (section 001) CONCERT BAND (FALL, SPRING)	1 CREDIT
The Concert Band is made up of approximately sixty instrumentalists that perform representative works in all styles from classical to avant-garde. Membership is by audition or invitation and is open to all BSU students. The concert band typically performs in formal concert attire, which includes tuxedos for the gentlemen and gowns for the ladies.	
MUSA 107, 108, 207, 208, 307, 308, 407, 408 (section 002) WIND ENSEMBLE (FALL, SPRING)	1 CREDIT
These courses provide a study and stylistic performance of literature for wind ensemble. Membership is by audition or invitation and is open to all BSU students. The wind ensemble typically performs in formal concert attire, which includes tuxedos for the gentlemen and gowns for the ladies.	
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 129,130,229,230,329,330,429,430 BRASS ENSEMBLE (FALL, SPRING)	1 CREDIT
These courses provide the study of contemporary and standard brass music, with emphasis given to sight reading, interpretation, and musicianship. Open to all Bowie State University students through audition.	
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 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. Open to all Bowie State University students through audition (Percussion Students Mandatory).	
MUSA 194,195,294,295,394,395,494,495 GOSPEL CHOIR (FALL, SPRING)	1 CREDIT
These courses provide a study and performance of traditional, modern, contemporary gospel, anthems, spirituals and theater music. Open to all Bowie State University students through audition.	
MUSA 127,128,227,228,327,328,427,428 PIANO MINOR (FALL, SPRING)	1 CREDIT
<i>Prerequisite(s):</i> Fine 'Arts Majors Only: Prior Audition Required. This course is the study of scales, chords, arpeggios, transposition, and harmonization for students with rudimental background in piano.	
MUSA 185,186,285,286,385,386,485,486 APPLIED INSTRUMENTAL (FALL, SPRING)	1 CREDIT
This course is a study of scales, arpeggios, and selected etudes and solos in all styles.	
MUSA 160,161,260,261,360,361,460,461 APPLIED BASSOON (FALL, SPRING)	1 CREDIT
This course is a study of scales, arpeggios, and selected etudes and solos in all styles.	
MUSA 183,184,283,284,383,384,483,484 APPLIED CELLO (FALL, SPRING)	1 CREDIT
This course is a study of scales, arpeggios, and selected etudes and solos in all styles.	
MUSA 175,176,275,276,375,376,475,476 APPLIED CLARINET (FALL, SPRING)	1 CREDIT
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)	1 CREDIT
This course is a study of scales, arpeggios, and selected etudes and solos in all styles.	
MUSA 177,178,277,278,377,378,477,478 APPLIED FRENCH HORN (FALL, SPRING)	1 CREDIT
This course is a study of scales, arpeggios, and selected etudes and solos in all styles.	
MUSA 171,172,271,272,371,372,471,472 APPLIED FLUTE (FALL, SPRING)	1 CREDIT
This course is a study of scales, arpeggios, and selected etudes and solos in all styles.	
MUSA 114,115,214,215,314,315,414,415 APPLIED GUITAR (FALL, SPRING)	1 CREDIT
This course provides individual instruction in technique, musicianship, and repertoire through individual and solo performance.	
MUSA 158,159,258,259,358,359,458,459 APPLIED OBOE (FALL, SPRING)	1 CREDIT
This course is a study of scales, arpeggios, and selected etudes and solos in all styles.	
MUSA 173,174,273,274,373,374,473,474 APPLIED TUBA (FALL, SPRING)	1 CREDIT
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)	1 CREDIT
This course is a study of scales, arpeggios, and selected etudes and solos in all styles.	
MUSA 153,154,253,254,353,354,453,454 APPLIED TRUMPET (FALL, SPRING)	1 CREDIT
This course is a study of scales, arpeggios, and selected etudes and solos in all styles.	

MUSA 181,182,281,282,381,382,481,482 APPLIED VIOLA (FALL, SPRING)	1 CREDIT
This course is a study of scales, arpeggios, and selected etudes and solos in all styles.	
MUSA 179,180,279,280,379,380,479,480 APPLIED VIOLIN (FALL, SPRING)	1 CREDIT
This course is a study of scales, arpeggios, and selected etudes and solos in all styles.	
MUSA 125, 126,225,226,325, 326,425,426 APPLIED VOICE (FALL, SPRING)	1 CREDIT
This course provides instruction in the principles of breathing, phonetics, diction, scales, and arpeggios and vocalism. Selected songs of all styles and periods are introduced.	
MUSA 196,197,296,297,396,397,496,497 VOICE CLASS (FALL, SPRING)	2 CREDITS
This course provides group instruction in technique of musicianship and repertoire through solo and group performance.	
MUSA 123,124,223,234,323,324,423,424 GUITAR CLASS (FALL, SPRING)	1 CREDIT
This course provides small group instruction in technique, musicianship, and repertoire through group and solo performance.	
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.	
MUSA 121,122,221,222,321,322,421,422 VOICE MINOR (FALL, SPRING)	1 CREDIT
This course provides individual instruction in technique, musicianship, and repertoire through solo and group performance.	
MUSA 192,193 CLASS PIANO I (FALL ONLY)	2 CREDITS
<i>Prerequisite(s): 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.	
MUSA 311 ADVANCED CLASS PIANO (SPRING ONLY)	2 CREDITS
<i>Prerequisite(s): MUSC 310 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.	
MUSA 109,110,209,210,309,310,409,410 SEMINAR (FALL, SPRING)	0 CREDITS
Fine Arts Majors are expected to participate on at least seven (7) seminars and receive a satisfactory (s) grade. All music student are required to attend each schedules seminar	
MUSA 411,412 RECITAL (FALL, SPRING)	0 CREDITS
<i>Prerequisite(s): required as criteria for completion of concentration Fine Arts Majors.</i> A solo recital is required of all graduating seniors with a concentration in music. The repetoir for the recital is to be selected by the applied music instructor from music studied at Bowie State University. The recital must be at least 45 minutes in length with intermission. All materials must be memorized.	

MUSC: MUSIC CONCENTRATION COURSE DESCRIPTIONS

MUSC 101 FUNDAMENTALS OF MUSIC (FALL, SPRING)	3 CREDITS
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.	
MUSC 110 INTRODUCTION TO MUSIC TECHNOLOGY (FALL, SPRING)	2 CREDITS
<i>Prerequisite(s)/s: Required for all Fine Arts Majors new Music Technology students.</i> Prior knowledge of music fundamental will assist in the understanding of course materials. Open to all 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.	
MUSC 111 KEYBOARD TECHNOLOGY 1 (FALL, SPRING)	2 CREDITS
<i>Prerequisite(s): MUSC 110.</i> This course is designed to develop knowledge of keyboards and synthesizers, through the use of MDI. Students learn how to sequence, using cord symbols, pre-recorded music examples and sheet music.	
MUSC 112 KEYBOARD TECHNOLOGY II (FALL, SPRING)	3 CREDITS
<i>Prerequisite(s): MUSC 111. Continuation of MUSC 111.</i> Preparation of music using analog instrument and synthesized sounds. Creating drum tracks for various styles of music	
MUSC 145 MUSIC HISTORY TO 1810 (FALL ONLY)	3 CREDITS
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 (FALL ONLY)	3 CREDITS
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. (<i>Fine Arts Majors only</i>)	
MUSC 156 INTERMEDIATE MUSIC THEORY (SPRING ONLY)	3 CREDITS

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. (Fine Arts Majors only)

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 211 COMPUTER SEQUENCING (FALL, SPRING) 2 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 NOTATION (FALL, SPRING) 2 CREDITS

Prerequisite(s)/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 255 ADVANCED MUSIC THEORY (FALL ONLY) 3 CREDITS

This course is a study of electronic instruments and devices, some of which employ computer parts. Designed for the general student, this course provides instruction and workshop participation in electronic instruments and devices with an emphasis on MIDI (Music Instrumental Digital Interface), its uses and applications.

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 harmonizations skills.

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 singers' 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(s): 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 110 INTRODUCTION TO ELECTRONIC MUSIC (FALL ONLY) 2 CREDITS

This course is a study of chromatic harmony, modulation and the larger forms. Keyboard drill will include score-reading, transposition, modulation to closely related keys and a continuation of harmonization. Software applications will be explored and used in connection with harmonic structures.

MUSC 311 ELEC. COMPOSITION AND ARRANGING I (FALL ONLY) 2 CREDITS

Prerequisite(s): 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 ELEC. COMPOSITION AND ARRANGING II (SPRING ONLY) 3 CREDITS

Prerequisite(s): 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

This course is a study of the history of Black American Music from 1819 to the present. Designed for the general student. (*Prerequisite(s) for MUSC 345 is ENGL 101*)

MUSC 408 BUSINESS OF MUSIC (SUMMER ONLY) 3 CREDITS

Learn about the basic principles of laws of the music and entertainment business and their application with an emphasis on contracts, negotiations, and copyright. Can be taken at anytime during enrollment.

MUSC 410 MULTIMEDIA RECORD AND PRODUCT I (FALL ONLY) 2 CREDITS

Prerequisite(s): MUSC 311. This course is designed to provide opportunities for the developing of skills to interface with multimedia projects. Learn to prepare PowerPoint presentation for industrial trade shows and web application. Work with multi-track analog/digital mixing and editing equipment. Prepare Midi and Wave sound tracks for animation. Use of the digital camera or downloaded images for projects.

MUSC 411 MULTIMEDIA RECORD AND PRODUCT II (SPRING ONLY) 3 CREDITS

Prerequisite(s): MUSC 410. Record projects assigned for student Seminars and Concerts using portable recording devices. Edit and prepare sound footage for archival purposes on CD, DVD media. Learn about room acoustics, microphone design and placement for live and recoding purposes.

MUSC 455 VOCAL-INSTRUMENTAL ARRANGING (FALL, SPRING) 2 CREDITS

This course is a study of the techniques of writing for a variety of vocal instrumental ensembles of all age groups, accompanied and a cappella. Students will prepare at least six (6) complete arrangements suitable for duplication and performance by ensembles from Easy to Advanced levels.

NURS: NURSING COURSE DESCRIPTIONS

NURS 21 NTC: SCIENTIFIC CONCEPTS 3 CREDITS

For registered nurses only. This lecture course is designed specifically for the registered nurse student. The primary purpose is to provide an update of knowledge related to the concepts, principles, and facts related to the sciences of microbiology, anatomy, and physiology. This course design incorporates introductory level chemistry concepts related to the microbiology and physiology content areas. Topics in microbiology include the fundamental properties of microorganisms, their relationships to other life forms, and their role in disease. The structure, replication and pathological effects of viruses will be presented, including the response of hosts to viral infection. Topics in anatomy and physiology, the major organ systems of the body and their function, homeostasis, the immune response, the central nervous system and the effects of drugs are discussed. Additional presentations will focus on the characteristics, constituents, and diseases of blood, the characteristics of body fluid, and renal function. Topics in nutrition and endocrinology will be presented with an emphasis on their physiological roles.

NURS 22 NTC: HUMANITIES CONCEPTS 3 CREDITS

For registered nurses only. This course provides students transitional academic experiences designed to facilitate progression in the RN program. The content of this course reflects concepts, work, skills, and knowledge derived from the disciplines of anthropology, sociology, psychology, human development, social psychology, and communication arts. The content is designed to provide relevant educational material for nurses willing to further their academic and professional careers. (for registered nurses only)

NURS 23 NTC: NURSING CONCEPTS 3 CREDITS

For Registered Nurses Only. This course is designed specifically for the registered nurse. The primary purpose is to provide an update of the major concepts and trends of adult medical/surgical, maternal/child, and psychiatric/mental health nursing as well as of issues that have influenced the evolution of professional nursing. This course includes an exploration of how the changes in the professional role of nursing are related to the ongoing changes in society.

NURS 101 PROFESSIONAL NURS PERSPECTIVES (Spring) 2 CREDITS

Perquisites: Completion of Math 125, 141; ENGL 101 with a grade of C or better. 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 relationship with clients. Concepts related to the discipline of nursing will be introduced as the foundation for continued study.

NURS 120 ACCEL TO BSN COMPLETION 3 CREDITS

NURS 200 INTRO TO PROF NURS 3 CREDITS

The content of this course is designed to introduce beginning nursing students to the profession of nursing. Content will be focused on nursing history emphasizing significant contributions of African-Americans, the evolution of nursing organizations, and the professional roles of the nurse. Concepts related to the discipline of nursing and nursing education will be introduced as the foundation for continued study in nursing.

NURS 201 FOUNDATION OF NURSING PRACT I (Fall) 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.

NURS 202 CLINICAL SKILLS 3 CREDITS

This clinical laboratory course introduces the student to the scientific principles of foundational technical skills. Using the simulated laboratory, computer programs and videotapes, the students will develop and master selected psychomotor skills that will enable them to work with clients at a beginning level. In addition, basic communication skills within the nurse patient relationship are developed. Introductory content related to client education/health promotion is included.

NURS 203 FOUNDATION OF NURS PRACT II (Spring) 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.

NURS 215 NUTRITION IN HEALTH & DI (Fall) 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.

NURS 301 CHANGING PRSPCT NSG 3 CREDITS

NURS 302 HEALTH ASSESSMENT (Fall) 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.

NURS 308 PHARMACOLOGY (Fall) 3 CREDITS

This course is designed to introduce the nursing student to the basic principles of drug therapy, drug calculations, 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.

NURS 309 NSG PRACTICE:ADULTS 3 CREDITS

This course continues to focus on the fundamentals of pharmacology and therapeutics. Emphasis will be given to various classifications of drug actions, reactions, and dosages specific to the adult and older adult clients.

NURS 315	PATHOPHYSIOLOGY (Spring)	3 CREDITS
This course builds on Anatomy and Physiology I and II to discuss the affect of diseases on the body. Principals 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.		
NURS 318	PROFESSIONAL NURS I	3 CREDITS
This course prepares the student to apply the Neuman Systems Model while providing care for families during the childbearing phase of the life cycle. This course includes theoretical content from preconception through pregnancy, birth, postpartum, neonatal, and infant periods.		
NURS 319	PROFESSIONAL NURS I CLN	3 CREDITS
This course must be taken concurrently with NURS 318. This clinical course focuses on nursing care of clients during the childbearing phase of the life cycle. Applying the Neuman Systems Model, the student completes holistic assessments and implements therapeutic nursing interventions for mothers and infants in acute care and community based settings.		
NURS 328	NURS PRACT CHILD/ADOL	2 CREDITS
This lecture/discussion course is designed to apply student's knowledge of social and physical sciences to understand stressors that may impact the child and adolescent client systems within the context of the family system. The nursing process is used applying the Neuman's System Model while providing primary, secondary, and tertiary interventions for children and adolescents.		
NURS 329	NURS PRACT CHILD/ADOL CL	2 CREDITS
The clinical course focuses on nursing care for children and the adolescent. Applying the Neuman's System Model, students will complete a holistic assessment and implement therapeutic nursing interventions for children and adolescents in acute and community-based settings. (Students must register for both courses in the same semester.)		
NURS 348	ADULT PRACTICE (Fall)	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.		
NURS 349	ADULT PRACTICE CLINICAL (Fall)	2 CREDITS
This clinical course is taken concurrently with NURS 348. The clinical experiences are designed so that the student can apply the Neuman's System Model to client care. The student completes holistic assessments and implements therapeutic nursing interventions for adult and older adults in acute and community-based settings using the three levels of prevention.		
NURS 350	NURSING PRACTICE:CONCPTS (Fall)	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.		
NURS 352	HEALTH ASSESS: CLIENT SYS	3 CREDITS
Section 011- Registered Nurses Only/ 4 credits until Fall 2003. This course is designed to expand the student's interpersonal, cognitive, and psychomotor skills when defining parameters of wellness. The focus is understanding man's basic human structure and lines of defense in response to a variety of stressors		
NURS 358	NSG PRACT: ADULTS	3 CREDITS
For Registered Nurses Only Last Time offered Fall 2003/Then RN's substitute 368/369. Prerequisite(s): NURS 350 and NURS 352. This lecture course is designed to provide students with content related to selected chronicity concepts such as: quality of life, altered mobility, sexuality, body image, stigma, and chronic pain. Emphasis is on planning therapeutic nursing interventions that assist the client to achieve mutually determined outcomes relative to each concept. Primary nursing roles of teacher, advocate, and change agent are explored.		
NURS 359	PRACTICE:ADULTS	1 CREDIT
For Registered Nurses Only/Last Time offered Fall 2003/ Then RN's substitute 368/369. Prerequisite(s): NURS 350 and NURS 352. This community based clinical course focuses on planning and implementing care for clients with chronic conditions. Emphasis is placed on establishing a therapeutic nurse client relationship using effective communication skills. Applying the Neuman Systems Model, students complete a holistic assessment of the five variables including a physical examination. Client focused outcomes are established. Critical thinking skills are developed as students implement the professional roles of teacher, advocate and change agent with the goal of improving the client's quality of life. (Two hours of clinical experience and one hour of clinical conference)		
NURS 368	GERONTOLOGICAL NURSING (Fall)	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.		
NURS 369	PROF NURSING IV CLINICAL	2 CREDITS
This course must be taken concurrently with NURS 368. This clinical course focuses on the nursing care of older adults. Applying the Neuman Systems Model, the student completes holistic assessments and implements therapeutic nursing interventions for older adults in acute and community-based settings.		
NURS 370	GERONTOLOGY	3 CREDITS

- NURS 380 MATERNAL-NWBRN & WOMEN'S HLTH (Spring) 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.
- NURS 381 MATERNAL NWBRN&WOMEN'S HLTH CL 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.
- NURS 385 PSYCHOLOGYHIATRIC MENTAL HEALTH NURS (Spring) 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 Bowie State's Department of Nursing. Theories, principles, concepts and skills for promoting client mental health and well-being are stressed.
- NURS 386 PSYCHOLOGYHIATRIC MENTAL HEALTH NURS 2 CREDITS**
 This clinical course must be taken with NURS 385. 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.
- NURS 390 WOMEN'S HEALTH ISSUES 3 CREDITS**
 This lecture 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.
- NURS 398 NURSING COOP 6 CREDITS**
- NURS 400 INTRO TO NSG RESEARCH (Spring) 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; and evaluating the usefulness of research findings for current practice.
- NURS 401 CONCEPTS IN FAMILY HEALTH (Fall) 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 provide opportunities for students to assess family structure, processes, and functions.
- NURS 402 NURSING PRACTICUM:MGMT 3 CREDITS**
 This course prepares the student to apply the Neuman Systems Model within the role of the nurse as leader and manager. Content related to leadership/management theories is emphasized.
- NURS 403 CLN/NURS PRACTICUM:MGMT 2 CREDITS**
 For Registered Nurses Only/Last Time offered Spring 2004. Prerequisite(s): All 300 level nursing courses and NURS 44; may be taken concurrently with NURS 400). This clinical course provides opportunities for students to assess extra-personal, interpersonal, and intrapersonal stressors that may impact the functioning of the nursing unit. Students then implement strategies to solve a management problem. In addition, students complete other selected projects such as completing an organizational assessment. (Five hours of clinical experience and one hour of clinical conference).
- NURS 404 NURSING PRT: PSYCHOLOGY/MENTAL HLT 2 CREDITS**
 This course prepares the student to apply the Neuman Systems Model while providing care for individuals, families, aggregates, and communities. Content is related to family and community assessment and major health problems that impact families and communities are emphasized.
- NURS 405 NURS PRT:PSYC/MENTAL HLT CLN 3 CREDITS**
 This course must be taken concurrently with NURS 404. This clinical course focuses on nursing care of families, aggregates, and communities. Applying the Neuman Systems Model, the student completes holistic assessments and implements therapeutic nursing interventions for a family and aggregate or community.
- NURS 406 NURSING PRACT: COMM. (Fall) 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.
- NURS 407 CLN/NSG PRT: COMM 3 CREDITS**
 This clinical course provides opportunities for students to work with well families and to work in community health settings with individuals, groups, and families. The student will interview a well family to assess family structures, processes, and functions. In addition, 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 client systems to attain, maintain, and/or retain their lines of defense. (Nine hours per week; one hour clinical conference, five hours of scheduled clinical placement and three hours of flexible family assessment per week.)
- NURS 408 SEM IN PROFESSIONAL NURS 3 CREDITS**

This course prepares the student to apply the Neuman Systems Model while providing nursing care to clients with mental illnesses. Theoretical content about the nurse-client relationship, the predisposing factors, symptomatology, and neurobiological factors of mental illness are emphasized.

NURS 409 CLINICAL CONCEPTS IN COMM HLTH 2 CREDITS

This clinical course must be taken concurrent with NURS 406. It will provide students with an opportunity 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 optimum health status.

NURS 410 CARE OF COMPLEX CLIENTS (Spring) 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.

NURS 411 CARE OF COMPLEX CLIENTS CLINIC ((Spring) 2 CREDITS

This course must be taken concurrently with NURS 410. 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.

NURS 412 TRANSITION INTO PROFESSIONAL N (Spring) 2 CREDITS

The clinical portion must be taken with NURS 425. 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.

NURS 414 TCHG NSG TEACH 3 CREDITS

This clinical course provides an opportunity for the student to experience the role of the professional nurse through supervised clinical practice with a preceptor in a selected health care agency.

NURS 415 NRSG CARE OF THE CHILD&FAMILY (Fall) 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.

NURS 416 NRSG CARE OF CHILD&FAMILY CL (Fall) 2 CREDITS

This clinical course is taken with NURS 415 and 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.

NURS 420 SEMINAR PROF NURS ISS 3 CREDITS

As the culminating course of the curriculum, emphasis is placed on synthesis of curricular concepts and their applicability to professional nursing practice.

NURS 425 TRANSITION INTO PROFESSIONAL N (Spring) 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 credit) 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 credits) gaining an understanding of the role of the nurse in managing others in the provision of direct care to the client.

NURS 499 NURSING COMPREHENSIVE EXIT (Spring) 0

This is a Pass/Fail exam that is required for all generic baccalaureate nursing students. Successful completion of the Comprehensive exam is required to satisfy all requirements for graduation.

PEDO: PEDOLOGY COURSE DESCRIPTIONS

PEDO 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.

PEDO 250 CHILD AND FAMILY LIFE SKILLS (Fall) 3 CREDITS

Prerequisite(s): PEDO 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.

PEDO 260 CHILD ABUSE & NEGLECT (Fall) 3 CREDITS

Prerequisite(s): PEDO 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.

- PEDO 270 SOCIOLOGICAL ISSUES (Fall) 3 CREDITS**
Prerequisite(s): PEDO 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.
- PEDO 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.
- PEDO 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.
- PEDO 306 INTRODUCTION TO FIELD (Spring) 3 CREDITS**
Prerequisite(s): PEDO 101; PEDO 250; PEDO 260; and PEDO 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 PEDO 424 & 425, Field and Seminar I & II.
- PEDO 314 REG, POL & ADM OF CHILD (Spring) 3 CREDITS**
Prerequisite(s): PEDO 101; PEDO 250; PEDO 260; and PEDO 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.
- PEDO 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.
- PEDO 351 SIGN LANGUAGE II (Spring) 3 CREDITS**
Prerequisite(s): PEDO 350. This course is offered to those students who wish to broaden and continue their usage of sign language.
- PEDO 354 LEG AND ETH HUM SERV STANDARDS (Spring) 3 CREDITS**
Prerequisite(s): PEDO 101; PEDO 250; PEDO 260; and PEDO 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.
- PEDO 360 ART, MUSIC, DANCE & PLAY THERA (Spring) 3 CREDITS**
Prerequisite(s): PEDO 101; PEDO 250; PEDO 260; and PEDO 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.
- PEDO 412 THERAPY WITH CHILDREN ADOL (Fall) 3 CREDITS**
Prerequisite(s): PEDO 306; PEDO 314; PEDO 354 and PEDO 360; Co-requisite: PEDO 424. This course is done in association with PEDO 424, Field & Seminar I. The course will provide a
- PEDO 420 COMMUNITY PEDOLOGY (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.
- PEDO 424 FIELD AND SEMINAR I (Fall) 6 CREDITS**
Prerequisite(s): PEDO 306; PEDO 314; PEDO 354 and PEDO 360; Co-requisite: PEDO 412. The first of a two part practicum/field experience mandatory for fulfillment of the Pedology 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.
- PEDO 425 FIELD AND SEMINAR II (Spring) 6 CREDITS**
Prerequisite(s): PEDO 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.

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

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 DVMT 080 or DVMT 090 or MATH 116 or MATH 125. This is a general science course which includes an introduction to selected topics in physics, chemistry, earth science, and astronomy.

PHSC 101 EARTH SCIENCE I (Fall, Winter, Spring, Summer) 4 CREDITS

Prerequisite(s): MATH 099, or DVMT 080, or DVMT 090, or MATH 116, 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 102 EARTH SCIENCE II 4 CREDITS

Prerequisite(s): MATH-099 or Equivalent. 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 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.

PHSC 202 PHYSICAL SCIENCE 3 CREDITS

PHSC 210 INTRO TO REMOTE SENSING & APPL 3 CREDITS

Introduction to Remote Sensing and Applications will provide the student with an opportunity to become familiar with the major applications of remotely-sensed data, the instrumentation used in remote sensing, the aircraft and satellite platforms used, basic analytical techniques for air photographs and digital images and the physics of light interactions with the Earth's surface and atmosphere. Examples of applications will be taken from planetary exploration, space studies, and Earth system science. May be taken concurrently with PHSC 211, Laboratory in remote sensing and Applications. This course and associated lab forms the theoretical foundation for further coursework in advanced digital image analysis and the use of geographic information system technology {BIOL 210}.

PHSC 211 LAB IN REMOTE SENSING & APPL 1 CREDIT

This course is a Laboratory in Remote Sensing and Applications that will provide hands-on experience with manipulation and analysis of remotely-sensed data from a variety of aircraft and satellite platforms and air photographs using computer-based techniques. Examples of manipulation, analysis and applications will be taken primarily from environmental and ecological studies and Earth system science. This laboratory course is the companion to PHSC 210 Introduction to Remote Sensing and Applications and must be taken concurrently.

PHYS: PHYSICS COURSE DESCRIPTIONS

PHYS 201 PHYSICS LAB I (Fall, Spring) 2 CREDITS

Should be taken concurrently with PHYS 271. Prerequisite(s): MATH 125 or MATH 141. This course is a weekly, four-hour, hands-on laboratory session on statics, kinetics, or thermodynamics.

PHYS 202 PHYSICS LAB II (Fall, Spring) 2 CREDITS

Should be taken concurrently with PHYS 272. This course is a weekly, four-hour, hands-on laboratory session on electricity, magnetism, or optics.

PHYS 203 PHYSICS LABORATORY III (Periodically) 2 CREDITS

Should be taken concurrently with PHYS 273. This course is a weekly, four-hour, hands-on laboratory session on modern physics.

PHYS 205 INTRO TO MODERN PHYSICS 3 CREDITS

Corequisite: PHYS 203. This course is an introduction to modern atomic and nuclear theories.

PHYS 251 PRINCIPALS OF PHYSICS I (Fall, Spring, Summer) 3 CREDITS

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). Corequisite: PHYS 201. This is a non-calculus course covering statics, dynamics, and thermodynamics.

PHYS 252 PRIN PHYSICS II (Fall, Spring, Summer) 3 CREDITS

Students may not receive credit towards graduation for both PHYS 252 and PHYS 272. Prerequisite(s): MATH 125 or MATH 141 with a C or Higher. Corequisite PHYS 202. This is a non-calculus course covering electricity, magnetism, and optics.

PHYS 271 GENERAL PHYSICS I (Fall, Spring, Summer) 3 CREDITS

Should be taken concurrently with PHYS 201. Prerequisite(s): MATH 225 with a C or higher. Corequisite: PHYS 201. 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 (Fall, Spring, Summer) 3 CREDITS

Prerequisite(s): PHYS 271. Corequisite: PHYS 202. 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) 3 CREDITS

Prerequisite(s): PHYS 272. Corequisite: PHYS 203. 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 205 or 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

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 205 or 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 a survey of the basic research and theories in the field of psychology, including principles of learning, developmental and social psychology, psychological measurement, and an overview of personality and mental health. (NOTE: May be taken for honors credit.)

PSYC 115 PARENTING 3 CREDITS

PSYC 198 COOP-PSYCHOLOGY 12 CREDITS

PSYC 200 ABNORMAL PSYCHOLOGY (Fall, Spring) 3 CREDIT

Prerequisite(s): 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 disorders: anxiety, phobias, somatoform, dissociative, depression, bipolar schizophrenia, organic, delusional, child, and biosocial.

PSYC 202 PSYCHOLOGYHODOLOGY OF LEARNING (Fall, Spring) 3 CREDITS

Prerequisite(s): PSYC 101. This course examines theory and research in animal and human learning, emphasizing findings from classical (Pavlov) and operant (Skinner) conditioning in terms of the processes of acquisition, extinction, discrimination, and generalization. Demonstrates how these types of learning have been applied to human problems in the form of cognitive-behavioral therapies. In addition, contemporary issues are examined from the perspectives of verbal learning, memory, and biology.

PSYC 204 ELEMENTARY STATISTICS (Fall, Spring) 3 CREDITS

Prerequisite(s): PSYC 101, MATH 116, 118 OR MATH 125. This course is an introduction to basic descriptive and inferential statistics as they are utilized in psychology and education.

PSYC 205 EXPERIMENTAL PSYCHOLOGYHODOLOGY (Fall, Spring) 4 CREDITS

Prerequisite(s): PSYC 101. This course is a study of experimental methods and their applications to the field of psychology, with emphasis on developing skills in designing, conducting, and evaluating research.

PSYC 210	HUMAN SEXUALITY (Fall Only)	3 CREDITS
<i>Prerequisite(s): PSYC 101.</i> This course is designed to assist students in furthering their knowledge of the psychological aspects of sexuality. Topics investigated will include psychosexual development, sexual identity, sexual norms, sexual problems/treatments, and research.		
PSYC 298	COOP-PSYCHOLOGY	12 CREDITS
PSYC 301	APPLIED BEHAVIOR ANALYSIS (Fall, Spring)	3 CREDITS
<i>Prerequisite(s): PSYC 202.</i> 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
<i>Prerequisite(s): PSYC 101.</i> This course is a study of physical, cognitive, and social development that occurs in the child's development from birth to adolescence with emphasis on the interaction among the various domains in which development progresses.		
PSYC 304	COGNITIVE PSYCHOLOGY (Fall, Spring)	3 CREDITS
<i>Prerequisite: PSYC 101.</i> This course is designed to acquaint the students with the major explanations, principles, and applications of human cognition. It will include discussions of concept formation, psycholinguistics, memory, problem solving, and cognitive development.		
PSYC 307	PSYCHOLOGY OF PERSONALITY (Fall, Spring)	3 CREDITS
<i>Prerequisite(s): PSYC 101.</i> This course is a study of the theories of personality and an examination of research related to personality functioning. Includes an historical review and critical evaluation of the four basic perspectives (psychoanalytic, dispositional, phenomenological, and behavioral), their relation to different areas of psychology, and their application to everyday experience.		
PSYC 308	SOCIAL PSYCHOLOGY (Fall, Spring)	3 CREDITS
<i>Prerequisite(s): PSYC 101.</i> This course is a study of the behavior of individuals as influenced, directly or indirectly by social stimuli. It will examine thinking, emotions, desires, and judgments of individuals as overt behaviors. Students will study a wide range of social stimuli and not adhere to one specific frame of reference. Many social institutions will be included, i.e., socialization, family, church, school, sex, race, facial attractiveness, etc. Students will be exposed to a wide range of social issues as they relate to the individual.		
PSYC 309	HISTORY OF PSYCHOLOGY (Fall, Spring)	3 CREDITS
This course 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 CREDIT
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
<i>Prerequisite(s): PSYC 101.</i> 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	SPORTS PSYCHOLOGY (Fall, Spring)	3 CREDITS
This course presents research and applications in the domain of sports psychology. It also will examine the historical background and issues of ethics in its practice.		
PSYC 320	PHYSIOLOGICAL PSYCHOLOGY (Fall, Spring)	3 CREDITS
<i>Prerequisite(s): PSYC 101.</i> 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 CREDIT
This course will examine 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, and the process will be examined by which we derive meaning from sensory activity. Topics will include psychophysics, vision, audition, speech perception, and the chemical senses.		
PSYC 330	HEALTH PSYCHOLOGY (Fall Only)	3 CREDITS
This course will introduce students to the growing profession of Health Psychology. Students will be exposed to the relevant background research, theory and practice goals related to the profession of Health Psychology. Students will also gain experience in the assessment and interpretation of health and behavior related measures.		
PSYC 398	COOP-PSYCHOLOGY	6 CREDITS
PSYC 400	PRACT IN SOCI-CRIM JUST	3 CREDITS
PSYC 401	PSYCHOLOGY OF DRUG USE & ABUSE (Fall Only)	3 CREDITS
This course examines how drugs affect psychological variables such as cognition, emotion, and behavior. The basic physiological mechanisms of pharmacokinetics and neurotransmission are explored. Their relation to the areas of mental health, addictions, and social issues are discussed in detail. Students' personal health and decision-making are stressed within the context of age, gender, social stress, cultural diversity, and public policy. Prevention, treatment, and rehabilitation are considered for each of the several drug classifications.		
PSYC 403	INDUSTRIAL ORGANIZATIONAL PSYCHOLOGY (Spring Only)	3 CREDITS
<i>Prerequisite(s): PSYC 202 and PSYC 204.</i> 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
<i>Prerequisite(s): PSYC 204 and PSYC 205.</i> This course is a study of individual and group psychological tests in the areas of aptitudes, intelligence, and personality. Emphasis is given to the general principles involved in test construction and utilization.		
PSYC 405	RESEARCH DESIGN & ANALYSIS	3 CREDITS
<i>Prerequisite(s): PSYC 204.</i> This course examines the various settings (field, laboratory, etc.) in which research occurs and of the strategies and methods used (descriptive studies, hypothesis testing, survey, etc.) to investigate questions relating to human behavior. Students will be required to formulate a research design on a problem area of their choice.		
PSYC 406	PSYCHOLOGY REPORT WRITING	3 CREDITS
<i>Prerequisite(s): PSYC 404 and PSYC 405.</i> This course is a study of the basic formats, styles and mechanics of psychological reporting. Various aspects of reporting are explored through actual presentation of oral and written reports for group and individual appraisal. Group analysis and critiques play an important role in this course		
PSYC 407	FORENSIC PSYCHOLOGY (Fall Only)	3 CREDIT
<i>Prerequisite(s): PSYC 101.</i> 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 and competency issues. Additional topics and case studies will include recovered memories, adolescent violence, obtaining information from child witnesses, expert testimony, the polygraph, and psychological factors in eyewitness testimony		
PSYC 410	GROUP DYNAMICS (Spring Only)	3 CREDITS
<i>Prerequisite(s): Junior or Senior Standing.</i> 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 at both the didactic and experiential levels.		
PSYC 412	EDUCATIONAL PSYCHOLOGY (Spring Only)	3 CREDITS
This course is an application of learning processes and theories, individual differences, measurement, motivation, emotions, intelligence, problem solving, thinking and communication in educational settings.		
PSYC 421	INDEPENDENT RESEARCH (Spring Only)	3 CREDITS
<i>Prerequisite(s): Permission of Department Chair.</i> This course provides individual planning and execution of a research project under the direction of a staff member. Especially recommended for students in the Honors Program.		
PSYC 431	SEMINAR IN PSYCHOLOGY (Fall, Spring)	3 CREDITS
<i>Prerequisite(s): Psychology Major with Senior Standing or Permission of Instructor.</i> A capstone course for graduating psychology majors. This course examines selected topics in the field of psychology. It features student-led presentations and discussions using an array of assigned readings from various sources and focuses on current issues and trends in contemporary psychology.		
PSYC 441	PRACTICUM IN PSYCHOLOGY (Fall, Spring)	3 CREDITS
<i>Prerequisite(s): Junior or Senior Standing and Prior Arrangements with the Practicum Director.</i> 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. Arrangements for practicum should be one semester in advance.		
PSYC 442	STATISTICS II (Formerly Data Analysis in Psychology) (Fall, Spring)	3 CREDITS
<i>Prerequisite(s): PSYC 204.</i> A computer-based course, which builds on the skills and techniques learned in the elementary statistics and experimental psychology courses. 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.		

PUAD: PUBLIC ADMINISTRATION COURSE DESCRIPTIONS

PUAD 198	COOP-PUAD	12 CREDITS
PUAD 298	COOP-PUAD	12 CREDITS
PUAD 301	SURVEY OF PUBLIC ADMINISTRATION	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 ADMINISTRATION	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 BUDGETING	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

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 GOVERN 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 LIT & READ COMP SKILLS 3 CREDITS

This course emphasizes study skills, test-taking strategies, vocabulary development, and literal comprehension skills of main idea and supporting ideas.

READ 101 COLLEGE READING SKILLS I 3 CREDITS

This course emphasizes essential college reading skills, with focus on application of reading strategies to textbooks.

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: Speciality 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

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
<i>Prerequisite(s): SOCI 101.</i> 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
SOCI 302	JUVENILE DELINQUENCY (Fall, Spring)	3 CREDITS
<i>Prerequisite(s): SOCI 101.</i> 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
<i>Prerequisite(s): SOCI 101.</i> 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
<i>Prerequisite(s): Junior Standing (Second Semester).</i> 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
<i>Prerequisite(s): SOCI 101.</i> 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
SOCI 400	PRAC IN SOC/CRIM JUS (Fall, Spring)	3 CREDITS
<i>Prerequisite(s): Senior Standing and Prior Arrangements with Practicum Director.</i> 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
<i>Prerequisite(s): SOCI 309.</i> 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
<i>Prerequisite(s): SOCI 309 and SOCI 412.</i> 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**
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) 3 CREDITS**
Prerequisite(s): SOWK 200. 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 201. 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 208 INTRODUCTION TO FIELD OBSERVATIONS AND EXPERIENCES (FALL ONLY) 3 CREDITS**
Prerequisite(s): SOWK 200. This course is designed to offer students an opportunity to enhance their knowledge of their roles as helpers and service-giving instruments. As participant observers, students will gain exposure that will assist them as they prepare for entry in the required field experience courses.
- SOWK 300 STAGES OF DEVELOPMENT (Fall, Spring) (SPRING ONLY) 3 CREDITS**
Prerequisite(s): EDUC 201. 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 3 CREDITS**
Prerequisite(s): EDUC 201 and 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 (SPRING ONLY) 3 CREDITS**
Prerequisite(s): 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 (FALL ONLY) 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 (Spring) 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 (FALL, Spring) 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 (Spring) 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 (FALL Only) 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 (FALL, Spring) 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 (Spring Only) 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 311 SOCIAL WORK IN CORRECTIONS (Spring Only) 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) 3 CREDITS**
Prerequisite(s): SOWK 202. 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) 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): SOWK 202. 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 and SOWK 402. 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 (Spring Only) 3 CREDITS**
Prerequisite(s): Seniors only or permission of instructor. This course is designed to give the student an opportunity to research, analyze, and discuss current social welfare and social work issues. Strategies for intervention to produce social change are studied.
- SOWK 405 SOCIAL WORK WITH GROUPS (Fall Only) 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 use in social work practice are examined.
- SOWK 406 SOCIAL WORK WITH COMMUNITIES (Fall Only) 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 (Fall, Spring) 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 (Spring Only) 3 CREDITS**
Prerequisite(s): Senior honor 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 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 3 CREDITS**
Prerequisite(s): 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 3 CREDITS**
Prerequisite(s): 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 3 CREDITS**
Prerequisite(s): 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 SPAN PHONETICS & PHONOL 3 CREDITS**
Prerequisite(s): 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 301 SPAN CONVERSAT AND COMP 3 CREDITS**
Prerequisite(s): 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/COMP II 3 CREDITS**
Prerequisite(s): SPAN 301 or Equivalent. This course is designed to build vocabulary, practice grammatical structures, and develop fluency in the Spanish language.
- SPAN 303 SPAN FOR HLTH PERSONNEL 3 CREDITS**
Prerequisite(s): 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 SPANISH STRUCTURE 3 CREDITS**
Prerequisite(s): 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 308 SPANISH STRUCTURE 3 CREDITS**
Prerequisite(s): 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 SPAN FOR BUS AND TECH 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 3 CREDITS**
Prerequisite(s): 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 SPAN CULT & CIVILIZATION 3 CREDITS**
Prerequisite(s): 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 SPAN AM CULT CIV & LANGU 3 CREDITS**
Prerequisite(s): 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 ADV COMP FOR HEALTH PERS 3 CREDITS**
Prerequisite(s): 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 LIT IN SPAN LIT & L 3 CREDITS**
Prerequisite(s): 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 every semester. Conducted in Spanish. May be taken more than once.
- SPAN 416 OPEN SEM SP AM LIT 3 CREDITS**
Prerequisite(s): 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 every semester. Conducted in Spanish. May be taken more than once.
- SPAN 430 OPEN SEM IN HISP CULT 3 CREDITS**
 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 every semester. May be taken more than once.
- SPAN 440 BILINGUAL TECH IN ELEM 3 CREDITS**
Prerequisite(s): 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 includes 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 continue 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
Acting for non-majors provides you with the tools you need to command the world's stage. Whether you are a student presenting you thesis, or an attorney trying to convince a skeptical jury, you're acting. The secret of your success lies in having the appropriate knowledge and skills for professional presentation and persuasion. This course is an introduction to the techniques required to be effective in communication with others. It also teaches an appreciation for this art form.

THEA 101 PLAY PRODUCTION 2 CREDITS
Class and Lab. Students will be expected to work on all departmental drama productions. This will involve participation in at least one of the many areas in play production including design, acting, stage managing and construction. This course is structured to give any interested student a chance to join in the task of producing a theatrical presentation.

THEA 102 PLAY PRODUCTION 2 CREDITS
Class and Lab. Students will be expected to work on all departmental drama productions. This will involve participation in at least one of the many areas in play production including design, acting, stage managing and construction. This course is structured to give any interested student a chance to join in the task of producing a theatrical presentation.

THEA 103 INTRODUCTION TO TECH THEATRE 3 CREDITS
An introductory course to the areas of technical theatre. Special emphasis on the language, equipment, duties, and vocational opportunities.

THEA 105 INTRODUCTION TO THEATRE 3 CREDITS
An experiential and historical overview of the art of theatre and its many components. Students will survey theatre history and performance, as well as be introduced to dramatic theory, script analysis, and viewing plays as audience members.

THEA 106 ACTING I (BEGINNING ACTING) 3 CREDITS
This course is designed to emphasize the ability of the beginning actor to respond to the fundamentals and techniques of acting.

THEA 107 STAGE MOVEMENT 2 CREDITS
Beginning Stage Movement will introduce 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.

THEA 108 STAGE MOVEMENT 2 CREDITS
These courses are 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.

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.

THEA 123 FUNDAMENTALS OF MODERN DANCE 3 CREDITS
This course will include and 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
Class and Lab. Students will be expected to work on all departmental drama productions. This will involve participation in at least one of the many areas in play production including design, acting, stage managing and construction. This course is structured to give any interested student a chance to join in the task of producing a theatrical presentation.

THEA 202 PLAY PRODUCTION 2 CREDITS

Class and Lab. Students will be expected to work on all departmental drama productions. This will involve participation in at least one of the many areas in play production including design, acting, stage managing and construction. This course is structured to give any interested student a chance to join in the task of producing a theatrical presentation.

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

The Art of Acting in scenes will be the focus. 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.

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 performance, including, Stage projection, microphone techniques, ballads, up-tempo, and recording techniques.

THEA 215 SURVEY OF THEATRICAL MUSIC 3 CREDITS

The history of Broadway Musicals will be studied and the students will be given coaching and instruction in order to develop 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. Techniques and conventions of modern technical theater.

THEA 222 STAGECRAFT II 3 CREDITS

Development and construction of scenic units, use of tools, stage equipment, and materials. Techniques and conventions of modern technical theater.

THEA 231 HISTORY OF THE THEATRE I 3 CREDITS

Dramatic literature and theory from the Greeks to the present are read and analyzed. The physical theatre and culture of the period are also touched upon as they affect the theatre of each period. First semester covers the periods of theatre from Greek to the mid-18th century. Second semester covers the development of realism and naturalism from Ibsen to the present. Required of majors.

THEA 232 HIST OF THE THEATRE II 3 CREDITS

Dramatic literature and theory from the Greeks to the present are read and analyzed. The physical theatre and culture of the period are also touched upon as they affect the theatre of each period. First semester covers the periods of theatre from Greek to the mid-18th century. Second semester covers the development of realism and naturalism from Ibsen to the present. Required of majors.

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 TAP 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

Techniques and conventions commonly in use for staging the production, planning, rehearsals, coordinating, technical requirements and professional standards per AEA rule book. Class and Lab. This course will incorporate stage manager experience within Theatre or Dance productions.

THEA 262 HIST OF THEATRE II 3 CREDITS

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.

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. Choreography I 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

Class and Lab. Students will be expected to work on all departmental drama productions. This will involve participation in at least one of the many areas in play production including design, acting, stage managing and construction. This course is structured to give any interested student a chance to join in the task of producing a theatrical presentation.

THEA 302 PLAY PRODUCTION 2 CREDITS

Class and Lab. Students will be expected to work on all departmental drama productions. This will involve participation in at least one of the many areas in play production including design, acting, stage managing and construction. This course is structured to give any interested student a chance to join in the task of producing a theatrical presentation.

THEA 304 CHILDREN'S THEATRE 3 CREDITS

Various techniques used in producing children's theater with adult actors; experience in scene design, lighting, costuming, acting, directing, and promotion; class work plus participation in at least one production of a full-length play.

THEA 305 ACTING II (INTER ACTING) 3 CREDITS

Creative techniques in scene study from representative plays of the past and present.

THEA 306 ACTING III (ADVANCED ACTING) 3 CREDITS

This course is designed to emphasize the styles of acting. Special emphasis on acting in Greek, Shakespearean, and Restoration plays.

THEA 307 CREATIVE DRAMATICS 3 CREDITS

Materials, techniques, and procedures for conducting sessions in informed drama with emphasis upon its contribution to the total growth and development of the child. Includes lectures, observations, and student participation.

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.

THEA 321 HIST OF COSTUMING 2 CREDITS

The study of historical costumes, their function and effort involved in costuming. 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

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 331 STAGE MAKE-UP 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 play. In addition, there are discussions on electricity, design, color, and special effects. Finally, students receive actual experiences as lighting technicians, while operating the equipment and lights for the Departmental productions.

THEA 332 THEATRE HISTORY 3 CREDITS

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 electricity, 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.

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 the entire 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.

THEA 400 PRACTICUM IN CHOREOGRAPHY 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 or 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.

THEA 401 PLAY PRODUCTION 2 CREDITS

Class and Lab. Students will be expected to work on all departmental drama productions. This will involve participation in at least one of the many areas in play production including design, acting, stage managing and construction. This course is structured to give any interested student a chance to join in the task of producing a theatrical presentation.

THEA 402 PLAY PRODUCTION 2 CREDITS

Class and Lab. Students will be expected to work on all departmental drama productions. This will involve participation in at least one of the many areas in play production including design, acting, stage managing and construction. This course is structured to give any interested student a chance to join in the task of producing a theatrical presentation.

THEA 403 PLAY PRODUCTION PERFORMN 2 CREDITS

THEA 405 SEMINAR IN ACTING 3 CREDITS

Current trends in the theatre today; problems and achievements, including off-Broadway and the theatre as a document of our present society.

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.

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

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.

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. Principals 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.

THEA 421 PLAYWRITING 2 CREDITS

Principals 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 payability of their scripts.

THEA 422 PLAYWRITING 2 CREDITS

Principals 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 payability of their scripts.

THEA 431 SCENE WORKSHOPS 3 CREDITS

This workshop is designed to give seniors experiences in acting, dance and technical theatre. Plays, cutting, dance chamber, and Reader's theatre productions will be prepared outside of class and presented before audience for constructive criticism. Class and Lab.

THEA 432 SCENE WORKSHOPS 3 CREDITS

This workshop is designed to give seniors experiences in acting, dance and technical theatre. Plays, cutting, dance chamber, and Reader's theatre productions will be prepared outside of class and presented before audience for constructive criticism. Class and Lab.

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 2 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.

THEA 462 SENIOR SEMINAR II: PRODUCTION 2 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.

THEA 499 INDEPENDENT STUDY 2 CREDITS