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This is the official site for the 2015-16 Undergraduate Catalog for Towson University. The catalog contains details on every college, department and academic program, including majors and minors, in the university, as well as all relevant policies and procedures. All information contained in this catalog is updated annually and published in the summer preceding the given academic year.
# Academic Calendar

Information regarding course offerings and registration is online at www.towson.edu/registrar.

### Fall Term 2015

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall classes and Change of Schedule period begins</td>
<td>August 26 (W)</td>
</tr>
<tr>
<td>Last day to drop or add first 7-week courses</td>
<td>August 31 (M)</td>
</tr>
<tr>
<td>Change of Schedule period ends. Last day to drop a course with no grade posted to academic record. Last day to add a course</td>
<td>September 3 (Th)</td>
</tr>
<tr>
<td>Labor Day Holiday (TU closed)</td>
<td>September 7 (M)</td>
</tr>
<tr>
<td>Last day to withdraw from first 7-week courses with a grade of &quot;W&quot;</td>
<td>September 23 (W)</td>
</tr>
<tr>
<td>Mid-term and end of first 7-week courses</td>
<td>October 15 (Th)</td>
</tr>
<tr>
<td>Second 7-week courses begin</td>
<td>October 16 (F)</td>
</tr>
<tr>
<td>Last day to drop or add second 7-week courses</td>
<td>October 21 (W)</td>
</tr>
<tr>
<td>Last day to withdraw from full-term courses with a grade of &quot;W.&quot; Last day to change to Pass or Audit grading option</td>
<td>November 4 (W)</td>
</tr>
<tr>
<td>Last day to withdraw from second 7-week courses with a grade of &quot;W.&quot;</td>
<td>November 13 (F)</td>
</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td>November 25-29 (W-Su)</td>
</tr>
<tr>
<td>Last Saturday classes meet</td>
<td>December 5 (Sa)</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>December 9 (W)</td>
</tr>
<tr>
<td>Final examinations begin</td>
<td>December 10 (Th)</td>
</tr>
<tr>
<td>Last day of examinations and end of term</td>
<td>December 16 (W)</td>
</tr>
</tbody>
</table>

- Saturday exams will be held at the regularly scheduled meeting time.

### Minimester 2016

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes begin</td>
<td>January 4 (M)</td>
</tr>
<tr>
<td>Change of Schedule period</td>
<td>January 4-5 (M &amp; T)</td>
</tr>
<tr>
<td>Last day to withdraw</td>
<td>January 15 (F)</td>
</tr>
<tr>
<td>Martin Luther King Day (TU closed)</td>
<td>January 18 (M)</td>
</tr>
<tr>
<td>Classes end</td>
<td>January 22 (F)</td>
</tr>
</tbody>
</table>

### Spring Term 2016

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes begin</td>
<td>January 25 (M)</td>
</tr>
<tr>
<td>Last day to drop or add first 7-week courses</td>
<td>January 28 (Th)</td>
</tr>
<tr>
<td>Change of Schedule period ends. Last day to drop a course with no grade posted to academic record. Last day to add a course</td>
<td>February 2 (T)</td>
</tr>
<tr>
<td>Last day to withdraw from first 7-week courses with a grade of &quot;W.&quot;</td>
<td>February 22 (M)</td>
</tr>
<tr>
<td>Spring Break</td>
<td>March 13-20 (Su-Su)</td>
</tr>
<tr>
<td>Mid-term and end of first 7-week courses</td>
<td>March 21 (M)</td>
</tr>
<tr>
<td>Second 7-week courses begin</td>
<td>March 22 (T)</td>
</tr>
<tr>
<td>Last day to drop or add second 7-week courses</td>
<td>March 25 (F)</td>
</tr>
</tbody>
</table>

### Fall Term 2016

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day to withdraw from full-term course with a grade of &quot;W.&quot; Last day to change to Pass or Audit grading option</td>
<td>April 4 (M)</td>
</tr>
<tr>
<td>Last day to withdraw from second 7-week courses with a grade of &quot;W.&quot;</td>
<td>April 19 (T)</td>
</tr>
<tr>
<td>Last Saturday classes meet</td>
<td>May 7 (S)</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>May 10 (T)</td>
</tr>
<tr>
<td>Final examinations begin</td>
<td>May 11 (W)</td>
</tr>
<tr>
<td>Last day of examinations and end of term</td>
<td>May 17 (T)</td>
</tr>
</tbody>
</table>

The purpose of this catalog is to provide information about the university and existing resources and services and current curriculum programs, rules, regulations and policies. Catalog information is thus to be used as an informational guide and practical resource. The university, however, in its discretion and from time to time, may amend the information contained in this catalog by modification, deletions or additions to it. Accordingly, the catalog and information it contains do not constitute a contract.

### EMERGENCY CLOSING POLICY

Announcements about schedule changes or cancellations will be broadcast over the following major radio and TV stations: WBAL (AM/1090), WYPR (FM/88.1), WMZQ (FM/98.7), WLIF (FM/101.9), WTOP (FM/103.5), WBAL-TV (11), WJZ-TV (13), WMAR-TV (2) and WRC-TV (4). Information will also be available by calling 410-704-NEWS or 410-704-2000.

Towson University’s policies, programs and activities comply with federal and state laws and University System of Maryland regulations prohibiting discrimination on the basis of race, color, religion, age, national origin, sex, disability, and sexual orientation.

Towson University is a smoke-free campus.
Towson University, Maryland's Metropolitan University, is nationally recognized for its excellent programs in the arts and sciences, communications, business, health professions, education, fine arts and computer science. The university is located in the suburban community of Towson, Maryland, just eight miles north of downtown Baltimore.

Its beautifully landscaped 329-acre setting provides a pleasant environment for study and a diverse campus life, as well as easy access to a wealth of university and community resources. Towson University enrolls and graduates more undergraduate students from the region than any other institution.

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- Colleges (p. 14)
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- Governance (p. 16)
- Mission Statement (p. 570)
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- Notice of the Annual Clery Campus Security Report (p. 16)
- Philosophy of Liberal Arts Education at Towson University (p. 16)
- Privacy Rights of Students (p. 16)
- Student Government Association (p. 17)
- University Administration (p. 17)

(Approved by USM, pending Maryland Higher Education Commission final approval)

I. Summary Mission Statement

Towson University fosters intellectual inquiry and critical thinking preparing graduates who will serve as effective, ethical leaders and engaged citizens. Through a foundation in the liberal arts, an emphasis on rigorous academic standards, and the creation of small learning environments, we are committed to providing a collaborative, interdisciplinary and inter-professional atmosphere, excellence in teaching, leadership development, civic engagement, and applied and sponsored research opportunities at the undergraduate and graduate levels. Our graduates leave Towson University with the vision, creativity and adaptability to craft solutions that enrich the culture, society, economy, and environment of Maryland, the region, and beyond.

II. Institutional Identity

Towson University, founded in 1866 as the Maryland State Normal School, offers nationally recognized undergraduate and graduate programs in the liberal arts, sciences, arts, and applied professional fields. Towson University is more than Maryland's largest comprehensive university, it is an institution that prepares a qualified workforce and produces innovative, evidence-based research. As a productive, research-oriented comprehensive university, it provides students with extraordinary opportunities to work alongside faculty in addressing significant issues, while also generating new knowledge to solve real world societal problems.

The university's longstanding commitment to creating a multicultural campus is advanced by policies and practices that promote the recruitment and retention of diverse student, staff, and faculty bodies that reflect local, regional, national, and global diversity. Curricular and extracurricular programming supports the university's commitment to diversity and inclusion.

As a large and complex learning community, the university offers rigorous undergraduate and graduate programs. The undergraduate curriculum promotes the intellectual skills essential for:

- communicating effectively,
- gathering and evaluating information,
- thinking critically and meaningfully,
- using technology effectively,
- appreciating diversity and commonalities, and
- making informed ethical choices.

These skills are grounded in the university's long-standing commitment to a strong liberal education core that emphasizes an understanding of how the arts and sciences gather, evaluate, and apply information to reach valid conclusions. The core curriculum, combined with focused study in a chosen discipline and a commitment to students' co-curricular experience, serves to develop intellectual and social abilities that will guide students as contributing members of the workforce and of a democratic society.

The masters and applied doctoral programs build on the strengths of the university and are in areas that are fundamental to the development and vigor of the institution and the State of Maryland by conducting critical research that informs business, health care, and educational practices. The goal of these programs is to prepare ethically and globally minded professionals who are leaders in their fields.

The six colleges that define the fields of study at Towson University include:

- The College of Business and Economics, accredited by AACSB International (The Association to Advance Collegiate Schools of Business) in both its accounting and business administration programs, offers a one-of-a-kind Business Excellence program designed to prepare students to enter their careers. AACSB accreditation places the college in the top one percent of business schools worldwide and the top 10 percent in the United States. Offering both undergraduate and graduate programs, the college provides a comprehensive business and entrepreneurial focused education.

Recognized as Maryland’s preeminent teacher education institution as well as a national model for professional preparation, Towson University has a distinguished history in the preparation of classroom teachers and education specialists. The College of Education offers a comprehensive slate of high quality, performance-based, professional education programs for the initial and advanced preparation of teachers and education specialists. The majority of graduates from the college enter schools as teachers and specialists.

The College of Fine Arts and Communication encourages students to develop their creative and analytical abilities, tailored to their aspirations, by encouraging dialogue, inspiration, passion and beauty. These attributes are fostered through a broad liberal arts education and specialized professional training. Recognized as a thriving visual arts center for Maryland, the college contributes to the cultural life of Towson and the Greater Baltimore region.

The College of Health Professions develops outstanding professionals at the undergraduate and graduate levels in a wide range of health care, human service, and sport-related fields that promote and enhance health, well-being, and human performance in a diverse world. Students are supported in a wide array of applied experiences that complement their academic coursework, including via the Institute of Well-being, which provides a wide range of professional and inter-professional opportunities that develop and evaluate best practices, promote professional development, facilitate research, and enhance the lives of community members through outreach programs.

The Departments and Programs of the College of Liberal Arts explore what it means to be human, how people construct identities and institutions, and how individuals and groups interact over time — in communities, in cultures, and in nations. The college includes those disciplines customarily identified as the humanities and those generally identified as the social sciences.

The Jess and Mildred Fisher College of Science and Mathematics offers undergraduate and graduate programs in the physical, mathematical, computational and life sciences, with an emphasis on student success through improving student retention, persistence, and time-to-graduation. The FCSM promotes a wide range of opportunities for authentic research experiences for all undergraduates. The college is the home of numerous STEM education and
outreach programs including Towson UTeach — Towson’s path to becoming a high school science or mathematics teacher.

III. Institutional Capabilities

By Carnegie Classification, Towson University is a Masters (Comprehensive) University I. It has achieved national prominence as a premier comprehensive university by offering a wide-range of excellent graduate and undergraduate degree programs. Towson University has increased its regional and national reputation through its focus on student learning, innovative programs and pedagogies, faculty creativity and scholarship, applied and sponsored research, community service, and outreach to business, education, non-profit, and health care organizations.

Towson’s faculty members actively pursue scholarship and creative activities that complement and expand disciplinary knowledge while maintaining superior teaching. The university values and rewards equally the scholarships of discovery, teaching, integration, and application. Members of Towson University also engage in a wide range of research, entrepreneurship and service activities which support the university’s institutional outreach programs to government, health care, sport organizations, non-profit groups, education, business, and the fine arts. Towson University is designated by the Carnegie Foundation as a university recognized for curricular engagement, outreach, and partnership. Our intercollegiate athletics program is an integral part of building campus community and pride. Athletics also provides leadership development and other co-curricular opportunities for both student-athletes and the student body as a whole.

The university capitalizes on its location by providing varied and distinctive opportunities for students, staff and faculty learning, leadership development, teaching, and research. It recognizes its obligation to serve at the local, regional, state, and national levels through its academic programs, applied research, and professional services. Towson University is an integral partner with the state’s community college system. The university serves a robust and growing transfer student population, focusing on program offerings, integration and success in completing their baccalaureate degree and beyond. As part of its pursuit to meet societal needs in a comprehensive manner, Towson University will maintain a wide range of baccalaureate programs while further developing graduate education, and expanding its focus on research, particularly in the applied fields.

As Towson University has grown, we strive to maintain our commitment to student-centered experiences that include frequent engagement with faculty and librarians through diverse course formats and settings. This value is reflected in the master plan that calls for substantial modification to and growth of the academic precinct over the next 10 years. The plan includes a focus on designing new academic and academic support spaces which emphasize the values of interactive learning, informal teaching and learning communication, and individual student attention.

IV. Institutional Objectives and Outcomes

In keeping with the Towson University 2020 Focused Vision, the University System of Maryland Strategic Plan, and the Maryland State Plan for Higher Education, the university will pursue the following directions:

We are committed to:

• Rigorous undergraduate and graduate education,
• Expanded interdisciplinary and co-curricular experiences,
• Innovative community outreach to meet societal needs,
• The University Library as a center for intellectual inquiry, and
• Quality faculty and staff professional development.

Our undergraduate and graduate student learning outcomes include:

• Information literacy and technological competency
• Effective communication
• Critical analysis and reasoning
• Specialized knowledge in defined fields
• Working in multifaceted work environments
• Local and global citizenship and leadership

TU2020 is the evolution of Towson University’s two previous strategic plans, TU2010 and TU2016 and focuses the action items into institutional priorities as presented.

Academic Excellence and Student Success: Towson University’s top priority, academic excellence and student success, is dependent on the teaching and mentorship of faculty. Academic innovation through academic transformation and course redesign are central to enabling student success. We are committed to the continuous improvement process of examining programming, curricular and co-curricular offerings to ensure students have outstanding educational experiences and opportunities.

Assess and strengthen academic programs to ensure students develop Towson’s Learning Outcomes.

• Review and evaluate curriculum to ensure challenging content that addresses workforce and geographic demands.
• Include diverse perspectives across the curriculum.
• Support students and faculty in their quest for focused international experiences and through the inclusion of global awareness in the curriculum.

Respond to student needs to strengthen student satisfaction and success.

• Identify and respond to students’ needs and promote access and availability of services, resources and technology.
• Develop innovative approaches to provide student support.
• Support the Library’s role in academic support, student development and campus life.
• Improve recruitment, marketing and outreach to make Towson a first choice institution for an increasing percentage of students.

We will continue to improve graduation completion and retention rates, close the achievement gap, ensure a seamless transfer process, and prepare globally conscious students for an expanding workforce.

Optimize retention and time to graduation for all students.

• Strengthen student advising.
• Implement an early warning system to assist students throughout their academic career.

Provide support programs for student populations with non-traditional needs.

• Identify and address needs of non-traditional students.
• Support transfer student transition through model programs focusing on orientation and advising.

A Model in Higher Education through Innovation in Teacher and Leader Preparation, STEM Workforce Development, and a National and International Reputation for Arts and Arts Education: Towson University will focus program enhancements in areas of existing strength. We will continue to lead the nation as an example of best practices in teacher preparation and school leadership. In addition to teacher preparation, we will reinforce and expand our contributions to workforce development in critical STEM disciplines such as cyber-security, forensic chemistry, and environmental science.

We will continue to expand our national and international reputation in arts and communication.

Feature the arts, academics and community outreach as key components of the Towson
University experience.

• Celebrate the accomplishments of the university community and alumni within the university and beyond.

Continually assess our success in meeting marketplace demands and continuing education needs through feedback from alumni, donors, employers and business and government leaders.

• Right-size enrollment, faculty and staff to build capacity in high demand fields such as STEM, health professions and education.

• Continue to develop and implement regular market research from opinion leaders, alumni and employers.

Innovation, Entrepreneurship and Applied Research: Towson University’s focus on innovation and entrepreneurship facilitates collaborations and strategic partnerships with the community and state. We will continue to support our faculty, staff and student applied research endeavors and connect their work to teacher transformation, innovation and entrepreneurship.

Enhance and support partnerships and collaborations with government, business and educational sectors throughout the region to promote economic development and address social issues.

• Strengthen social partnerships and stewardship throughout the region.

• Build upon successful community outreach efforts and continue to enhance collaboration with our neighbors.

Emphasize campus-wide applied research and scholarship efforts.

• Support faculty efforts in grants and contract initiatives.

• Promote projects to support applied research and engaged scholarship.

Communicate the significance of research and community engagement initiatives.

• Find additional creative methods to emphasize faculty, staff and student initiatives.

• Highlight the scope and impact of faculty, staff and student research.

We will continue to promote economic and workforce development to keep the majority of Towson graduates working in Maryland.

Continue to be a leader in workforce development in Maryland.

• Identify workforce trends and adapt programs, certificate and non-credit offerings to meet demands.

• Enhance existing partnerships and develop strategic partnerships as they relate to workforce.

Internships and Experiential Learning Opportunities: Towson University will expand its emphasis on internships and experiential learning, and significantly increase corporate, educational, government and health care partnerships to help provide these opportunities.

Increase corporate, educational, government, and health care partnerships to help provide internship and experiential learning opportunities.

• Build upon successful community outreach efforts and continue to enhance collaboration with our neighbors.

• Further implement service learning as a component of the academic experience tied to the curriculum with linkages to the region.

Increase philanthropic support to achieve the university’s goals.

• Maximize fundraising opportunities and collaboration throughout the university.

• Aggressively identify and cultivate friends and extramural funds for academic, arts, athletics, and community and student development endeavors.

Involve students in co-curricular educational experiences on- and off-campus that build civic engagement and global literacy, and promote the Towson University experience.

• Further implement service learning as a component of the academic experience tied to the curriculum with linkages to the metropolitan region.

A Model for Leadership Development: Towson University is rooted in our strong commitment to civic engagement, civility and ethics. The university supports personal and professional growth by recognizing and developing positive leadership philosophies and styles. Our primary goal is to instill in our students the qualities essential for outstanding, lifelong leadership in all aspects of their lives. We are committed to increasing credit and noncredit opportunities in leadership development for our faculty, staff and students. Challenge, inspire and support members of the academic community to perform at the highest level.

• Provide credit and non-credit bearing programming for students, faculty, staff and the community to develop and understand leadership philosophies and styles.

• Inspire students, faculty and staff to become educated, engaged, informed citizens with leadership skills and a passion for intellectual challenge.

• Empower faculty with innovative pedagogical methodologies and establish best practices within each discipline.

• Offer professional development programs on the use of online delivery and new technology to support faculty and students.

Emphasize the shared governance structure throughout the university to ensure responsive organizational leadership.

• Encourage and support the university community to engage in effective shared governance.

• Improve communication in the development of priorities and policies.

A Model for Campus Diversity: Towson will further strengthen its commitment to diversity and continue to provide a safe, inclusive, welcoming, and peaceful community respectful to all. Our institutional strategies will expand and continue to provide a forum for campus dialogue and action.

Enhance and celebrate a diverse and complex university.

• Promote appreciation for and advancement of equity, diversity and inclusion at TU.

• Enhance recruitment and retention of students from underserved and/or underrepresented populations.

• Close the achievement gap for first generation, low income and students from underrepresented groups.

• Enhance recruitment and retention of faculty and staff from underserved and/or underrepresented populations.

• Support respectful and mutually beneficial community collaboration.

A Model of Outstanding Stewardship – People and Natural Resources: Towson University is committed to serving as an effective steward of our natural resources. This includes ensuring that students, faculty, staff and the community are have opportunities to realize their full potential. We are dedicated to continue to empower our campus and greater community to make choices for lifelong well-being and effective stewardship of our natural resources.

Enhance recruitment, retention and development opportunities for faculty and staff.

• Improve succession planning and leadership development.
Dear Students:

Thank you for being a part of Towson University. As we begin the new academic year, I want to ensure that we continue to support the goals of our university. Towson University is committed to excellence in all areas—academic, athletic, and personal. We will continue to support these goals by placing academics first. We will support a stable, gender-equitable, and competitive athletics program. The university will continue to execute the master plan to address the educational, research, environmental, housing, recreation and co-curricular space needs to support the Towson University experience.

In 1866, Towson University opened its doors. In 1915 the school moved to Towson. By 1935, it established the Bachelor of Science degree in education and changed its name to Maryland State Teachers College at Towson. In 1946 it introduced an arts and sciences program, and in 1963 the institution expanded its offerings in the arts and sciences and became Towson State College.

In 1976, Towson State University became Towson State College. In 1988 Towson State University joined the University System of Maryland. On July 1, 1997, Towson State University became Towson University, a change that reflects its evolution from a state-supported to a state-assisted institution. As of May 2012, the university has awarded 135,963 degrees. Of those, 20,968 were advanced degrees. Enrollment for the 2012 fall term was 17,988 undergraduates and 3,972 graduate students.

As you examine Towson University’s more than 100 bachelor’s, master’s and doctoral degree programs, it is our hope that you will discover not only what Towson can offer you, but ultimately what you can offer the world.

You will find courses that provide both greater depth in your field as well as opportunities to gain breadth and exposure to new ideas and knowledge. Contained within this catalog is a treasure trove of knowledge to design your future. I urge you to grasp an educational experience that strengthens and stretches your own capabilities—personally and intellectually.

At Towson it is our mission to "foster intellectual inquiry and critical thinking that prepares graduates who will serve as effective, ethical leaders and engaged citizens."

Our talented faculty and staff have launched more than 150,000 alumni worldwide to craft solutions that enrich our environment, our economy, our culture and our society through fostering creative and flexible thinking.

Make the most of your time here in every way possible. Experience all that Towson has to offer, so that you can offer your best to the world.

Sincerely,

Timothy J. L. Chandler

Accreditation/Affiliations

Institutional Accreditation and Approval

Middle States Commission on Higher Education (MSCHE) (http://www.msche.org)

Towson University is accredited by the Middle States Commission on Higher Education (MSCHE) to award undergraduate, master’s, and doctoral degrees. In addition, certificates are awarded at the post-baccalaureate and post-master’s levels. Towson University’s accreditation was reaffirmed by MSCHE on November 17, 2011, following an extensive self-study process and site visit. Towson University has been accredited by MSCHE since 1949.

Accreditation is the educational community’s means of self-regulation through quality assurance and improvement. The accrediting process is intended to strengthen and sustain the quality and integrity of higher education, making it worthy of public confidence. MSCHE is the regional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Middle States Commission on Higher Education
3624 Market Street
Philadelphia, PA 19104-2680
Phone: 267-284-5000
www.msche.org (http://www.msche.org)

View Towson University’s Statement of Accreditation Status (https://www.msche.org/documents/sas/473/Statement%20of%20Accreditation%20Status.htm).

Maryland Higher Education Commission (http://www.mhec.state.md.us)

The Maryland Higher Education Commission coordinates the growth and development of post-secondary education in Maryland. In keeping with the goals outlined in the State Plan for Higher Education, the commission establishes statewide policies for public and private colleges and universities, and for private career schools. The commission reviews and approves the start-up and continuation of new colleges and universities in Maryland, as well as requests for new academic programs at established schools. Towson University was chartered in the State Constitution as the State Normal School in 1865. Because it was in place prior to the creation of the Maryland
Education Commission, it is an “established school.” Towson University has sought and received approval for all programmatic offerings.

Program Accreditation and Approval

American Occupational Therapy Association, Accreditation Council for Occupational Therapy Education (http://www.aota.org/educate/accredit.aspx) accredits programs in occupational therapy. Towson University’s master’s program has been accredited since 1978. The program was reaccredited in 2012.

American Speech-Language-Hearing Association, Council on Academic Accreditation in Audiology and Speech-Language Pathology (http://www.ash.aud/academic/accreditation/CAA_overview.htm) accredits professional programs. The doctoral program in audiology has been accredited since 2001 and was reaccredited 2012. The master’s program in speech-language pathology has been accredited since 1991 and was reaccredited in 2011.

Commission on Collegiate Nursing Education (http://www.aacn.nche.edu/ccne-accreditation/about/mission-values-history) accredits undergraduate and graduate nursing programs. The undergraduate nursing program has been accredited since 2001. The program was reaccredited in 2011. Graduate level programs have been accredited since 2004. The graduate programs were reaccredited in 2009.

Maryland Board of Nursing (http://mbn.maryland.gov/Pages/default.aspx) has approved the registered nursing program.

Maryland State Department of Education (http://www.marylandpublicschools.org/MSDE) has approved programs leading to teacher licensure.

National Association of Schools of Dance, Commission on Accreditation (http://www.arts-accredit.org)* accredits academic units. The Department of Dance has been accredited since 1982 and was last reaccredited in 2003.

National Association of Schools of Music, Commission on Accreditation (http://www.arts-accredit.org)* accredits academic units. The Department of Music has been accredited since 1974 and was last reaccredited in 2004.

National Association of Schools of Theatre, Commission on Accreditation (http://nast.arts-accredit.org)* accredits academic units. The department has been accredited since 2003 and was last reaccredited in 2009.

National Council for Accreditation of Teacher Education (http://www.ncate.org)* accredits undergraduate and graduate programs to prepare teachers and other school personnel. Towson University’s programs have been accredited since 1954 and were last reaccredited in 2015.

Towson’s teacher education programs have been recognized by the following organizations as a part of NCATE process:

- American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) / American Association for Health Education (AAHE)
- American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) / National Association for Sport and Physical Education (NASPE)
- American Council on the Teaching of Foreign Languages (ACTFL)
- American Library Association (ALA) / American Association of School Librarians (AASL)
- Association for Childhood Education International (ACEI)
- Association for Middle Level Education (AMLE) formerly National Middle School Association (NMSA)
- Council for Exceptional Children (CEC)

Educational Leadership Constituent Council (ELCC)

International Reading Association (IRA)

National Association for the Education of Young Children (NAEYC)

National Association of School Psychologists (NASP)

National Council for the Social Studies (NCSS)

National Council of Teachers of English (NCTE)

National Council of Teachers of Mathematics (NCTM)

National Science Teachers Association (NSTA)

Association to Advance Collegiate Schools of Business (AACSB International) (http://www.aacsb.edu) accredits undergraduate and graduate programs in business and accounting. Towson University’s programs were initially accredited in 1992 and were last reaccredited in 2013.

Joint Review Committee on Education Programs in Athletic Training (http://www.caate.net/ims15/CAATE/About/CAATE/About.aspx?hkey=1b188b36-7205-4bf7-9447-abd3800a3264) accredits entry-level education programs. Towson University’s program has been accredited since 1999 and was last reaccredited in 2009.

National Board for Certification in Teaching (http://www.nbct.org) accredits programs in occupational therapy. Towson University’s program has been accredited since 1992 and was last reaccredited in 2010.

ABET (Computing Accreditation Commission) (http://www.abet.org), formerly known as Accrediting Board for Engineering and Technology, accredits undergraduate programs in computer science. Towson University’s computer science program has been accredited since 1994 and was reaccredited in 2012.

Forensic Science Education Programs Accrediting Commission (FEPEC) (http://www.aafs.org) accredits undergraduate and graduate programs. Towson University’s programs have been accredited since 2011.

Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) (http://www.arc-pa.org) accredits entry-level physician assistant programs. Towson University’s program has been accredited since 1972 and was last reaccredited in 2010.

Assessment

Assessment is the ongoing process of establishing clear, measurable expected outcomes of student learning; systematically gathering, analyzing and interpreting evidence to determine how well student performance matches those expectations, and using the resulting information to understand and improve student learning throughout Towson University. All Towson University activities that aim to deepen student learning—undergraduate and graduate courses and programs, co-curricular activities, student life programs, and the Core Curriculum—systematically assess learning outcomes. Because assessment is an integral part of the teaching-learning process, Towson students participate in a variety of assessments as part of their education experience.

The University Assessment Council works closely with the Assistant Vice President of Assessment to oversee Towson University’s assessment efforts. For more information on Towson’s assessment program, contact the Office of Assessment at 410-704-2557. Information is also available online at www.towson.edu/assessment.

Colleges

Students choose their programs of study from the university’s academic colleges:

- College of Business and Economics (p. 23)
- College of Education (p. 67)
Students enrolled in other colleges of the university.

Today, the College of Education has a nationwide reputation as a leader in teacher education. Programs of study lead to the baccalaureate degree in Elementary Education and Special Education, Middle School Education, and inclusive populations in environments that are technologically advanced. The mission for professional education at Towson University is to inspire, educate, and prepare educators as facilitators of active learning for diverse learners.

Students interested in pursuing a career in teacher education should read the “Standards for Students Enrolled in Teacher Education Programs” before deciding on a teaching career. This information can be found in the College of Education section of this catalog under the heading “Admission to Teacher Education.”

**COLLEGE OF BUSINESS AND ECONOMICS**

The College of Business and Economics develops high-quality and innovative programs and resources, connects individuals to opportunities, and transform students who will have a positive impact within Maryland and beyond. The CBE embraces a culture of striving for excellence, learning, ethical behavior, respect, civility, accountability, diversity and inclusion.

The CBE’s high-quality, contemporary and relevant curriculum focuses on achieving concrete and measurable objectives in student knowledge, skills and attitudes (KSAs). These KSAs are designed to lead CBE graduates to obtain an integrated understanding of the functional areas of business; think critically and creatively; make ethical decisions; produce effective written and oral communication; use technology appropriately; demonstrate leadership and teamwork; and develop the accredited business knowledge, skills and attitudes that lead to marketability and professional success—whether in careers with multinational and Fortune 500 companies or entrepreneurial pursuits.


Towson’s Accounting and Business Administration programs are accredited by AACSB International—the Association to Advance Collegiate Schools of Business—the highest distinction that business schools can receive worldwide. Towson’s Accounting and Business Administration programs are accredited by AACSB International—the Association to Advance Collegiate Schools of Business—the highest distinction that business schools can receive worldwide.

**COLLEGE OF HEALTH PROFESSIONS**

The largest of Towson’s colleges, the College of Liberal Arts includes humanities and social science disciplines, as well as interdisciplinary programs. Students in the College of Liberal Arts explore ideas and values as they discover the complexity of cultures and institutions. They learn to think critically, communicate effectively, organize and analyze data, conduct research, solve problems, work as members of a team, and practice civility. Learning to recognize, understand and appreciate the values and perspectives of a wide range of diverse cultures, students are well prepared for engagement in the globally interconnected and interdependent world in which they find themselves. By making connections and thinking across disciplines, students are well prepared for careers and opportunities that are available now and for those that will emerge in the future.

Learning inside and outside the classroom, students develop the skills to work independently through a range of internships and study abroad programs. They also have opportunities to collaborate with professors on research projects and publish creative or scholarly work in campus publications.

Focused on educating the whole person, a liberal arts education liberates the mind, fosters self-reliance, and encourages intellectual risk taking. Graduates are prepared to engage the complexities of their world locally, nationally and globally. They acquire the habits of the mind and heart to become life-long learners.

**COLLEGE OF LIBERAL ARTS**

The university holds national accreditation for several programs in the college: the National Association of Schools of Dance for the B.F.A. degree programs in dance; the National Association of Schools of Music for the degree programs in music; the National Association of Schools of Theatre for the degree programs in theatre arts; and the National Council for Accreditation of Teacher Education for the teacher certification programs in art education, dance education and music education.

The departments of the College of Health Professions have the common goal of preparing students to provide health and sport-related services designed to improve the quality of life. The college is composed of the departments of Audiology, Speech-Language Pathology and Deaf Studies, Health Science, Interprofessional Health Studies, Kinesiology, Nursing, and Occupational Therapy and Occupational Science. Graduates of the baccalaureate programs in Athletic Training and Nursing, and the combined B.S. Occupation and Well-Being M.S. Occupational Therapy are eligible to sit for their respective certification examinations.

A major in the College of Health Professions can prepare students for one of many health care and sport-related careers. Some examples include nursing, occupational therapy, speech-language pathology, community health, health education, health care management, gerontology, athletic training, physical education, exercise science, deaf studies and sport management.

**COLLEGE OF FINE ARTS AND COMMUNICATION**

Recognized as a center for arts, media and communication in Maryland, the College of Fine Arts and Communication educates talented men and women to pursue careers in the arts, media and communication. Additionally, the college offers all TU students the opportunity to participate in both academic and artistic experiences in these areas.

Because the creative process involves close dialogue between teacher and student, programs are structured to allow for individual attention. All programs provide a broad liberal education as well as specialized professional training.

The university holds national accreditation for several programs in the college: the National Association of Schools of Dance for the B.F.A. degree programs in dance; the National Association of Schools of Music for the degree programs in music; the National Association of Schools of Theatre for the degree programs in theatre arts; and the National Council for Accreditation of Teacher Education for the teacher certification programs in art education, dance education and music education.
The Fisher College of Science and Mathematics provides students with the science, mathematics, and technology dimension of their liberal arts education. Courses are offered in all of the traditional physical, mathematical and life sciences disciplines. Programs are rigorous, yet highly flexible. Students may choose a traditional science major or may elect interdisciplinary majors, such as Environmental Science and Studies; or Molecular Biology, Biochemistry, and Bioinformatics. A Dual-Degree Engineering program; and pre-professional preparation in pharmacy, medicine, dentistry and veterinary medicine are also available. Students who major in Mathematics or in one of the sciences may also pursue certification to teach at the secondary, middle or elementary level.

THE HONORS COLLEGE

The Honors College is a unique community for academically talented and high-achieving undergraduate students. More than 800 Honors students participate in all majors, compete in varsity athletics and are accomplished musicians, student government leaders, community volunteers and more. All accepted first-year students receive a renewable merit scholarship. Honors students experience smaller class sizes (20 or fewer students per class), priority registration, enriched curriculum, faculty advisers, scholarship opportunities and advising, recognition of honors course work on transcripts, diploma and at graduation, a strong support network, and the option to live in Honors residence halls. Students also have opportunities to participate in special social, cultural and leadership activities.

OFFICE OF GRADUATE STUDIES

Towson University has offered graduate degrees since 1958. Recently, it has expanded programs and streamlined administrative processes to accommodate a graduate student population which has grown to more than 4,000 students. The mission of the Graduate Studies Office at Towson University is to support programs of study that will allow individuals to advance their knowledge, increase their professional skills, and develop leadership abilities in a broad spectrum of professions. The Office of Graduate Studies also aims to help students enhance knowledge of their disciplines; collaborate on research projects with faculty; be actively engaged in the process of improving the quality of life for others and themselves; and develop the desire to become a continuous life-long learner. The office currently supports five doctoral, 55 master’s and 24 certificate programs.

A hallmark of graduate education at Towson is the emphasis on applied programs that provide the skills and knowledge needed by career professionals. Faculty and student research is closely related to graduate education and advances the mission of Towson University. The Office of Sponsored Programs and Research (OSPR) was established to assist faculty and staff in obtaining external support for research and scholarly activity. It serves the dual function of protecting the university’s interests in matters relating to external funding, while providing a high level of service to university faculty and staff members in identifying funding opportunities, and submitting complete and competitive proposals for research and scholarly projects. Towson University actively seeks external funding for research and other scholarly projects.

Governance

Towson University is a member of the University System of Maryland (USM), which comprises 12 institutions, two regional higher education centers and a system office.

A Board of Regents, consisting of 17 regents appointed by the governor, has oversight over the USM campuses and institutes.

The president and his or her designees are responsible for the day-to-day governance of the university. The University Senate and its committees develop university policies and procedures, with the senate also serving in an advisory capacity to the university president.

Non-Discrimination in Education and Employment

Towson University’s policies, programs and activities comply with federal and state laws and regulations prohibiting discrimination on the basis of race, color, religion, age, national origin, sex, disability, sexual orientation, and gender identity or expression, and veteran status. For further information, contact the Towson University Office of Diversity and Equal Opportunity, 410-704-2360, www.towson.edu/odeo.

Notice of the Annual Clery Campus Security Report

In accordance with the guidelines established by Towson University and pursuant to federal law identified as the “Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998,” all currently enrolled students, campus employees and all prospective students and prospective employees are entitled to request and receive a copy of the Towson University Annual Security and Fire Safety Report. The report contains crime statistics about certain specified crimes or incidents that have been reported to the Towson University Police Department and/or campus security authorities over the past three years and have occurred either on campus, in off-campus buildings on property owned or controlled by the university, or on public property adjacent to campus. It also contains statistics on fires that occurred in on-campus student housing facilities over the past three years.

The report also contains policies and practices pertaining to campus security, emergency response policies and procedures, crime reporting, alcohol and drugs, victims’ assistance programs, student discipline, campus resources, timely warnings and emergency notifications, community safety alerts, crime prevention, access to campus facilities/properties, and personal safety tips. The report describes how and to whom to report crimes. It also contains policies and procedures concerning on-campus residential students who are missing for more than 24 hours.

This report is available online at www.towson.edu/police. Copies can also be obtained by calling 410-704-2505 or by visiting the Towson University Police Department located in the Public Safety building on Towsontown Blvd.

Philosophy of Liberal Arts Education at Towson University

Excellence at Towson University begins with its commitment to a sound liberal arts education. All undergraduate students explore the historical development and interrelationships among the four central areas of knowledge (fine arts, humanities, science and mathematics, and social and behavioral sciences), and how each of them addresses the world, investigates, reaches conclusions, and presents findings—extending the reaches of human knowledge. The university helps students develop a range of intellectual skills that will continue to enrich and shape their lives long after their formal education has ended.

Privacy Rights of Students

Towson University is in compliance with the Family Educational Rights and Privacy Act of 1974, as amended (aka Buckley Amendment). As such, it is the policy of the university:

1. to permit students to inspect their academic records;
2. to limit disclosure to others of personally identifiable information from education records without students’ prior written consent; and
3. to provide students the opportunity to seek correction of their education records where appropriate.

A more complete description of the policy and the records considered confidential may be found in Appendix D (p. 579).

Student Government Association

The Student Government Association (SGA) is the representative governing body of undergraduate students authorized by the administration of the university. Working jointly with students, faculty, staff and administration, the SGA is dedicated to improving students' academic, social and cultural environments. The SGA comprises an executive branch, directors, representatives, justices and a legislative body, the Senate. The SGA's student officers work diligently to better the Towson University community.

University Administration

- Boards (p. 17)
- Senior Officers of the University (p. 17)

Boards

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Dr. Gary N. Rubin, Vice President, University Advancement
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Terry A. Cooney, Interim Dean, Honors College
Janet V. DeLany, Office of Graduate Studies
Deborah A. Nolan, Dean of University Libraries, Albert S. Cook Library

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SARA ARNOLD-GARZA, Librarian II, Research & Instruction [2011] B.S., M.S.I.S.
MARY GILBERT, Librarian IV, Assistant University Librarian for Content Management [1996] B.S., M.L.S.
University Librarians

CLAIRE HOLMES, Librarian III, Assistant University Librarian for Public Services [2000] B.A., M.L.S.


MARY RANADIVE, Associate University Librarian for Administrative Services [1988] B.A., M.S.L.S.

JENNIFER ROACH, Librarian I, Research & Instruction and Interlibrary Loan [2015] B.S., M.A., M.S.L.I.S.


Undergraduate Programs

ACADEMIC PROGRAMS LISTED ALPHABETICALLY

Accounting Major (p. 25)*,#
Combined B.S./M.S. in Accounting

Acting (B.F.A.) (p. 146)*#*

Allied Health Major (p. 160)

Applied Adult Disability Studies Minor (p. 172)

Art+Design Major (p. 96)
Concentrations
• Ceramics
• Digital Art and Design
• Graphic Design
• Illustration
• Interdisciplinary Object Design
• Metalsmithing and Jewelry
• Painting, Drawing, Printmaking
• Photo Imaging
• Sculpture

Tracks
• General Design Studies
• General Fine Arts

Art Education (K-12) Major (p. 96)*#

Art History Major/Minor (p. 96)

Athletic Training Major (p. 173)*#

Biology Major/Minor (p. 278)
Concentrations
• Cell and Molecular Biology
• Functional Biology of Animals
• Organismal Biology and Ecology
• Secondary School Biology and General Science Teaching*

Business Administration Major/Minor (p. 28)**,#
Concentrations and Tracks
• Economics
• Entrepreneurship
• Finance
• Financial Planning
• Human Resource Management
• International Business
• Investments
• Legal Studies
• Leadership and Management
• Marketing
• Project Management and Business Analysis

Combined Majors
• Business Administration and Information Systems

Chemistry Major/Minor (ACS accredited degree) (p. 291)*
Concentration
• Chemistry Secondary Education/UTeach

Communication Studies Major/Minor (p. 126)

Combined Major
• Communication Studies and Political Science

Computer Science Major/Minor (p. 300)*#
Tracks
• Computer Security
• Software Engineering

Combined Majors
• Computer Science and Mathematics
• Computer Science and Mathematics with Security Track

Cultural Studies Major/Minor (p. 189)

Dance Major in Performance and Choreography (B.F.A.) (p. 118)*#

Dance Major (B.F.A.) with K-12 Certification Concentration (p. 119)*#

Deaf Studies Major (p. 152)

Deaf Studies Minor (p. 155)

Early Childhood Education Major (p. 69)*

Earth-Space Science Major (p. 326)
Concentration
• Earth Science Secondary Education

E-Business Major (p. 45)*#

Economics Major/Minor (p. 49)
Track
• Financial Economics

Combined Majors
• Economics and Geography
• Economics and Political Science

Electronic Media and Film Major/Minor (p. 121)
Concentrations
• Film and Media Studies*
• Film/Video/Digital Media*
• Radio/Audio*

Elementary Education Major (p. 74)*

Elementary Education Major with Early Childhood Certification*

English Major/Minor (p. 192)†
Concentrations and Tracks
• Literature
• Secondary Education
• Writing

Minor

• Creative Writing


Environmental Science and Studies Major/Minor (with FCSM) (p. 311)

Concentration

• Environmental Science

Environmental Science and Studies Major/Minor (with CLA) (p. 200)

Concentration

• Environmental Studies

Exercise Science Major (p. 175)

Family and Human Services Major (p. 206)

Tracks

• Introduction to Child Life
• Family and Human Services
• Leadership in Nonprofit Sector
• Services to Children and Youth

Family Science Major (p. 204)

Family Studies Minor (p. 204)

Finance Minor (p. 54)

Foreign Languages Major/Minor/Proficiency (p. 213)

Concentrations

• French Literature/Professional
• French Secondary Education
• Spanish Literature/Professional
• Spanish Secondary Education

Minors

• Chinese (Mandarin)
• Italian
• French
• German
• Spanish

Forensic Chemistry Major (p. 291)*

Tracks

• General Forensic Science
• Trace Evidence/Drug Analysis
• DNA

Geography and Environmental Planning Major/Minor (p. 220)

Tracks

• Global Skills
• Geography Secondary Education

Minors

• Geography
• Geography Information Sciences
• Meteorology

Combined Majors

• Geography and Economics
• Geography and History
• Geography and Political Science
• Geography and Sociology/Anthropology

Geography and Land Surveying Major (with CCBC, Catonsville) (p. 220)

Geology Major/Minor (p. 326)

Gerontology Major/Minor (p. 170)

Health Care Management Major/Minor (p. 171)*

Track

• Long-Term Care

Health Science Major/Minor (p. 156)*

Concentrations

• Community Health
• School and Community Health
• School Health—Teacher Education (7-12 Teacher Certification)

History Major/Minor (p. 229)

Track

• History Secondary Education

Combined Major

• History and Geography

Information Systems Major/Minor (p. 303)*

Tracks

• Business
• Systems
• Interface Design
• E-government

Combined Majors

• Information Systems and Business Administration

Information Technology Major/Minor (p. 305)

Integrated Early Childhood Education – Special Education Major (p. 82)*

Integrated Elementary Education – Special Education Major (p. 74)*

Interdisciplinary Studies Major (p. 234)

Concentrations/Minors

• American Studies
• Asian Studies
• Individually Designed Thematic Option
• Latin American and Latino/a Studies
• Concentration Only
• Animal Behavior
Minors Only

• African and African American Studies
• Ancient Mediterranean Studies
• Business, Communication and the Liberal Arts
• Jewish Studies
• Lesbian, Gay, Bisexual and Transgender Studies
• Museum Studies

International Studies Major/Minor (p. 246)

Law and American Civilization Major (p. 250)

Marketing Minor (p. 64)

Mass Communication Major/Minor (p. 126)

Tracks

• Advertising
• Journalism and New Media
• Strategic Public Relations and Integrated Communication

Combined Major

• Mass Communication and Political Science

Mathematics Major/Minor (p. 314) *

Concentrations

• Actuarial Science and Risk Management
• Applied Mathematics
• Pure Mathematics
• Mathematics Secondary Education +

Combined Majors

• Mathematics and Computer Science
• Mathematics and Computer Science Security Track

Metropolitan Studies Major (p. 251)

Middle School Education Major (p. 77)

Molecular Biology, Biochemistry and Bioinformatics Major/Minor (p. 323)

Tracks

• Molecular Biology
• Biochemistry
• Bioinformatics

Museum Studies Minor (p. 245)

Music Major (p. 133) *#

Bachelor of Music (p. 133) *

Concentrations

• Composition *
• Guitar *
• Jazz/Commercial Music (Performance or Composition) *
• Keyboard (Piano or Organ) *
• Voice *
• Winds/Strings/Percussion *

Bachelor of Science in Music* (p. 141) *#

Music Minor (Performance) (p. 145) *

Music Education (K-12) Major (p. 142) *#

Concentrations

• Instrumental *
• Vocal/General *

Nursing Major (p. 180) *

• Basic Program
• Degree Completion Options
  • Registered Nurse Completion (RN-to-B.S.)
  • Associate-to-Bachelor’s (ATB) Nursing Dual Enrollment

Combined B.S. Occupation and Well-Being/M.S. Occupational Therapy (p. 183) Program (p. 183) *

Philosophy Major/Minor (p. 252)

Physical Education (K-12) Major (p. 176) *

Physical Therapy Preparation Pre-Professional Program (p. 186)

Physics Major/Minor (p. 326)

Tracks

• Applied Physics
• Astrophysics
• General Physics
• Physics Secondary Education Program +

Minor

• Astronomy

B.S. Physics/M.S. in Computer Science (p. 335)

Physics and Engineering Dual Degree Program (with University of Maryland, College Park) (p. 335)

Political Science Major/Minor (p. 256)

Combined Majors

• Political Science and Economics
• Political Science and Geography
• Political Science and Communication Studies
• Political Science and Mass Communication

Prelaw Advising (and Dual Degree Program with University of Baltimore) (p. 255)

Premedical/Predental Pre-Professional Preparation Program (p. 336)

Prepharmacy Pre-Professional Preparation Program (p. 336)

Preveterinary Medicine Pre-Professional Preparation Program (p. 336)

Psychology Major/Minor (p. 260)

Options

• Clinical Area of Focus
• Honors Thesis Program
Religious Studies Major/Minor (p. 252)

Secondary Education (p. 77)*

Certification Areas

- Biology*
- Chemistry*
- Earth-Space Science*
- English*
- French*
- Geography*
- History*
- Mathematics*
- Physics*
- School Health*
- Social Science*
- Spanish*

Social Sciences Major (p. 262)

Sociology-Anthropology Major/Minor (p. 266)

Concentrations

- Anthropology
- Criminal Justice
- Sociology

Combined Majors

- Sociology (Sociology-Anthropology) and Psychology
- Sociology (Sociology-Anthropology) and Geography

Special Education Major (p. 82)*

Tracks

- Elementary/Middle
- Secondary/Adult

Speech-Language Pathology and Audiology Major (p. 152)*

Combined Major

- Speech-Language Pathology and Audiology and Deaf Studies

Sport Management Major (p. 178)

Theatre Arts Major/Minor (p. 146)*

B.A./B.S. in Theatre Arts*#

Tracks

- Design and Production
- Theatre Studies

Women’s and Gender Studies Major/Minor (p. 273)

* Screened or competitive major. Admission to the university does not guarantee admission to this major program.
+ This program is accredited by a national association.
# Auditions are required.
  # This major can be completed 100 percent during the evening hours.
College of Business and Economics

VISION
To be recognized as the business college of choice for students, faculty and organizations in our region.

MISSION
The College of Business and Economics develops high-quality and innovative programs and resources, connects individuals to opportunities, and transforms students who will have a positive impact within Maryland and beyond.

VALUES
We embrace a culture of striving for excellence, learning, ethical behavior, respect, civility, accountability, diversity and inclusion.

Shohreh Kaynama, Dean
Louise Laurence, Associate Dean

• Accounting (p. 25)
• Business Administration (p. 28):
  • Economics (p. 29)
  • Entrepreneurship (p. 30)
  • Finance (p. 31)
  • Human Resource Management (p. 33)
  • International Business (p. 35)
  • Investments (p. 36)
  • Legal Studies (p. 37)
  • Leadership and Management (p. 39)
  • Marketing (p. 40)
• Project Management and Business Analysis (p. 42)
• e-Business (p. 44)
• Economics (p. 48)
• Minor in Finance (p. 57)
• Minor in Marketing (p. 66)

COLLEGE OFFICE
Stephens Hall 218, 410-704-3342
Fax: 410-704-3664
Email: cbedean@towson.edu

As a premier school of applied business learning, the College of Business and Economics prepares its graduates to achieve excellence in their professional careers. Rigorous academic studies and hands-on business experience—all subject to strict measures of performance—work in combination to develop the foundation for success, connect students with the professional community and transform students who will have a positive impact in and beyond Maryland.

Graduates of Towson University’s College of Business and Economics will:

• Distinguish Between Ethical and Unethical Conduct in the Professional Lives

Towson University is the only University System of Maryland (USM) state university with both its Business and Accounting programs accredited by AACSB International - the Association to Advance Collegiate Schools of Business.

DISTINCTIVE FEATURES
• Center for Applied Business and Economic Research
• Maryland Council on Economic Education
• Business Advisory Boards
  • CBE Advisory Board
  • Accounting Advisory Board
• Student Organizations
  • Student Leadership Council
  • Alpha Kappa Psi
  • American Marketing Association
  • Beta Alpha Psi
  • Beta Gamma Sigma
  • Electronic Business Association
  • Economics Society
  • Financial Management Association
  • Society for Human Resource Management
  • Towson University Investment Group

In order to graduate from Towson University with a major from the CBE, students must complete at least 50 percent of the units required in their major at Towson University.

Upper-level courses taken at other universities may, if approved, transfer to TU and count toward TU degree requirements. However, students are limited to a maximum of 64 credits from two-year institutions and 90 units from either four-year institutions or from a combination of two- and four-year institutions. At least 30 of the 120 units for your degree must be taken at TU and 15 of these 30 units must be completed after you formally become a degree candidate at TU.

LOWER-LEVEL COURSES
Students planning to transfer into the Business Administration, e-Business or Accounting majors at Towson University may transfer the following lower-level required courses:

• Financial Accounting
• Managerial Accounting
• Principles of Accounting I and II
• Microeconomics
• Macroeconomics
• Statistics
• Legal Environment of Business
• Calculus for Applications
• for Accounting majors only, COSC 111/COSC 112 equivalent.

Students transferring from a Maryland community college should inquire at that institution’s transfer office or refer to ARTSYS, the articulation system of Maryland, regarding the Recommended Transfer Program (RTP) for their intended major (http://artweb.usmd.edu/). Students may also contact Towson University’s CBE Student Academic Services at 410-704-3496.

UPPER-LEVEL COURSES
Upper-Level Business Courses: An upper-level course transferred from a four-year college that possesses “level and content equivalency” to a TU
course may only be used to satisfy a course requirement in fulfillment of the major with prior approval from the TU department that houses the course. A student intending to transfer a course must provide a course description from the other college’s catalog and a course syllabus.

Contact CBE Student Academic and Career Services, 410-704-3496, or refer to the CBE website, http://www.towson.edu/cbe/admissions/transferring.asp, for policy and procedures regarding transfer of units for upper-level Accounting, Business, e-Business and/or Economics courses.

NOTE: Lower-level courses cannot transfer as upper-level courses.

The CBE Code of Conduct holds all members of the College of Business and Economics (students, faculty, administrators, and staff) to a high standard of academic and personal integrity, conduct, and trust with the intent of promoting and building a reputation for fair and ethical business practices, for tolerance of others’ opinions and ideas, and for being lifelong contributors to society. Members of the CBE community are expected to display behavior consistent with the following values:

1. A positive attitude: Face every task with passion and purpose.
2. Honesty: Represent oneself honestly in all communications, oral and written, including interviews, research proposals, manuscripts, student assignments, papers, exams and other correspondence.
3. Integrity: Execute assignments honestly and fairly, avoiding any actions that might be construed as having the potential for one to gain an unfair advantage. Respect the integrity and confidentiality of ideas, materials, data, and the real and intellectual property of others gathered during conversations, class projects, or research studies, making sure that any such materials or property are not used for commercial or personal gain without prior permission of the owners.
4. Diversity: Foster a positive learning environment for all individuals by not tolerating disparaging comments or harassment of any individual or group based on gender, race, ethnicity, religion or sexual orientation. Discourage bigotry, always striving to learn from the differences in the cultures, ideas, experiences and opinions of others. Respect the dignity of all others.
5. Support the learning environment: Recognize learning as a lifelong process, accept responsibility for one’s own learning, encourage the learning of others, and avoid any action that might impede the learning of others.
6. Community responsibility: Contribute to the learning environment by participating and/or leading in informal and formal sessions including classroom and extracurricular activities in the college, sharing experiences with peers, holding classroom discussions, and contributing one’s views while respecting the views of others.
7. Professionalism: Maintain an attitude of leadership, respect, responsibility and accountability.

ADMINISTRATION OF THE CODE

This code of conduct is a serious statement that represents the culture of the College of Business and Economics. It is incumbent upon every CBE member to assure that it is upheld with pride and reinforced on a daily basis. While each and every member of the CBE community is responsible for his or her own conduct, there is a collective responsibility to ensure that the standards in this code are respected. Should a member of the CBE community discover a breach of these principles, that member is responsible for alerting the department chair, program director or associate dean of the college. In the event of any accusation of a breach of this code, there will be an investigation of the facts by the appropriate department chair, program director or associate dean, who will determine the action to be taken using the relevant enforcement means available.

Stephens Hall 301, 410-704-3496
Fax: 410-704-2300
WRodgers@towson.edu

Director: Lisa Michocki

Administrative Assistant: Wanda Rodgers

The Student Academic and Career Services (SACS) office supports students from the beginning of their undergraduate career until graduation. You may come to the office to seek assistance on issues such as peer advising, admission to the business administration or e-business major, study abroad, and anything else that may come up while you are a student at Towson.

Student Academic and Career Services offers you the option to be advised by a student consultant, a current student of the College of Business and Economics who has been trained to assist others with academic issues. For quick questions or to schedule an appointment to discuss your academic plan, email cbestudentconsultant@towson.edu or stop by Student Academic and Career Services in Stephens Hall 301.

The director of Student Academic and Career Services assists students with more complicated academic issues that may arise during their time in the college. You will receive emails from the director containing vital information, so it is important to pay close attention to them.

The office also has a staff member who specializes in assisting international students and advising on study abroad programs. Students who plan to study abroad should schedule an appointment to go over requirements.

Business Excellence Program

Stephens Hall 301, 410-704-4682
Fax: 410-704-2300

In the College of Business and Economics, we expect excellence in the attitude, performance and ethics of our students. Through our Business Excellence program, students sharpen their business skills and translate their academic knowledge into value in the professional world.

Through this program, Towson University business students are encouraged to become superior writers and thinkers, dynamic and persuasive oral presenters, consensus building and effective team members, careful and sharp critical analysts of business and ethical issues as well as detailed and visionary about their professional behavior and career prospects.

Business Excellence Initiatives include:

Innovative Courses

Business Cornerstone (BUSX 301) focuses on developing students’ knowledge, skills and attitudes in order to complete the transformation to a CBE Graduate (p. 23). Students realistically assess their strengths and weaknesses, create a plan for improvement, and enhance their writing, critical thinking, problem-solving, team work, and career exploration skills through experiential learning.

The Professional Experience course (BUSX 460) focuses on a successful transition from classroom to career. All students complete an internship while concurrently enrolled in the course. Through self-assessment, students develop a portfolio that demonstrates their knowledge, skills and attitudes and their commitment to lifelong career development.

Writing Proficiency Program

In the work environment, you need more than rudimentary communication skills to be successful. You need to be articulate in both the written and spoken word.

Our recruiters tell us that excellent communication skills are what set an employee apart from the rest. They’re also a strong consideration in promotions. The CBE Writing Proficiency Program was developed by the College of Business and Economics with support from McCormick and Company to ensure that our students graduate with the communication skills necessary to flourish in the workplace.
Our Writing Fellows serve all students in the college through individual meetings, using student assignments as guidelines for critique and review. Our Writing Fellows are all graduate assistants in the master's program in Professional Writing at Towson and are trained in business writing.

Students are encouraged to take advantage of this opportunity to improve their writing and build on their foundation for a promising career.

**Case Competitions**

The Associate is the College of Business and Economics' signature business case competition. Held each spring, the competition provides students with a memorable, once-in-a-lifetime opportunity to showcase their business acumen, while learning invaluable lessons from successful business leaders.

Throughout the course of the competition, area companies pose real-world business cases. One candidate is let go from the competition on a weekly basis until the final boardroom session when "The Associate" is named.

Examples of weekly cases include planning round table events, organizing the consolidation of office space and developing a marketing plan. Participating companies have included Bank of America, McCormick and Company, r2Integrated, Sherwin Williams, Target, and UBS Financial Services.

In addition, student organizations within the CBE are encouraged to send members to regional and national case competitions.

**Events**

Each year, the Business Excellence Program sponsors a number of educational events and open houses designed to connect students and the business community. Examples include panel discussions, guest speakers and career fairs.

**Mentorship**

MentHER is a "pay-it-forward" program which combines networking and mentorship among women of various age groups to support the growth, education and empowerment of college women and high school girls in the Baltimore area.

Women in industry network with one another and mentor college students, who in turn mentor Baltimore City high school students. The college and high school participants take part in workshops and are exposed to a variety of industries to help them establish goals and consider future careers. Guided discussions on issues facing women are addressed throughout the program in the one-on-one mentoring sessions, as well as in the workshops and presentations.

**Department of Accounting**

**OFFICE**

Stephens Hall 102, 410-704-2227
Fax: 410-704-3641
ppearson@towson.edu

**PROGRAMS AVAILABLE**

- Major in Accounting
- Combined B.S./M.S. in Accounting

**WHY STUDY ACCOUNTING?**

- To prepare for college-graduate, entry-level jobs such as cost accountant, staff accountant, tax preparer and auditor.
- To prepare for specialized master’s programs in Accounting and the CPA exam in order to hold jobs such as auditor, tax adviser, system analyst, business and personal accountant. (Note: The state of Maryland requires 30 units beyond the B.S. to qualify to sit for the CPA exam. Students who are not Maryland residents should check their own state’s requirements.)

In business and society, accountants make a difference. They prepare and review the financial information that is relied upon by investors, lenders, businesses and other organizations throughout the world. Accountants also provide expert advice on taxes, financial planning, information systems and a wealth of other business matters. In today’s fast-paced, rapidly changing world, few careers offer as many advantages and rewards as a career in accounting. These include:

- a high level of job security
- competitive starting salaries
- a wide range of career options
- top-tier income potential
- a path to senior management
- the option to create your own business
- an opportunity to travel
- a respected, established profession
- the knowledge that you are an expert, trusted adviser
- the satisfaction of helping others

At Towson University, you will join one of only three accounting programs among Maryland’s public colleges and universities accredited by the Association to Advance Collegiate Schools of Business (AACSB International). Of all the accounting programs in the United States, only about one in 10 accounting programs have achieved this distinction.

A wealth of additional information about accounting is available on the Internet. A few of the websites that you may want to visit include the Department of Labor Occupational Outlook Handbook (http://www.bls.gov/ooh/), the American Institute of CPAs (www.StartHereGoPlaces.com (http://www.StartHereGoPlaces.com)), the Maryland Association of CPAs (www.tomorrowscpa.org (http://www.tomorrowscpa.org)), and the AACSB (www.aacsb.edu (http://www.aacsb.edu)).

**VISION, MISSION AND CORE VALUES**

**Vision**

To be regionally recognized as a premier accounting program.

**Mission**

The mission of the Department of Accounting is to provide a high quality and accessible accounting education at the graduate and undergraduate levels that leads to successful career development, positions of business and social responsibility, leadership and life-long learning in a rapidly changing global environment. This is accomplished through Knowledge, Skills and Attitudes (KSAs) developed within a culture of excellence and a learning environment that emphasizes effective experiential learning; support of high-quality faculty engaged in teaching and focused on the scholarship of discovery, integration, application, and teaching and learning; and opportunities for interaction with the professional community, and service to the community.

**Core Values**

Our values include an uncompromising belief in a culture where faculty excellence is fostered and rewarded; ethical behavior is a norm; professionalism including civility and respect is a way of life; and diversity and inclusion are highly valued.

**DISTINCTIVE FEATURES**

- Student Chapter of Beta Alpha Psi
- Student Chapter of National Association of Black Accountants (NABA)
- Accounting Club
• Accounting Advisory Board (of business professionals)
• Annual Accounting Open House
• Annual Department of Accounting Awards Banquet
• Annual Accounting Alumni Reunion
• Student Awards for Academic Achievement:
  • SCH Group Scholarship
  • Lester Ellin Scholarship
  • Becker CPA Review Scholarships
  • MACPA Outstanding Achievement in Accounting Award
  • Association of Government Accountants Award
  • Financial Executives Institute Academic Honors
  • Sylvia Bernstein Prize for Excellence in Accounting
  • Russell E. Denison Annual Award for Excellence in Accounting
  • Outstanding Accounting Student Achievement Award
  • Accounting Alumni Scholarship Award

REQUIREMENTS FOR ADMISSION TO THE ACCOUNTING MAJOR

Students are admitted to the major in Accounting on a competitive basis after first being admitted to the university. Admission to the university does not guarantee admission to the major. Each term the accounting department considers applications for admission to the accounting major. In order to be admitted, students must satisfy the following requirements:

1. Formal admission to TU as a degree candidate
2. Cumulative GPA of 2.70 or higher in all course work
3. Grade equivalent of 2.00 or higher in each lower-level required course (listed below)
4. Minimum average GPA of 2.70 for ALL upper-level accounting courses at Towson (minimum of 9 units). ACCT 301 must be completed, as well as two courses from the following list:
   Select two of the following:
   - ACCT 300: ACCOUNTING INFORMATION SYSTEMS
   - ACCT 302: INTERMEDIATE ACCOUNTING II
   - ACCT 341: MANAGEMENT ACCOUNTING I
   - ACCT 361: TAX ACCOUNTING I
   - ACCT 362: TAX ACCOUNTING II
   - ACCT 442: MANAGEMENT ACCOUNTING II
5. A passing score for the CBE Computer Proficiency Exam
6. Completion of:
   a. ECON 205 or MATH 231 with a grade equivalent of 2.00 or higher
   b. ANTH or PSYC or SOCI course

Students will not be permitted to enroll in ACCT 303, ACCT 421 or ACCT 401 without first being admitted to the major.

No more than two courses may be repeated, of which no more than one course may be repeated twice.

Degree candidates intending to major in Accounting are designated as pre-Accounting (PACT) until admitted into the Accounting major. Students are encouraged to communicate each term with their assigned faculty adviser to evaluate their progress in completing the requirements for admission to the major and the degree.

Students are required to apply for the Accounting major using forms available in the Department of Accounting office, Stephens Hall 102, or online at http://www.towson.edu/cbe/accounting/programs/major/apply.asp.

Students who enroll in upper-level “major-only” accounting courses before being admitted to the Accounting major do so at their own risk. Those who do not meet all prerequisites for an accounting course will be disenrolled.

MAJORS IN ACCOUNTING

• Accounting (p. 26)
• Combined B.S./M.S. in Accounting (p. 27)

Accounting Program

The undergraduate Accounting major is a 120-unit program. The program provides transition to our specialized M.S. in Accounting and Business - Advisory Services, which is designed to complete the 150 credit hours to sit for the Uniform Certified Public Accountant (CPA) exam in Maryland and many other states.

Requirements for the Accounting Major are set forth below.

All major course requirements must be completed with a grade equivalent of 2.00 or higher.

In order to assure that students have retained critical information from prior courses, students take a comprehensive examination on business content as part of the capstone course, MNGT 481. The results of this examination serve as 10 percent of the MNGT 481 grade. Students also take a comprehensive accounting exam which is 10 percent of their grade in ACCT 421.

Lower-Level Required Courses (27 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 201</td>
<td>PRINCIPLES OF FINANCIAL ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>or ACCT 211</td>
<td>HONORS ACCOUNTING PRINCIPLES I</td>
<td></td>
</tr>
<tr>
<td>ACCT 202</td>
<td>PRINCIPLES OF MANAGERIAL ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>or ACCT 212</td>
<td>HONORS ACCOUNTING PRINCIPLES II</td>
<td></td>
</tr>
<tr>
<td>COMM 131</td>
<td>FUNDAMENTALS OF SPEECH COMMUNICATION</td>
<td>3</td>
</tr>
<tr>
<td>COSC 111</td>
<td>INFORMATION AND TECHNOLOGY FOR BUSINESS</td>
<td>3</td>
</tr>
<tr>
<td>or COSC 112</td>
<td>HONORS INFORMATION AND TECHNOLOGY FOR BUSINESS</td>
<td></td>
</tr>
<tr>
<td>ECON 201</td>
<td>MICROECONOMIC PRINCIPLES</td>
<td>3</td>
</tr>
<tr>
<td>or ECON 203</td>
<td>HONORS MICROECONOMIC PRINCIPLES</td>
<td></td>
</tr>
<tr>
<td>ECON 202</td>
<td>MACROECONOMIC PRINCIPLES</td>
<td>3</td>
</tr>
<tr>
<td>or ECON 204</td>
<td>HONORS MACROECONOMIC PRINCIPLES</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following:

- ECON 205: STATISTICS FOR BUSINESS AND ECONOMICS I
- MATH 231: BASIC STATISTICS
- MATH 233: HONORS BASIC STATISTICS
- LEGL 225: LEGAL ENVIRONMENT OF BUSINESS
- LEGL 226: BUSINESS LAW

Other Required Courses (6 Units)

- One ANTH or PSYC or SOCI course
- PHIL 371: BUSINESS ETHICS
- or MNGT 482: BUSINESS ETHICS AND SUSTAINABILITY

Upper-Level Business Courses (27 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSX 301</td>
<td>BUSINESS COMMUNICATIONS</td>
<td>3</td>
</tr>
<tr>
<td>EBTM 365</td>
<td>PRINCIPLES OF OPERATIONS MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>FIN 331</td>
<td>PRINCIPLES OF FINANCIAL MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>FPLN 341</td>
<td>FUNDAMENTALS OF FINANCIAL PLANNING</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 341</td>
<td>PRINCIPLES OF MARKETING</td>
<td>3</td>
</tr>
<tr>
<td>MNGT 361</td>
<td>LEADERSHIP AND MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>BUSX 460</td>
<td>PROFESSIONAL EXPERIENCE</td>
<td>3</td>
</tr>
<tr>
<td>MNGT 481</td>
<td>STRATEGIC MANAGEMENT</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following international courses:

- Select one of the following:
SUGGESTED FOUR-YEAR PLAN

Based on course availability and student needs and preferences, the selected sequences will probably vary from those presented below. Students should consult with their adviser to make the most appropriate elective choices.

### Freshman

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>ENGL 102 (Core 2)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>TSEM 102 (Core 1)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Core 3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ACCT 202 or 212</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ACCT 201</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ECON 202 or 204</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(Core 6)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMM 131 (Core 5)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
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</tbody>
</table>

### Sophomore

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>ACCT 301</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ACCT 302</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Core 9</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ECON 205 or MATH 231</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>LEGL 226</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Core 12</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
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</tbody>
</table>

### Junior

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>ACCT 303</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ACCT 421</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BUSX 460</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ACCT 341</td>
<td>3</td>
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<tr>
<td></td>
<td>BUSX 301</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ACCT 361</td>
<td>3</td>
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<tr>
<td></td>
<td>FIN 331</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
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</table>

### Senior

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>MNGT 482 or PHIL 371</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ACCT Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ACCT 401</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>FPLN 341</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Core 7</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Core 13</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

Total Units: 121

For a description defining each of the 4 learning goals in relation to the 10 separate learning objectives (outcomes) listed below, see Accounting Program Goals & Learning Objectives document at the end of this webpage:

1. Our graduates will possess knowledge of core accounting principles and methods.
2. Our graduates will possess broad knowledge of general business concepts equivalent to business majors.
3. Our graduates will be able to define key components of countries business environments and differentiate between effective and ineffective global business strategies.
4. Our graduates will be able to develop, measure, analyze, validate and communicate financial and other information.
5. Our graduates will be able to use mid-range accounting software to process automated transactions and produce financial statements and supporting schedules.
6. Our graduates will perform and analyze tax laws and write a memorandum articulating a position/recommendation.
7. Our graduates will be able to understand and utilize software programs to prepare an audit report with work papers.
8. Our graduates will have a comprehensive understanding of the accounting cycle through manual recording, processing of transactions, and use of worksheets.
9. Our graduates will be able to use mid-range accounting software to process automated transactions and produce financial statements and supporting schedules.
10. Our graduates will identify red flags that may indicate unethical and/or fraudulent behavior.
11. Our graduates will apply ethics in business decision making, considering the impact on multiple stakeholders and the importance of ethical behavior.

Combined B.S./M.S. in Accounting

Requirements to be a CPA in Maryland (and in all but two of the other states) include 150 hours of post-secondary education. To provide a seamless process for students to achieve the 150 hours, Towson University offers a combined bachelor’s-master’s degree five-year program.

Admitted accounting majors may apply to the program in the second term of their junior year to be admitted prior to their senior year. Students then apply to the Accounting and Business Advisory Services (M.S.) (http://grad.towson.edu/ program/master/acbs-ms) program in the first term of their senior year, and are admitted to the graduate program in the second term of their senior year.

In order to be admitted to the bachelor’s-master’s accounting program, students must:

- Be an accounting major with at least one term of residency at Towson University.
- Have a GPA of at least 3.0, and
Major in Business Administration

OFFICE
CBE Student Academic Services
Stephens Hall 301, 410-704-3496
Fax: 410-704-2300

Contact: Wanda Rodgers at wrodgers@towson.edu

MAJOR IN BUSINESS ADMINISTRATION

The Bachelor of Science (B.S.) or Bachelor of Arts (B.A.) degree in Business Administration (BUAD) requires a minimum of 120 earned units, which must include successful completion of the Core Curriculum requirements (p. 349), the BUAD requirements and electives. BUAD requirements include 50 units of required business courses and 24 units in one of the following concentrations or tracks: Economics, Entrepreneurship, Finance, Human Resource Management, International Business, Leadership and Management, Marketing, Project Management and Business Analysis, or Legal Studies. The electives may include the units required for a minor or specialization program, or in a foreign language for the B.A. degree. See Degree Requirements (p. 352) in this catalog.

Business Administration is a screened major. Students first choose to major in pre-business Administration (PBUA) and are admitted to the business administration major (BUAD) only after successfully completing a set of required courses with an average GPA of 2.7 or higher in those courses. The overall GPA must be 2.0 or higher.

During the freshman and sophomore years, PBUA students must concentrate on building an academic foundation as a base for the in-depth, upper-level courses. This foundation includes both lower-level required courses and most of the Core Curriculum requirements (http://catalog.towson.edu/undergraduate/university-curriculum/university-core-curriculum-requirements) (p. 349). Students are responsible for monitoring their own progress toward graduation. Students must consult with their assigned advisers each term to ensure that prerequisite courses are taken in proper sequence to meet the student’s target completion date for the degree. Prerequisites are monitored during registration. Students who enroll in CBE courses without having fulfilled the prerequisites will be disenrolled from those courses. All major requirements must be completed with a grade equivalent of 2.00 or higher.

In order to assure that students have retained critical information from prior courses, students take a comprehensive examination on business content as part of the capstone course, MNGT 481. The results of this examination serve as 10 percent of the MNGT 481 grade. See the Suggested Four-Year Plans of Study for each concentration or track within the Business Administration major.

B.A. DEGREE OPTION

A student must complete all the courses required for the major and a foreign language’s intermediate (202) courses (or equivalent).

REQUIREMENTS FOR ADMISSION TO THE BUSINESS ADMINISTRATION MAJOR

Students are admitted to the major in Business Administration (BUAD) after first being admitted to the university. Admission to the university does not guarantee admission to the major. In order to be admitted, students must satisfy the following requirements:

1. Formal admission to TU as a degree candidate
2. Cumulative GPA of 2.00 or higher for all course work
3. Grade equivalent of 2.00 or higher in each course required for admission to the BUAD major
4. Minimum average GPA of 2.70 for ALL of the courses required for admission to the BUAD major:
   • ACCT 201
   • ECON 201
   • ECON 202
   • ECON 205
   • EBTM 250
   • EBTM 251
   • MATH 211 or MATH 273
   • LEGL 225

No more than two courses may be repeated, of which no more than one course may be repeated twice. Students having obtained Microsoft Excel certification at the level of "expert" prior to enrolling in EBTM 250 may be able to waive the course. Contact the EBTM department at 410-704-2783 for more information.

Degree candidates intending to major in Business Administration are designated as "pre-Business Administration" (PBUA) until admission into the BUAD major. Students are required to meet each term with their assigned faculty adviser to evaluate their progress toward completing the requirements for admission to the major and the degree.

At the start of each term and before registration, the CBE Student Academic and Career Services office will notify PBUA students of their admission status by email to their Towson email addresses. Students who take upper-level "majors-only" CBE courses before being admitted to the Business Administration major do so at their own risk.

MAJORS IN BUSINESS ADMINISTRATION

• Major in Business Administration with concentrations in:
  • Economics (p. 29)
  • Entrepreneurship (p. 30)
  • Finance (p. 31)
  • Financial Planning (p. 32)
  • Human Resource Management (p. 33)
  • International Business (p. 35)
  • Legal Studies (p. 37)
  • Leadership and Management (p. 39)
  • Marketing (p. 40)
  • Project Management and Business Analysis (p. 42)

• Combined Major in Business Administration and Information Systems (http://catalog.towson.edu/undergraduate/business-economics/business-administration/combined-business-administration-information-systems-bs)

MINORS

• Business Administration (p. 44)
Major in Business Administration - Economics

Students in the Economics Track complete the major in Business Administration and 21 units of Economics requirements.

Requirements for all Business Administration Majors

Courses Required for Admission to Major (20 Units)

- ACCT 201 PRINCIPLES OF FINANCIAL ACCOUNTING
- or ACCT 211 HONORS ACCOUNTING PRINCIPLES I
- ECON 201 MICROECONOMIC PRINCIPLES
- or ECON 203 HONORS MICROECONOMIC PRINCIPLES
- ECON 202 MACROECONOMIC PRINCIPLES
- or ECON 204 HONORS MACROECONOMIC PRINCIPLES
- ECON 309
- or MATH 273
- FIN 331
- or ACCT 212
- or MATH 233

Admission to the BUAD major requires an average GPA of 2.7 or higher in the eight courses required for admission. A grade of C or higher is required in each individual course.

Required Business Courses (open to Pre-BUAD majors) (18 Units)

- ACCT 202 PRINCIPLES OF MANAGERIAL ACCOUNTING
- or ACCT 212 HONORS ACCOUNTING PRINCIPLES II
- BUSX 301 BUSINESS COMMUNICATIONS
- EBTM 337 ENTERPRISE INFORMATION SYSTEMS
- FIN 331 PRINCIPLES OF FINANCIAL MANAGEMENT
- MNGT 361 LEADERSHIP AND MANAGEMENT
- MKTG 341 PRINCIPLES OF MARKETING

Required Business Courses (open to BUAD majors only) (12 Units)

- BUSX 460 PROFESSIONAL EXPERIENCE
- EBTM 350 BUSINESS ANALYTICS
- EBTM 365 PRINCIPLES OF OPERATIONS MANAGEMENT
- MNGT 481 STRATEGIC MANAGEMENT

BUAD majors must also complete an approved concentration or track of between 21 and 24 units.

BUAD majors are required to complete the Bloomberg Essentials Certification for Equities prior to graduation.

**ECONOMICS TRACK REQUIREMENTS**

**Econ 309** INTERMEDIATE PRICE THEORY
**ECON 310** MACROECONOMIC THEORY
**ECON 313** MONEY AND BANKING
**ECONxxx** Upper-Level Electives: 1

**ECON 409** MANAGERIAL ECONOMICS (recommended as one elective)

Total Units: 21

1 Note: EBTM 306 and ECON 497 cannot count as electives.

**SUGGESTED FOUR-YEAR PLAN**

**Freshman**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102 (Core 2)</td>
<td>3</td>
<td>TSEM 102 (Core 1)</td>
</tr>
<tr>
<td>ECON 201 or 203 (Core 6)</td>
<td>3</td>
<td>MATH 211 (may substitute MATH 273)</td>
</tr>
</tbody>
</table>

Prerequisite for MATH 211

- 3 ECON 202 or 204 (Core 3)
- Core 4, 5, 8, 10, 11, 12 or 13
- Core 5, 8, 10, 11, 12 or 13

**Sophomore**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 201 or 211</td>
<td>3</td>
<td>ACCT 202 or 212</td>
</tr>
<tr>
<td>ECON 205 or MATH 231</td>
<td>3</td>
<td>EBTM 250</td>
</tr>
<tr>
<td>LEGL 225</td>
<td>3</td>
<td>EBTM 251</td>
</tr>
<tr>
<td>Core 4, 5, 8, 10, 11, 12 or 13</td>
<td>3</td>
<td>Lab Science (Core 7)</td>
</tr>
<tr>
<td>Core 4, 5, 8, 10, 11, 12 or 13</td>
<td>3</td>
<td>Elective</td>
</tr>
</tbody>
</table>

**Junior**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MNGT 361</td>
<td>3</td>
<td>EBTM 337</td>
</tr>
<tr>
<td>MKTG 341</td>
<td>3</td>
<td>EBTM 350</td>
</tr>
<tr>
<td>BUSX 301 (Core 9)</td>
<td>3</td>
<td>ECON 310</td>
</tr>
<tr>
<td>FIN 331</td>
<td>3</td>
<td>ECON 313</td>
</tr>
<tr>
<td>ECON 309</td>
<td>3</td>
<td>Elective</td>
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</table>

**Senior**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EBTM 365</td>
<td>3</td>
<td>MNGT 482 (Recommended Core 14)</td>
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<tr>
<td>ECON Elective 1</td>
<td>3</td>
<td>ECON Elective 3</td>
</tr>
<tr>
<td>ECON Elective 2</td>
<td>3</td>
<td>ECON Elective 4</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
</tr>
</tbody>
</table>

**Total Units: 120**

As a premier school of applied business learning, the College of Business and Economics prepares its graduates to achieve excellence in their professional careers. Rigorous academic studies and hands-on business experience—all subject to strict measures of performance—work in combination to develop the foundation for success, connect students with the professional community and transform students who will have a positive impact in and beyond Maryland.

Graduates of Towson University’s College of Business and Economics will:

- Apply Business Knowledge in the Context of Professional Employment
  - Demonstrate knowledge of business concepts and theories
  - Successfully complete a quality, mentored, reflective professional experience in preparation for future employment
Communicate Properly and Effectively
- Write professional documents that provide audience-centric content, rhetorically appropriate organization, and follow accepted conventions of design, style, grammar, punctuation and mechanics
- Make articulate and persuasive oral presentations

Apply Critical Thinking and Problem-Solving Skills to Organizational Decision Making
- Conduct internal and external analyses of domestic and global organizations, formulate strategies, and identify issues with implementing these strategies
- Practice creative ideation
- Develop comprehensive, justified conclusions that result from systematic application of relevant information and decision criteria to decision alternatives within a realistic organizational decision context

Use Technology Effectively in Business Settings
- Demonstrate competency in the use of analytical software
- Utilize state-of-the-practice software for business applications

Work Effectively Toward Achieving Common Goals within Diverse Teams
- Guide teams, as leaders and followers, to achieve team goals while maintaining group cohesion, follower satisfaction, and efficient operations
- Treat others with respect and show sensitivity to their views, values, cultures, and customs

Distinguish Between Ethical and Unethical Conduct in the Professional Lives
- Explain how ethical conduct of managers affects individuals’ motivation and organizations’ performance
- Apply ethics in business decision-making, considering the impact of ethical conduct on multiple stakeholders

Major in Business Administration - Entrepreneurship

The Entrepreneurship (ENTR) Track is a rigorous, high-quality program that addresses the needs and wishes of various stakeholders in today’s globally integrated business, political and cultural environment. The program includes training in business start-ups and entrepreneurship fundamentals, opportunities to participate in an entrepreneurship practicum, a business plan competition, and a long-term experience in consulting for start-ups and entrepreneurial ventures. Students in the Entrepreneurship Track complete the major in Business Administration and 24 units in the track, of which 15 units are required courses and 9 units are elective courses.

Requirements for all Business Administration Majors

<table>
<thead>
<tr>
<th>Courses Required for Admission to Major (20 Units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 201 PRINCIPLES OF FINANCIAL ACCOUNTING</td>
</tr>
<tr>
<td>or ACCT 211 HONORS ACCOUNTING PRINCIPLES I</td>
</tr>
<tr>
<td>ECON 201 MICROECONOMIC PRINCIPLES</td>
</tr>
<tr>
<td>or ECON 203 HONORS MICROECONOMIC PRINCIPLES</td>
</tr>
<tr>
<td>ECON 202 MACROECONOMIC PRINCIPLES</td>
</tr>
<tr>
<td>or ECON 204 HONORS MACROECONOMIC PRINCIPLES</td>
</tr>
<tr>
<td>EBTM 250 PROBLEM SOLVING IN BUSINESS I</td>
</tr>
<tr>
<td>EBTM 251 PROBLEM SOLVING IN BUSINESS II</td>
</tr>
<tr>
<td>LEGL 225 LEGAL ENVIRONMENT OF BUSINESS</td>
</tr>
<tr>
<td>MATH 211 CALCULUS FOR APPLICATIONS</td>
</tr>
<tr>
<td>or MATH 273 CALCULUS I</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 205</td>
<td>STATISTICS FOR BUSINESS AND ECONOMICS I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 231</td>
<td>BASIC STATISTICS</td>
<td></td>
</tr>
<tr>
<td>or MATH 233</td>
<td>HONORS BASIC STATISTICS</td>
<td></td>
</tr>
</tbody>
</table>

Admission to the BUAD major requires an average GPA of 2.7 or higher in the eight courses required for admission. A grade of C or higher is required in each individual course.

Required Business Courses (open to Pre-BUAD majors) (18 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 202</td>
<td>PRINCIPLES OF MANAGERIAL ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>or ACCT 212</td>
<td>HONORS ACCOUNTING PRINCIPLES II</td>
<td></td>
</tr>
<tr>
<td>BUSX 301</td>
<td>BUSINESS COMMUNICATIONS</td>
<td>3</td>
</tr>
<tr>
<td>EBTM 337</td>
<td>ENTERPRISE INFORMATION SYSTEMS</td>
<td>3</td>
</tr>
<tr>
<td>FIN 331</td>
<td>PRINCIPLES OF FINANCIAL MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>MNGT 361</td>
<td>LEADERSHIP AND MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 341</td>
<td>PRINCIPLES OF MARKETING</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Business Courses (open to BUAD majors only) (12 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSX 460</td>
<td>PROFESSIONAL EXPERIENCE</td>
<td>3</td>
</tr>
<tr>
<td>EBTM 350</td>
<td>BUSINESS ANALYTICS</td>
<td>3</td>
</tr>
<tr>
<td>EBTM 365</td>
<td>PRINCIPLES OF OPERATIONS MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>MNGT 481</td>
<td>STRATEGIC MANAGEMENT</td>
<td>3</td>
</tr>
</tbody>
</table>

BUAD majors must also complete an approved concentration or track of between 21 and 24 units.

BUAD majors are required to complete the Bloomberg Essentials Certification for Equities prior to graduation.

**ENTREPRENEURSHIP TRACK REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>EBTM 443</td>
<td>APPLIED PROJECT MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>ENTR 345</td>
<td>ENTREPRENEURSHIP AND SOCIETY</td>
<td>3</td>
</tr>
<tr>
<td>ENTR 355</td>
<td>ENTREPRENEURSHIP FOUNDATIONS AND PATHWAYS</td>
<td>3</td>
</tr>
<tr>
<td>ENTR 402</td>
<td>FAMILY BUSINESS MANAGEMENT</td>
<td>3</td>
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<tr>
<td>ENTR 410</td>
<td>BUSINESS PLAN COMPETITION</td>
<td>3</td>
</tr>
<tr>
<td>ENTR 498</td>
<td>ENTREPRENEURSHIP PRACTICUM</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 350</td>
<td>ENTREPRENEURIAL MARKETING</td>
<td>3</td>
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**SUGGESTED FOUR-YEAR PLAN**

**Freshman**

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**Sophomore**

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Towson University

Work Effectively Toward Achieving Common Goals within Diverse Teams

- Guide teams, as leaders and followers, to achieve team goals while maintaining group cohesion, follower satisfaction, and efficient operations
- Treat others with respect and show sensitivity to their views, values, cultures, and customs

Decision Making

- Apply critical thinking and problem-solving skills to organizational decision making
- Utilize state-of-the-practice software for business applications
- Develop comprehensive, justified conclusions that result from systematic application of relevant information and decision criteria to decision alternatives within a realistic organizational decision context

Communicate Properly and Effectively

- Write professional documents that provide audience-centric content, rhetorically appropriate organization, and follow accepted conventions of design, style, grammar, punctuation and mechanics
- Make articulate and persuasive oral presentations

Apply Critical Thinking and Problem-Solving Skills to Organizational Decision Making

- Demonstrate knowledge of business concepts and theories
- Successfully complete a quality, mentored, reflective professional experience in preparation for future employment

Graduates of Towson University’s College of Business and Economics will:

- Distinguish between ethical and unethical conduct in the professional lives
  - Explain how ethical conduct of managers affects individuals’ motivation and organizations’ performance
  - Apply ethics in business decision-making, considering the impact of ethical conduct on multiple stakeholders

Major in Business Administration - Finance

Students in the Finance Concentration complete the major in Business Administration and 24 units of Finance requirements.

Requirements for all Business Administration Majors

Courses Required for Admission to Major (20 Units)
- ACCT 201 PRINCIPLES OF FINANCIAL ACCOUNTING 3
- or ACCT 211 HONORS ACCOUNTING PRINCIPLES I
- ECON 201 MICROECONOMIC PRINCIPLES 3
- or ECON 203 HONORS MICROECONOMIC PRINCIPLES
- ECON 202 MACROECONOMIC PRINCIPLES 3
- or ECON 204 HONORS MACROECONOMIC PRINCIPLES
- EBTM 250 PROBLEM SOLVING IN BUSINESS I 1
- EBTM 251 PROBLEM SOLVING IN BUSINESS II 1
- LEGL 225 LEGAL ENVIRONMENT OF BUSINESS 3
- MATH 211 CALCULUS FOR APPLICATIONS 3
- or MATH 273 CALCULUS I

Select one of the following:
- ECON 205 STATISTICS FOR BUSINESS AND ECONOMICS I
- MATH 231 BASIC STATISTICS
- or MATH 233 HONORS BASIC STATISTICS

Admission to the BUAD major requires an average GPA of 2.7 or higher in the eight courses required for admission. A grade of C or higher is required in each individual course.

Required Business Courses (open to Pre-BUAD majors) (18 Units)
- ACCT 202 PRINCIPLES OF MANAGERIAL ACCOUNTING 3
- or ACCT 212 HONORS ACCOUNTING PRINCIPLES II
- BUSX 301 BUSINESS COMMUNICATIONS 3
- EBTM 337 ENTERPRISE INFORMATION SYSTEMS 3
- FIN 331 PRINCIPLES OF FINANCIAL MANAGEMENT 3
- MKTG 361 LEADERSHIP AND MANAGEMENT 3
- MKTG 341 PRINCIPLES OF MARKETING 3

Required Business Courses (open to BUAD majors only) (12 Units)
- BUSX 460 PROFESSIONAL EXPERIENCE 3
- EBTM 350 BUSINESS ANALYTICS 3
- EBTM 365 PRINCIPLES OF OPERATIONS MANAGEMENT 3
- MKTG 481 STRATEGIC MANAGEMENT 3

BUAD majors must also complete an approved concentration or track of between 21 and 24 units.

BUAD majors are required to complete the Bloomberg Essentials Certification for Equities prior to graduation.

FINANCE CONCENTRATION REQUIREMENTS

Finance Concentration Required Courses (18 Units)
- FIN 350 FINANCIAL MODELING IN CORPORATE FINANCE 3
- FIN 351 ADVANCED CORPORATE FINANCE 3
- FIN 333 INVESTMENTS AND EQUITY SECURITY ANALYSIS 3
**FIN 430**  
FINANCIAL INSTITUTIONS AND MANAGEMENT OF RISK  
FIN 436  
GLOBAL FINANCIAL MANAGEMENT  
FIN 439  
FINANCIAL VALUATION AND STRATEGY

**Electives (6 Units)**
Select at least one of the following:
- **FIN 423**  
INVESTMENTS AND FIXED INCOME SECURITY ANALYSIS
- **FIN 433**  
PORTFOLIO MANAGEMENT
Select at most one of the following:
- **ACCT 301**  
INTERMEDIATE ACCOUNTING I
- **ACCT 341**  
MANAGEMENT ACCOUNTING I
- **ECON 306**  
STATISTICS FOR BUSINESS AND ECONOMICS II
- **ECON 337**  
PUBLIC FINANCE
- **ECON 351**  
URBAN ECONOMICS
- **ENTR 355**  
ENTREPRENEURSHIP FOUNDATIONS AND PATHWAYS
- **LEGL 226**  
BUSINESS LAW

**Total Units** 24

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**SUGGESTED FOUR-YEAR PLAN**

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<td>FIN 436</td>
<td>3 FIN 439</td>
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**Total Units: 120**

As a premier school of applied business learning, the College of Business and Economics prepares its graduates to achieve excellence in their professional careers. Rigorous academic studies and hands-on business experience—all subject to strict measures of performance—work in combination to develop the foundation for success, connect students with the professional community and transform students who will have a positive impact in and beyond Maryland.

Graduates of Towson University’s College of Business and Economics will:

**Apply Business Knowledge in the Context of Professional Employment**

- Demonstrate knowledge of business concepts and theories
- Successfully complete a quality, mentored, reflective professional experience in preparation for future employment

**Communicate Properly and Effectively**

- Write professional documents that provide audience-centric content, rhetorically appropriate organization, and follow accepted conventions of design, style, grammar, punctuation and mechanics
- Make articulate and persuasive oral presentations

**Apply Critical Thinking and Problem-Solving Skills to Organizational Decision Making**

- Conduct internal and external analyses of domestic and global organizations, formulate strategies, and identify issues with implementing these strategies
- Practice creative ideation
- Develop comprehensive, justified conclusions that result from systematic application of relevant information and decision criteria to decision alternatives within a realistic organizational decision context

**Use Technology Effectively in Business Settings**

- Demonstrate competency in the use of analytical software
- Utilize state-of-the-practice software for business applications

**Work Effectively Toward Achieving Common Goals within Diverse Teams**

- Guide teams, as leaders and followers, to achieve team goals while maintaining group cohesion, follower satisfaction, and efficient operations
- Treat others with respect and show sensitivity to their views, values, cultures, and customs

**Distinguish Between Ethical and Unethical Conduct in the Professional Lives**

- Explain how ethical conduct of managers affects individuals’ motivation and organizations’ performance
- Apply ethics in business decision-making, considering the impact of ethical conduct on multiple stakeholders

**Major in Business Administration - Financial Planning**

Students in the Financial Planning Track complete the major in Business Administration and 21 units of Finance requirements.

**Requirements for all Business Administration Majors**
FINANCIAL PLANNING TRACK REQUIREMENTS

Financial Planning Track Required Courses (21 Units)

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<td>FINANCIAL MODELING IN CORPORATE FINANCE</td>
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Total Units: 21

Students may choose to take additional courses from the list below to enhance their program.

Recommended Courses

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FIN 433  PORTFOLIO MANAGEMENT 3
MKTG 451 PERSONAL SELLING AND SALES MANAGEMENT 3

SUGGESTED FOUR-YEAR PLAN

Freshman

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Junior

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Senior

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Total Units: 120

Major in Business Administration - Human Resource Management

The Human Resource Management Concentration is designed to prepare students to apply their knowledge and skills for managerial positions in a human resource department. Students in the Human Resource Management Concentration complete the major in Business Administration and 24 units of Human Resource Management requirements.

Requirements for all Business Administration Majors

Courses Required for Admission to Major (20 Units)

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ECON 201 MICROECONOMIC PRINCIPLES 3
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Select one of the following: 3:
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**Required Business Courses (open to Pre-BUAD majors) (18 Units)**

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MKTG 341 PRINCIPLES OF MARKETING 3

**Required Business Courses (open to BUAD majors only) (12 Units)**

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EBTM 350 BUSINESS ANALYTICS 3
EBTM 365 PRINCIPLES OF OPERATIONS MANAGEMENT 3
MNGT 481 STRATEGIC MANAGEMENT 3
BUAD majors must also complete an approved concentration or track of between 21 and 24 units.

BUAD majors are required to complete the Bloomberg Essentials Certification for Equities prior to graduation.

**HUMAN RESOURCE MANAGEMENT CONCENTRATION REQUIREMENTS**

**Human Resource Management Concentration Required Courses**

MNGT 381 HUMAN RESOURCE MANAGEMENT 3
MNGT 433 COMPENSATION AND BENEFITS 3
MNGT 452 STAFFING AND RETENTION 3
MNGT 483 STRATEGIC HUMAN RESOURCE MANAGEMENT 3

Select four of the following: 12

ECON 341 LABOR ECONOMICS AND LABOR RELATIONS
MNGT 375 INTERNATIONAL BUSINESS: THEORY AND PRACTICE
MNGT 421 MANAGEMENT OF ORGANIZATIONAL BEHAVIOR
MNGT 425 ORGANIZATION THEORY AND DEVELOPMENT
MNGT 438 MULTINATIONAL MANAGEMENT AND CULTURE
MNGT 453 CONFLICT RESOLUTION IN BUSINESS
MNGT 463 ORGANIZATIONAL LEADERSHIP
MNGT 470 SPECIAL TOPICS IN MANAGEMENT
MNGT 491 DIRECTED READINGS-MANAGEMENT
MNGT 495 INDEPENDENT RESEARCH-MANAGEMENT

**SUGGESTED FOUR-YEAR PLAN**

**Freshman**

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<td>3</td>
</tr>
<tr>
<td>EBTM 337</td>
<td>3 HRM Elective 1</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3 HRM Elective 2</td>
<td>3</td>
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</table>

**Senior**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MNGT 482 (recommended Core 14)</td>
<td>3 MNGT 481</td>
<td>3</td>
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<tr>
<td>MNGT 433</td>
<td>3 BUSX 460</td>
<td>3</td>
</tr>
<tr>
<td>MNGT 452</td>
<td>3 MNGT 483</td>
<td>3</td>
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<tr>
<td>EBTM 350</td>
<td>3 HRM Elective 4</td>
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</tr>
<tr>
<td>HRM Elective 3</td>
<td>3 Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Units: 120**

As a premier school of applied business learning, the College of Business and Economics prepares its graduates to achieve excellence in their professional careers. Rigorous academic studies and hands-on business experience—all subject to strict measures of performance—work in combination to develop the foundation for success, connect students with the professional community and transform students who will have a positive impact in and beyond Maryland.

Graduates of Towson University’s College of Business and Economics will:

**Apply Business Knowledge in the Context of Professional Employment**

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- Successfully complete a quality, mentored, reflective professional experience in preparation for future employment

**Communicate Properly and Effectively**
• Write professional documents that provide audience-centric content, rhetorically appropriate organization, and follow accepted conventions of design, style, grammar, punctuation and mechanics
• Make articulate and persuasive oral presentations

Apply Critical Thinking and Problem-Solving Skills to Organizational Decision Making

• Conduct internal and external analyses of domestic and global organizations, formulate strategies, and identify issues with implementing these strategies
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• Guide teams, as leaders and followers, to achieve team goals while maintaining group cohesion, follower satisfaction, and efficient operations
• Treat others with respect and show sensitivity to their views, values, cultures, and customs

Distinguish Between Ethical and Unethical Conduct in the Professional Lives

• Explain how ethical conduct of managers affects individuals’ motivation and organizations’ performance
• Apply ethics in business decision-making, considering the impact of ethical conduct on multiple stakeholders

Major in Business Administration - International Business

The International Business Concentration is an interdisciplinary program comprising courses drawn from disciplines within CBE. Students complete the major in Business Administration and 24 units of International Business Concentration requirements.

Requirements for all Business Administration Majors

<table>
<thead>
<tr>
<th>Courses Required for Admission to Major (20 Units)</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 201 PRINCIPLES OF FINANCIAL ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>or ACCT 211 HONORS ACCOUNTING PRINCIPLES I</td>
<td></td>
</tr>
<tr>
<td>ECON 201 MICROECONOMIC PRINCIPLES</td>
<td>3</td>
</tr>
<tr>
<td>or ECON 203 HONORS MICROECONOMIC PRINCIPLES</td>
<td></td>
</tr>
<tr>
<td>ECON 202 MACROECONOMIC PRINCIPLES</td>
<td>3</td>
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<tr>
<td>or ECON 204 HONORS MACROECONOMIC PRINCIPLES</td>
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<tr>
<td>EBTM 250 PROBLEM SOLVING IN BUSINESS I</td>
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</tr>
<tr>
<td>EBTM 251 PROBLEM SOLVING IN BUSINESS II</td>
<td>1</td>
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<tr>
<td>LEGL 225 LEGAL ENVIRONMENT OF BUSINESS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 211 CALCULUS FOR APPLICATIONS</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 273 CALCULUS I</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>ECON 205 STATISTICS FOR BUSINESS AND ECONOMICS I</td>
<td></td>
</tr>
<tr>
<td>MATH 231 BASIC STATISTICS</td>
<td></td>
</tr>
<tr>
<td>or MATH 233 HONORS BASIC STATISTICS</td>
<td></td>
</tr>
</tbody>
</table>

Admission to the BUAD major requires an average GPA of 2.7 or higher in the eight courses required for admission. A grade of C or higher is required in each individual course.

Required Business Courses (open to Pre-BUAD majors) (18 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 202 PRINCIPLES OF MANAGERIAL ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>or ACCT 212 HONORS ACCOUNTING PRINCIPLES II</td>
<td></td>
</tr>
<tr>
<td>BUSX 301 BUSINESS COMMUNICATIONS</td>
<td>3</td>
</tr>
<tr>
<td>EBTM 337 ENTERPRISE INFORMATION SYSTEMS</td>
<td>3</td>
</tr>
<tr>
<td>FIN 331 PRINCIPLES OF FINANCIAL MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>MNGT 361 LEADERSHIP AND MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 341 PRINCIPLES OF MARKETING</td>
<td>3</td>
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</tbody>
</table>

Required Business Courses (open to BUAD majors only) (12 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSX 460 PROFESSIONAL EXPERIENCE</td>
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<td>EBTM 350 BUSINESS ANALYTICS</td>
<td>3</td>
</tr>
<tr>
<td>EBTM 365 PRINCIPLES OF OPERATIONS MANAGEMENT</td>
<td>3</td>
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<tr>
<td>MNGT 481 STRATEGIC MANAGEMENT</td>
<td>3</td>
</tr>
</tbody>
</table>

BUAD majors must also complete an approved concentration or track of between 21 and 24 units. BUAD majors are required to complete the Bloomberg Essentials Certification for Equities prior to graduation.

INTERNATIONAL BUSINESS CONCENTRATION REQUIREMENTS

International Business Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>MNGT 375 INTERNATIONAL BUSINESS: THEORY AND PRACTICE</td>
<td>3</td>
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<tr>
<td>FIN 435 INTERNATIONAL FINANCE</td>
<td>3</td>
</tr>
<tr>
<td>MNGT 438 MULTINATIONAL MANAGEMENT AND CULTURE</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 445 GLOBAL MARKETING</td>
<td>3</td>
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</tbody>
</table>

Select four of the following: 1
<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language (a maximum of 12 intermediate or 200+ level or above units)</td>
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</tr>
<tr>
<td>ANTH 368 GLOBALIZATION IN CROSS CULTURAL PERSPECTIVE</td>
<td>3</td>
</tr>
<tr>
<td>ECON 305 SURVEY OF INTERNATIONAL ECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 494 MARKETING STUDY ABROAD</td>
<td>3</td>
</tr>
<tr>
<td>MNGT 494 STUDY ABROAD IN MANAGEMENT</td>
<td>3</td>
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</tbody>
</table>

Total Units 24

1 Four courses to develop an understanding of the linguistic, economic, sociocultural and physical environments of foreign countries or regions. (Approval by the appropriate department may be needed depending upon the student’s qualifications.)

SUGGESTED FOUR-YEAR PLAN

Freshman

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102 (Core 2)</td>
<td>3</td>
<td>TSEM 102 (Core 1)</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201 or 203 (Core 6)</td>
<td>3</td>
<td>MATH 211 (may substitute MATH 273)</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite for MATH 211</td>
<td>3</td>
<td>ECON 202 or 204 (Core 3)</td>
<td>3</td>
</tr>
<tr>
<td>Core 4, 5, 8, 10, 11, 12 or 13</td>
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<td>Core 4, 5, 8, 10, 11, 12 or 13</td>
<td>3</td>
</tr>
<tr>
<td>Core 4, 5, 8, 10, 11, 12 or 13</td>
<td>3</td>
<td>Core 4, 5, 8, 10, 11, 12 or 13</td>
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<td>15</td>
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<td>15</td>
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Sophomore

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 201 or 211</td>
<td>3</td>
<td>ACCT 202 or 212</td>
<td>3</td>
</tr>
</tbody>
</table>
ECON 205 or MATH 231  3 EBTM 250  1
LEGL 225  3 EBTM 251  1
Core 4, 5, 8, 10, 11, 12 or 13  3 Lab Science  4
Core 4, 5, 8, 10, 11, 12 or 13  3 Core 4, 5, 8, 10, 11, 12 or 13  3
Elective  3

15
15

Junior

MNGT 361  3 MNGT 375  3
MKTG 341  3 EBTM 350  3
BUSX 301 (Core 9)  3 MKTG 445  3
EBTM 337  3 International Business Elective  1
FIN 331  3 Elective  3

15
15

Senior

MNGT 482 (recommended Core 14)  3 MNGT 481  3
EBTM 365  3 BUSX 460  3
MNGT 438  3 International Business Elective  3
FIN 435  3 International Business Elective  3
International Business Elective  3 Elective  3

15
15

Total Units: 120

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- Apply ethics in business decision-making, considering the impact of ethical conduct on multiple stakeholders

Major in Business Administration - Investments

Students in the Investments Track complete the major in Business Administration and 21 units of Investments requirements.

Requirements for all Business Administration Majors

Courses Required for Admission to Major (20 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
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<td>ACCT 201</td>
<td>PRINCIPLES OF FINANCIAL ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>or ACCT 211</td>
<td>HONORS ACCOUNTING PRINCIPLES I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201</td>
<td>MICROECONOMIC PRINCIPLES</td>
<td>3</td>
</tr>
<tr>
<td>or ECON 203</td>
<td>HONORS MICROECONOMIC PRINCIPLES</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202</td>
<td>MACROECONOMIC PRINCIPLES</td>
<td>3</td>
</tr>
<tr>
<td>or ECON 204</td>
<td>HONORS MACROECONOMIC PRINCIPLES</td>
<td>3</td>
</tr>
<tr>
<td>EBTM 250</td>
<td>PROBLEM SOLVING IN BUSINESS I</td>
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</tr>
<tr>
<td>EBTM 251</td>
<td>PROBLEM SOLVING IN BUSINESS II</td>
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<tr>
<td>LEGL 225</td>
<td>LEGAL ENVIRONMENT OF BUSINESS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 211</td>
<td>CALCULUS FOR APPLICATIONS</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 273</td>
<td>CALCULUS I</td>
<td>3</td>
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Select one of the following:

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>ECON 205</td>
<td>STATISTICS FOR BUSINESS AND ECONOMICS I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 231</td>
<td>BASIC STATISTICS</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 233</td>
<td>HONORS BASIC STATISTICS</td>
<td>3</td>
</tr>
</tbody>
</table>

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<tr>
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</tr>
</thead>
<tbody>
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<td>ACCT 202</td>
<td>PRINCIPLES OF MANAGERIAL ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>or ACCT 212</td>
<td>HONORS ACCOUNTING PRINCIPLES II</td>
<td>3</td>
</tr>
<tr>
<td>BUSX 301</td>
<td>BUSINESS COMMUNICATIONS</td>
<td>3</td>
</tr>
<tr>
<td>EBTM 337</td>
<td>ENTERPRISE INFORMATION SYSTEMS</td>
<td>3</td>
</tr>
<tr>
<td>FIN 331</td>
<td>PRINCIPLES OF FINANCIAL MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>MNGT 361</td>
<td>LEADERSHIP AND MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 341</td>
<td>PRINCIPLES OF MARKETING</td>
<td>3</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSX 460</td>
<td>PROFESSIONAL EXPERIENCE</td>
<td>3</td>
</tr>
<tr>
<td>EBTM 350</td>
<td>BUSINESS ANALYTICS</td>
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<td>EBTM 365</td>
<td>PRINCIPLES OF OPERATIONS MANAGEMENT</td>
<td>3</td>
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<tr>
<td>MNGT 481</td>
<td>STRATEGIC MANAGEMENT</td>
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</table>

BUAD majors must also complete an approved concentration or track of between 21 and 24 units.
INVESTMENTS TRACK REQUIREMENTS

Investments Track Required Courses (21 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>FIN 350</td>
<td>FINANCIAL MODELING IN CORPORATE FINANCE</td>
<td>3</td>
</tr>
<tr>
<td>FIN 333</td>
<td>INVESTMENTS AND EQUITY SECURITY ANALYSIS</td>
<td>3</td>
</tr>
<tr>
<td>FIN 423</td>
<td>INVESTMENTS AND FIXED INCOME SECURITY ANALYSIS</td>
<td>3</td>
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<tr>
<td>FIN 430</td>
<td>FINANCIAL INSTITUTIONS AND MANAGEMENT OF RISK</td>
<td>3</td>
</tr>
<tr>
<td>FIN 433</td>
<td>PORTFOLIO MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>FIN 436</td>
<td>GLOBAL FINANCIAL MANAGEMENT</td>
<td>3</td>
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<td>Select one of the following courses:</td>
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<td></td>
<td>FIN 351 ADVANCED CORPORATE FINANCE</td>
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<td></td>
<td>FPLN 341 FUNDAMENTALS OF FINANCIAL PLANNING</td>
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<td></td>
<td>ECON 306 STATISTICS FOR BUSINESS AND ECONOMICS II</td>
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<td></td>
<td>MKTG 451 PERSONAL SELLING AND SALES MANAGEMENT</td>
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Total Units: 21

SUGGESTED FOUR-YEAR PLAN

Freshman

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<th>Term 1</th>
<th>Units</th>
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<th>Units</th>
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<tr>
<td>TSEM 102 or ENGL 102 (Core 1 or 2)</td>
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<tr>
<td>ECON 201 or 203 (Core 6)</td>
<td>3 MATH 211 (may substitute MATH 273)</td>
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<tr>
<td>Prerequisite for MATH 211 (Core 3)</td>
<td>3 ECON 202 or 204</td>
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<td>Core 4, 5, 8, 10, 11, 12 or 13</td>
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<td>Core 4, 5, 8, 10, 11, 12 or 13</td>
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Sophomore

<table>
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<tr>
<th>Term 1</th>
<th>Units</th>
<th>Term 2</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ACCT 201 or 211</td>
<td>3 ACCT 202 or 212</td>
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<tr>
<td>LEGL 225</td>
<td>3 EBTM 250</td>
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<td>ECON 205 or MATH 231</td>
<td>3 EBTM 251</td>
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<td>Core 4, 5, 8, 10, 11, 12 or 13</td>
<td>3 Lab Science (Core 7)</td>
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Junior

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSX 301 (Core 9)</td>
<td>3 EBTM 350</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EBTM 337</td>
<td>3 FIN 333</td>
<td>3</td>
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<tr>
<td>EBTM 365</td>
<td>3 FIN 350</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FIN 331</td>
<td>3 MNGT 482 (Recommended Core 14)</td>
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<tr>
<td>MKTG 341</td>
<td>3 Elective</td>
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Senior

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units</th>
<th>Term 2</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>FIN 423</td>
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<tr>
<td>FIN 436</td>
<td>3 FIN 430</td>
<td>3</td>
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</tr>
<tr>
<td>MNGT 481</td>
<td>3 FIN 433</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Major in Business Administration - Legal Studies

Director: Quincey R. Johnson
Stephens Hall 301, 410-704-4866

To complete the major in Business Administration with the Legal Studies Concentration, students must be admitted to the Business Administration major (see admission requirements in the Business Administration major section of this catalog) before taking 24 units in Legal Studies and 33 units in upper-level business courses. All requirements for the major must be completed with a grade equivalent of 2.00 or higher. In order to assure that students have retained critical information from prior courses, students take a comprehensive examination on business content as part of the capstone course, MNGT 481. The results of this examination serve as 10 percent of the MNGT 481 grade. See the Suggested Course Sequence for Business Administration Majors.

The Bachelor of Science (B.S.) or Bachelor of Arts (B.A.) degree in Business Administration (BUAD) requires a minimum of 120 earned units, which must include successful completion of the Core Curriculum requirements, the Business Administration major requirements listed below, and electives. See the complete Degree Requirements in the University Curriculum section in this catalog.

During the freshman and sophomore years, pre-business administration (PBUA) students must concentrate on building an academic foundation as a base for the in-depth, upper-level courses. This foundation includes both lower-level required courses and most of the Core Curriculum requirements. Students who enroll in CBE “majors only” courses without having fulfilled the prerequisites risk losing their place in those courses.

Students are responsible for monitoring their own progress toward graduation. Students must consult with their assigned advisers each term to ensure that prerequisite courses are taken in proper sequence to meet the student’s target completion date for the degree. Prerequisites are monitored during registration.

Requirements for all Business Administration Majors

<table>
<thead>
<tr>
<th>Courses Required for Admission to Major (20 Units)</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 201 PRINCIPLES OF FINANCIAL ACCOUNTING</td>
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</tr>
<tr>
<td>or ACCT 211 HONORS ACCOUNTING PRINCIPLES I</td>
<td></td>
</tr>
<tr>
<td>ECON 201 MICROECONOMIC PRINCIPLES</td>
<td>3</td>
</tr>
<tr>
<td>or ECON 203 HONORS MICROECONOMIC PRINCIPLES</td>
<td></td>
</tr>
<tr>
<td>ECON 202 MACROECONOMIC PRINCIPLES</td>
<td>3</td>
</tr>
<tr>
<td>or ECON 204 HONORS MACROECONOMIC PRINCIPLES</td>
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</tr>
<tr>
<td>EBTM 250 PROBLEM SOLVING IN BUSINESS I</td>
<td>1</td>
</tr>
<tr>
<td>EBTM 251 PROBLEM SOLVING IN BUSINESS II</td>
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<tr>
<td>LEGL 225 LEGAL ENVIRONMENT OF BUSINESS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 211 CALCULUS FOR APPLICATIONS</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 273 CALCULUS I</td>
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</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Elective Courses Required for Major (20 Units)</th>
<th>20</th>
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</thead>
<tbody>
<tr>
<td>ECON 205 STATISTICS FOR BUSINESS AND ECONOMICS I</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 231 BASIC STATISTICS</td>
<td></td>
</tr>
<tr>
<td>or MATH 233 HONORS BASIC STATISTICS</td>
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</tbody>
</table>
Major in Business Administration - Legal Studies

Admission to the BUAD major requires an average GPA of 2.7 or higher in the eight courses required for admission. A grade of C or higher is required in each individual course.

**Required Business Courses (open to Pre-BUAD majors) (18 Units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 202</td>
<td>PRINCIPLES OF MANAGERIAL ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>or ACCT 212</td>
<td>HONORS ACCOUNTING PRINCIPLES II</td>
<td></td>
</tr>
<tr>
<td>BUSX 301</td>
<td>BUSINESS COMMUNICATIONS</td>
<td>3</td>
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<tr>
<td>EBTM 337</td>
<td>ENTERPRISE INFORMATION SYSTEMS</td>
<td>3</td>
</tr>
<tr>
<td>FIN 331</td>
<td>PRINCIPLES OF FINANCIAL MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>MNGT 361</td>
<td>LEADERSHIP AND MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 341</td>
<td>PRINCIPLES OF MARKETING</td>
<td>3</td>
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</table>

**Total Units:** 18

BUAD majors must also complete an approved concentration or track of between 21 and 24 units.

BUAD majors are required to complete the Bloomberg Essentials Certification for Equities prior to graduation.

**LEGAL STUDIES CONCENTRATION REQUIREMENTS**

Legal Studies Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>LEGL 226</td>
<td>BUSINESS LAW</td>
<td>3</td>
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<tr>
<td>LEGL 325</td>
<td>SPORTS LAW</td>
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<tr>
<td>LEGL 326</td>
<td>ELDER LAW</td>
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<td>LEGL 328</td>
<td>CYBER LAW: THE LAW OF THE INTERNET</td>
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<tr>
<td>LEGL 470</td>
<td>SPECIAL TOPICS IN LEGAL STUDIES (Different topics offered.)</td>
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Select five of the following: 15 units

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<th>Course Name</th>
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<tbody>
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<tr>
<td>EBTM 365</td>
<td>PRINCIPLES OF OPERATIONS MANAGEMENT</td>
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</tr>
<tr>
<td>MNGT 481</td>
<td>STRATEGIC MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>TSEM 102</td>
<td>TOWSON BUSINESS MATHEMATICS</td>
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</table>

**Total Units:** 24

**SUGGESTED FOUR-YEAR PLAN**

**Freshman**

**Term 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ENGL 102</td>
<td>(Core 2)</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201 or 203 (Core 6)</td>
<td>3 MATH 211 (may substitute MATH 273)</td>
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**Prerequisite for MATH 211**

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ECON 202 or 204</td>
<td>3 MATH 211 (may substitute MATH 273)</td>
<td>3</td>
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</table>

**Core 4, 5, 8, 10, 11, 12 or 13**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
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<tbody>
<tr>
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</table>

**Sophomore**

**Term 1**

<table>
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<th>Units</th>
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<tbody>
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<td>3 ACCT 202 or 212</td>
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**Senior**

**Term 1**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>MNGT 482 (Core 14)</td>
<td>3 MNGT 481</td>
<td>3</td>
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<tr>
<td>EBTM 365</td>
<td>3 BUSX 460</td>
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**Legal Concentration Course**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>LEGL 225</td>
<td>BUSINESS LAW</td>
<td>3</td>
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<tr>
<td>LEGL 226</td>
<td>BUSINESS LAW</td>
<td>3</td>
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<tr>
<td>Core 4, 5, 8, 10, 11, 12 or 13</td>
<td>3 EBTM 250</td>
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<tr>
<td>Core 4, 5, 8, 10, 11, 12 or 13</td>
<td>3 EBTM 251</td>
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**Term 2**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MNGT 482 (Core 14)</td>
<td>3 MNGT 481</td>
<td>3</td>
</tr>
<tr>
<td>BUSX 460</td>
<td>3 BUSX 460</td>
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</table>

**Legal Concentration Course**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEGL 225</td>
<td>BUSINESS LAW</td>
<td>3</td>
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<tr>
<td>LEGL 226</td>
<td>BUSINESS LAW</td>
<td>3</td>
</tr>
<tr>
<td>Core 4, 5, 8, 10, 11, 12 or 13</td>
<td>3 EBTM 250</td>
<td>1</td>
</tr>
<tr>
<td>Core 4, 5, 8, 10, 11, 12 or 13</td>
<td>3 EBTM 251</td>
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</table>

**Total Units:** 120

As a premier school of applied business learning, the College of Business and Economics prepares its graduates to achieve excellence in their professional careers. Rigorous academic studies and hands-on business experience—all subject to strict measures of performance—work in combination to develop the foundation for success, connect students with the professional community and transform students who will have a positive impact in and beyond Maryland.

Graduates of Towson University’s College of Business and Economics will:

**Apply Business Knowledge in the Context of Professional Employment**

- Demonstrate knowledge of business concepts and theories
- Successfully complete a quality, mentored, reflective professional experience in preparation for future employment

**Communicate Properly and Effectively**

- Write professional documents that provide audience-centric content, rhetorically appropriate organization, and follow accepted conventions of design, style, grammar, punctuation and mechanics
- Make articulate and persuasive oral presentations

**Apply Critical Thinking and Problem-Solving Skills to Organizational Decision Making**

- Conduct internal and external analyses of domestic and global organizations, formulate strategies, and identify issues with implementing these strategies
- Practice creative ideation
- Develop comprehensive, justified conclusions that result from systematic application of relevant information and decision criteria to decision alternatives within a realistic organizational decision context

**Use Technology Effectively in Business Settings**

- Demonstrate competency in the use of analytical software
- Utilize state-of-the-practice software for business applications

**Work Effectively Toward Achieving Common Goals within Diverse Teams**

- Utilize state-of-the-practice software for business applications
- Demonstrate competency in the use of analytical software

- Guide teams, as leaders and followers, to achieve team goals while maintaining group cohesion, follower satisfaction, and efficient operations
- Treat others with respect and show sensitivity to their views, values, cultures, and customs

**Distinguish Between Ethical and Unethical Conduct in the Professional Lives**

- Explain how ethical conduct of managers affects individuals’ motivation and organizations’ performance
- Apply ethics in business decision-making, considering the impact of ethical conduct on multiple stakeholders

## Major in Business Administration - Leadership and Management

Students in the Leadership and Management Concentration complete the major in Business Administration and 24 units of Management requirements.

### Requirements for all Business Administration Majors

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>ACCT 201</td>
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</tr>
<tr>
<td>or ACCT 212</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201</td>
<td>3</td>
</tr>
<tr>
<td>or ECON 203</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202</td>
<td>3</td>
</tr>
<tr>
<td>or ECON 204</td>
<td>3</td>
</tr>
<tr>
<td>EBTM 250</td>
<td>1</td>
</tr>
<tr>
<td>EBTM 251</td>
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<tr>
<td>LEGL 225</td>
<td>3</td>
</tr>
<tr>
<td>MATH 211</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 273</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>ACCT 201</td>
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<tr>
<td>or ACCT 212</td>
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</tr>
<tr>
<td>ECON 201</td>
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<td>or ECON 203</td>
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<tr>
<td>LEGL 225</td>
<td>3</td>
</tr>
<tr>
<td>MATH 211</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 273</td>
<td>3</td>
</tr>
</tbody>
</table>

Admission to the BUAD major requires an average GPA of 2.7 or higher in the eight courses required for admission. A grade of C or higher is required in each individual course.

### Required Business Courses (open to Pre-BUAD majors) (18 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>ACCT 202</td>
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<td>or ACCT 212</td>
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<tr>
<td>BUSX 301</td>
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<tr>
<td>EBTM 337</td>
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<td>FIN 331</td>
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<tr>
<td>MNGT 361</td>
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**Leadership and Management Concentration Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tr>
<td>ENTR 355</td>
<td>ENTREPRENEURSHIP FOUNDATIONS AND PATHWAYS</td>
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<tr>
<td>MNGT 375</td>
<td>INTERNATIONAL BUSINESS: THEORY AND PRACTICE</td>
<td>3</td>
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<tr>
<td>MNGT 421</td>
<td>MANAGEMENT OF ORGANIZATIONAL BEHAVIOR</td>
<td>3</td>
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<tr>
<td>MNGT 425</td>
<td>ORGANIZATION THEORY AND DEVELOPMENT</td>
<td>3</td>
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<tr>
<td>MNGT 438</td>
<td>MULTINATIONAL MANAGEMENT AND CULTURE</td>
<td>3</td>
</tr>
<tr>
<td>MNGT 463</td>
<td>ORGANIZATIONAL LEADERSHIP</td>
<td>3</td>
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<tr>
<td>MNGT 415</td>
<td>DEVELOPING MANAGEMENT AND TEAM BUILDING SKILLS</td>
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Select one of the following electives:

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<tbody>
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<td>MNGT 381</td>
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<td>MNGT 453</td>
<td>CONFLICT RESOLUTION IN BUSINESS</td>
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<td>MNGT 470</td>
<td>SPECIAL TOPICS IN MANAGEMENT</td>
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<td>MNGT 491</td>
<td>DIRECTED READINGS-MANAGEMENT</td>
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<tr>
<td>MNGT 494</td>
<td>STUDY ABROAD IN MANAGEMENT</td>
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<tr>
<td>MNGT 495</td>
<td>INDEPENDENT RESEARCH-MANAGEMENT</td>
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<tr>
<td>MNGT 497</td>
<td>MANAGEMENT INTERNSHIP</td>
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<tr>
<td>MNGT 498</td>
<td>PRACTICUM IN MANAGEMENT</td>
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</table>

**Total Units** 24

1 Only 3 units of the MNGT 497 or MNGT 498 courses can be applied to the Leadership & Management Concentration.

### SUGGESTED FOUR-YEAR PLAN

#### Freshman

**Term 1**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ENGL 102 (Core 2)</td>
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<td>ECON 201 or 203 (Core 6)</td>
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<td>ECON 205 or MATH 231</td>
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<td>TSEM 102 (Core 1)</td>
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**Units** 15

**Term 2**

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<td>ECON 202 or 204</td>
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<td>3</td>
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<td>MATH 211</td>
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<tr>
<td>ENGL 102 (Core 2)</td>
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<td>Elective</td>
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**Units** 15

#### Sophomore

**Term 1**

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<th>Course</th>
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<tr>
<td>ACCT 201 or 211</td>
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**Units** 15

**Term 2**

<table>
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<tr>
<th>Course</th>
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<td>ECON 205 or MATH 231</td>
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<td>Core 4, 5, 8, 10, 11, 12 or 13</td>
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**Units** 15

#### Junior

**Term 1**

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<tbody>
<tr>
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<td>3</td>
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<tr>
<td>MKTG 341</td>
<td></td>
<td>3</td>
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<tr>
<td>BUSX 301 (Core 9)</td>
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<td>3</td>
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<tr>
<td>FIN 331</td>
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<tr>
<td>EBTM 337</td>
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**Units** 15

**Term 2**

<table>
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<th>Units</th>
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<tr>
<td>BUSX 301</td>
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<td>FIN 331</td>
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<td>3</td>
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<tr>
<td>EBTM 337</td>
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**Units** 15

#### Senior

**Term 1**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
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<td>3</td>
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<tr>
<td>MKTG 341</td>
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<td>3</td>
</tr>
<tr>
<td>BUSX 301 (Core 9)</td>
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<td>FIN 331</td>
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<td>EBTM 337</td>
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**Units** 15

**Term 2**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>MKTG 341</td>
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</tr>
<tr>
<td>BUSX 301</td>
<td></td>
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<td></td>
<td>3</td>
</tr>
<tr>
<td>EBTM 337</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Units** 15

BUAD majors must also complete an approved concentration or track of between 21 and 24 units.

BUAD majors are required to complete the Bloomberg Essentials Certification for Equities prior to graduation.
Lives

Distinguish Between Ethical and Unethical Conduct in the Professional

Work Effectively Toward Achieving Common Goals within Diverse Teams

Use Technology Effectively in Business Settings

Communicate Properly and Effectively

Apply Critical Thinking and Problem-Solving Skills to Organizational

Decision Making

Apply Business Knowledge in the Context of Professional Employment

Treat others with respect and show sensitivity to their views, values, cultures, and customs

Guide teams, as leaders and followers, to achieve team goals while maintaining group cohesion, follower satisfaction, and efficient operations

Demonstrate competency in the use of analytical software

Utilize state-of-the-practice software for business applications

ETBM 365
ETBM 443
MNGT Elective 1
MNGT Elective 2

3 BUSX 460
3 MNGT Elective 3
3 MNGT Elective 4
3 Elective

15
15

Total Units: 120

As a premier school of applied business learning, the College of Business and Economics prepares its graduates to achieve excellence in their professional careers. Rigorous academic studies and hands-on business experience—all subject to strict measures of performance—work in combination to develop the foundation for success, connect students with the professional community and transform students who will have a positive impact in and beyond Maryland.

Graduates of Towson University’s College of Business and Economics will:

Apply Business Knowledge in the Context of Professional Employment

• Demonstrate knowledge of business concepts and theories
• Successfully complete a quality, mentored, reflective professional experience in preparation for future employment

Communicate Properly and Effectively

• Write professional documents that provide audience-centric content, rhetorically appropriate organization, and follow accepted conventions of design, style, grammar, punctuation and mechanics
• Make articulate and persuasive oral presentations

Use Technology Effectively in Business Settings

• Demonstrate competency in the use of analytical software
• Utilize state-of-the-practice software for business applications

Work Effectively Toward Achieving Common Goals within Diverse Teams

• Explain how ethical conduct of managers affects individuals’ motivation and organizations’ performance
• Apply ethics in business decision-making, considering the impact of ethical conduct on multiple stakeholders

Major in Business Administration - Marketing

Students in the Marketing Concentration complete the major in Business Administration and 24 units of Marketing requirements.

Requirements for all Business Administration Majors

Courses Required for Admission to Major (20 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ACCT 201</td>
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<tr>
<td>or ACCT 211</td>
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<tr>
<td>ECON 201</td>
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<td>or ECON 203</td>
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<td>or MATH 273</td>
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<td>MATH 231</td>
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<td>or MATH 233</td>
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<tr>
<td>or MATH 253</td>
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Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>ECON 205</td>
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<tr>
<td>or MATH 273</td>
<td></td>
</tr>
<tr>
<td>or MATH 233</td>
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</tr>
</tbody>
</table>

Admission to the BUAD major requires an average GPA of 2.7 or higher in the eight courses required for admission. A grade of C or higher is required in each individual course.

Required Business Courses (open to Pre-BUAD majors) (18 Units)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ACCT 202</td>
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<td>BUSX 301</td>
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<td>EBM 337</td>
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<td>MNGT 361</td>
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<td>MKTG 341</td>
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Required Business Courses (open to BUAD majors only) (12 Units)

<table>
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<td>MNGT 481</td>
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BUAD majors must also complete an approved concentration or track of between 21 and 24 units.

BUAD majors are required to complete the Bloomberg Essentials Certification for Equities prior to graduation.

MARKETING CONCENTRATION REQUIREMENTS

Marketing Concentration Required Courses (18 Units)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MKTG 411</td>
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<tr>
<td>MKTG 425</td>
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<tr>
<td>MKTG 441</td>
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<tr>
<td>MKTG 445</td>
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</tr>
<tr>
<td>MKTG 451</td>
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<tr>
<td>or MKTG 431</td>
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<tr>
<td>MKTG 485</td>
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Electives (6 Units)

<table>
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<tr>
<th>Course</th>
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<tr>
<td>MNGT 482 (recommended Core 14)</td>
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<td>EBM 365</td>
<td>3</td>
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<tr>
<td>MNGT Elective 1</td>
<td>3</td>
</tr>
<tr>
<td>MNGT Elective 2</td>
<td>3</td>
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</table>

40 Major in Business Administration - Marketing
Two courses required: either two from Marketing Electives, or one from Marketing Electives and one from Approved Electives.

Marketing Electives (Select at least one):
- MKTG 345 MANAGING INTEGRATED MARKETING COMMUNICATIONS
- MKTG 347 SERVICES MARKETING
- MKTG 349 PRODUCT MANAGEMENT
- MKTG 350 ENTREPRENEURIAL MARKETING
- MKTG 355 RETAIL MANAGEMENT
- MKTG 357 MARKETING CHANNELS
- MKTG 361 MARKETING FOR NON-PROFIT ORGANIZATIONS
- EBTM 419 SUPPLY-CHAIN MANAGEMENT
- MKTG 497 MARKETING INTERNSHIP

Approved Electives (Select up to one):
- COMM 131 FUNDAMENTALS OF SPEECH COMMUNICATION
- COSC 109 COMPUTERS AND CREATIVITY
- MKTG 491 DIRECTED READING
- MKTG 494 MARKETING STUDY ABROAD
- MKTG 495 INDEPENDENT RESEARCH
- PSYC 101 INTRODUCTION TO PSYCHOLOGY
  or PSYC 102 HONORS INTRODUCTION TO PSYCHOLOGY
- THEA 101 ACTING I
  or THEA 102 HONORS ACTING I

**SUGGESTED FOUR-YEAR PLAN**

<table>
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<th>Freshman</th>
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<td>ECON 201 (Core 6)</td>
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<td>ACCT 201</td>
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<td>FIN 331</td>
<td>3 MKTG 482 (Core 14)</td>
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<td>MNGT 361</td>
<td>3 MKTG 451 or 431</td>
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<td>MKTG 425</td>
<td>3 MKTG 445</td>
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<td>Core 4, 5, 8, 10, 11, 12 or 13</td>
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<tr>
<td>MKTG 411</td>
<td>3 BUSX 460</td>
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<td>EBTM 350</td>
<td>3 MKTG 441</td>
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<tr>
<td>MKTG Elective</td>
<td>3 Approved Elective</td>
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</tr>
<tr>
<td>Elective</td>
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<td>3</td>
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</tbody>
</table>

**Total Units: 120**

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**Apply Business Knowledge in the Context of Professional Employment**
- Demonstrate knowledge of business concepts and theories
- Successfully complete a quality, mentored, reflective professional experience in preparation for future employment

**Communicate Properly and Effectively**
- Write professional documents that provide audience-centric content, rhetorically appropriate organization, and follow accepted conventions of design, style, grammar, punctuation and mechanics
- Make articulate and persuasive oral presentations

**Apply Critical Thinking and Problem-Solving Skills to Organizational Decision Making**
- Conduct internal and external analyses of domestic and global organizations, formulate strategies, and identify issues with implementing these strategies
- Practice creative ideation
- Develop comprehensive, justified conclusions that result from systematic application of relevant information and decision criteria to decision alternatives within a realistic organizational decision context

**Use Technology Effectively in Business Settings**
- Demonstrate competency in the use of analytical software
- Utilize state-of-the-practice software for business applications

**Work Effectively Toward Achieving Common Goals within Diverse Teams**
- Guide teams, as leaders and followers, to achieve team goals while maintaining group cohesion, follower satisfaction, and efficient operations
- Treat others with respect and show sensitivity to their views, values, cultures, and customs

**Distinguish Between Ethical and Unethical Conduct in the Professional Lives**
- Explain how ethical conduct of managers affects individuals’ motivation and organizations’ performance
- Apply ethics in business decision-making, considering the impact of ethical conduct on multiple stakeholders
Major in Business Administration - Project Management and Business Analysis

The Project Management and Business Analysis (PMB) track is a rigorous, high-quality program that addresses the needs and wishes of stakeholders in today’s globally integrated and technology-driven business environment. Project managers and business analysts are key employees in every industry and all types of companies, all over the world. In today’s fast-changing environment, project management is rapidly becoming one of the most important functions within organizations as they implement projects to respond to market and economic demands. The program is designed to offer project management and business analysis education to students wishing to pursue careers in areas such as project management, business analysis, and business consulting. The program will offer the latest in technological tools needed to compete in today’s competitive business environment.

The program leverages state-of-the-art vendor technologies (such as Oracle enterprise resource planning modules). The track incorporates the Project Management Institute (PMI) project management body of knowledge (PMBOK). The PMI is a prestigious project management certification organization. Completion of this track provides students with the knowledge needed to take the exam to obtain the “Certified Associate in Project Management®” offered by the Project Management Institute. On completion of the program, students interested in Six Sigma Quality can enhance their competitiveness through certification such as six sigma green belt certification offered by the American Society for Quality. Students interested in enhancing their credentials can also take the Business Analyst certification exam offered by The International Institute for Business AnalysisTM.

Students in the Project Management and Business Analysis Track complete the major in Business Administration and 24 units in the track, of which 15 units are in required courses and 9 units are from elective courses.

Requirements for all Business Administration Majors

Courses Required for Admission to Major (20 Units)

- ACCT 201 PRINCIPLES OF FINANCIAL ACCOUNTING 3
- or ACCT 211 HONORS ACCOUNTING PRINCIPLES I
- ECON 201 MICROECONOMIC PRINCIPLES 3
- or ECON 203 HONORS MICROECONOMIC PRINCIPLES
- ECON 202 MACROECONOMIC PRINCIPLES 3
- or ECON 204 HONORS MACROECONOMIC PRINCIPLES
- EBTM 250 PROBLEM SOLVING IN BUSINESS I 1
- EBTM 251 PROBLEM SOLVING IN BUSINESS II 1
- LEGL 225 LEGAL ENVIRONMENT OF BUSINESS 3
- MATH 211 CALCULUS FOR APPLICATIONS 3
- or MATH 273 CALCULUS I

Select one of the following:

- ECON 205 STATISTICS FOR BUSINESS AND ECONOMICS I
- MATH 231 BASIC STATISTICS
- or MATH 233 HONORS BASIC STATISTICS

Admission to the BUAD major requires an average GPA of 2.7 or higher in the eight courses required for admission. A grade of C or higher is required in each individual course.

Required Business Courses (open to Pre-BUAD majors) (18 Units)

- ACCT 202 PRINCIPLES OF MANAGERIAL ACCOUNTING 3
- or ACCT 212 HONORS ACCOUNTING PRINCIPLES II
- BUSX 301 BUSINESS COMMUNICATIONS 3
- EBTM 337 ENTERPRISE INFORMATION SYSTEMS 3
- FIN 331 PRINCIPLES OF FINANCIAL MANAGEMENT 3
- MNGT 361 LEADERSHIP AND MANAGEMENT 3
- MKTG 341 PRINCIPLES OF MARKETING 3

Required Business Courses (open to BUAD majors only) (12 Units)

- BUSX 460 PROFESSIONAL EXPERIENCE 3
- EBTM 350 BUSINESS ANALYTICS 3
- EBTM 365 PRINCIPLES OF OPERATIONS MANAGEMENT 3
- MNGT 481 STRATEGIC MANAGEMENT 3

BUAD majors must also complete an approved concentration or track of between 21 and 24 units.

BUAD majors are required to complete the Bloomberg Essentials Certification for Equities prior to graduation.

PROJECT MANAGEMENT AND BUSINESS ANALYSIS CONCENTRATION REQUIREMENTS

Project Management and Business Analysis Concentration Required Courses

- EBTM 425 BUSINESS REQUIREMENTS AND ANALYSIS 3
- EBTM 443 APPLIED PROJECT MANAGEMENT 3
- EBTM 446 BUSINESS INTELLIGENCE 3
- EBTM 450 ADVANCED PROJECT MANAGEMENT 3
- EBTM 454 BUSINESS PROCESS MANAGEMENT 3
- EBTM 462 PROJECT QUALITY AND SIX SIGMA 3

Select two of the following elective courses:

- ACCT 341 MANAGEMENT ACCOUNTING I
- ACCT 442 MANAGEMENT ACCOUNTING II
- EBTM 419 SUPPLY-CHAIN MANAGEMENT
- EBTM 475 SPECIAL TOPICS IN PMBA
- EBTM 492 PMBA DIRECTED READINGS
- EBTM 496 PMBA INDEPENDENT RESEARCH
- EBTM 498 PMBA INTERNSHIP
- ENGL 318 TECHNICAL AND SCIENTIFIC WRITING
- MKTG 349 PRODUCT MANAGEMENT
- MNGT 463 ORGANIZATIONAL LEADERSHIP

Total Units 24

SUGGESTED FOUR-YEAR PLAN

Freshman

Term 1

ENGL 102 (Core 2) 3
ECON 201 or 203 (Core 6) 3
TSEM 102 (Core 1) 3

Units Term 2

3 TSEM 102 (Core 1) 3
3 MATH 211 3
3 ECON 202 or 204 (Core 3) 3
3 Core 4, 5, 8, 10, 11, 12 or 13 3
3 Core 4, 5, 8, 10, 11, 12 or 13 3

Units 15 15

Sophomore

Term 1

ACCT 201 or 211 3
ACCT 205 or MATH 231 3
LEGL 225 3

Units Term 2

3 ACCT 202 or 212 3
3 EBTM 250 3
3 EBTM 251 3
3 Lab Science (Core 7) 4
3 Core 4, 5, 8, 10, 11, 12 or 13 3
3 Core 4, 5, 8, 10, 11, 12 or 13 3
3 Elective 3

Units 15 15
Work Effectively Toward Achieving Common Goals within Diverse Teams

Use Technology Effectively in Business Settings

Decision Making

Apply Critical Thinking and Problem-Solving Skills to Organizational Decision Making

Communicate Properly and Effectively

Apply Business Knowledge in the Context of Professional Employment

Use Technology Effectively in Business Settings

Distinguish Between Ethical and Unethical Conduct in the Professional Lives

Combined Major in Business Administration and Information Systems

As a premier school of applied business learning, the College of Business and Economics prepares its graduates to achieve excellence in their professional careers. Rigorous academic studies and hands-on business experience—all subject to strict measures of performance—work in combination to develop the foundation for success, connect students with the professional community and transform students who will have a positive impact in and beyond Maryland.

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- Successfully complete a quality, mentored, reflective professional experience in preparation for future employment
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- Make articulate and persuasive oral presentations
- Conduct internal and external analyses of domestic and global organizations, formulate strategies, and identify issues with implementing these strategies
- Practice creative ideation
- Develop comprehensive, justified conclusions that result from systematic application of relevant information and decision criteria to decision alternatives within a realistic organizational decision context
- Demonstrate competency in the use of analytical software
- Utilize state-of-the-practice software for business applications
- Guide teams, as leaders and followers, to achieve team goals while maintaining group cohesion, follower satisfaction, and efficient operations
- Treat others with respect and show sensitivity to their views, values, cultures, and customs
- Explain how ethical conduct of managers affects individuals’ motivation and organizations’ performance
- Apply ethics in business decision-making, considering the impact of ethical conduct on multiple stakeholders

The combined major in Business Administration and Computer Information Systems requires at least 89 units to be earned with a grade equivalent of 2.00 or higher. In order to assure that students have retained critical information from prior courses, students take a comprehensive examination on business content as part of the capstone course, MNGT 481. The results of this examination serve as 10 percent of the MNGT 481 grade.

Degree candidates intending to major in Business Administration are designated as “Pre-Business” (PBUA) until admitted into the BUAD major. (See admission requirements in the Business Administration major section of this catalog.)

Lower-Level Required Courses (21 Units)

- ACCT 201 PRINCIPLES OF FINANCIAL ACCOUNTING 3
- or ACCT 211 HONORS ACCOUNTING PRINCIPLES I 3
- ACCT 202 PRINCIPLES OF MANAGERIAL ACCOUNTING 3
- or ACCT 212 HONORS ACCOUNTING PRINCIPLES II 3
- ECON 201 MICROECONOMIC PRINCIPLES 3
- or ECON 203 HONORS MICROECONOMIC PRINCIPLES 3
- ECON 202 MACROECONOMIC PRINCIPLES 3
- or ECON 204 HONORS MACROECONOMIC PRINCIPLES 3
- LEGL 225 LEGAL ENVIRONMENT OF BUSINESS 3
- Select one of the following: 3
  - MATH 231 BASIC STATISTICS
  - MATH 233 HONORS BASIC STATISTICS
  - ECON 205 STATISTICS FOR BUSINESS AND ECONOMICS I
- MATH 211 CALCULUS FOR APPLICATIONS 3

Required Mathematics Courses (3 Units)

- MATH 263 DISCRETE MATHEMATICS 3

Note: See Requirements for Admission to the Business Administration Major.

Upper-Level Business Required Courses (30 Units)

- BUSX 301 BUSINESS COMMUNICATIONS 3
- EBTM 306 FUNDAMENTALS OF PROJECT MANAGEMENT AND BUSINESS DECISIONS 3
- EBTM 311 PRINCIPLES OF E-BUSINESS 3
- FIN 331 PRINCIPLES OF FINANCIAL MANAGEMENT 3
- MKTG 341 PRINCIPLES OF MARKETING 3
- MNGT 361 LEADERSHIP AND MANAGEMENT 3
- EBTM 365 PRINCIPLES OF OPERATIONS MANAGEMENT 3
- BUSX 460 PROFESSIONAL EXPERIENCE 3
- MNGT 482 BUSINESS ETHICS AND SUSTAINABILITY 3
- or COSC 418 ETHICAL AND SOCIETAL CONCERNS OF COMPUTER SCIENTISTS 3
- MNGT 481 STRATEGIC MANAGEMENT 3

CIS Project Course (3 Units)

Select one of the following: 3
- CIS 435 HUMAN-COMPUTER INTERACTION
Minor in Business Administration

This 24-unit minor is available to students who have a major other than Accounting, e-Business or Business Administration. All requirements for the Business Administration minor must be completed with a grade equivalent of 2.00 or higher. Students electing a Business Administration minor are not formally admitted to nor graduates of the College of Business and Economics. Students must complete at least 12 units of CBE courses at Towson University in order to earn this minor.

Required Course (3 Units)
- CIS 479 SOFTWARE PROJECT MNGT 3
or EBTM 443 APPLIED PROJECT MANAGEMENT

Information Systems Requirements (26 Units)
- CIS 211 FUNDAMENTALS OF INFORMATION SYSTEMS & TECHNOLOGY 3
- CIS 239 ENTERPRISE SYSTEMS AND ARCHITECTURE 3
- CIS 334 DATA ORGANIZATION 3
- CIS 350 TELECOMMUNICATIONS 3
- CIS 379 SYSTEMS ANALYSIS AND DESIGN 3
- CIS 458 ORGANIZATIONAL DATABASE MANAGEMENT 3
- COSC 236 INTRO TO COSC I 4
- COSC 237 INTRODUCTION TO COMPUTER SCIENCES II 4

Total Units 86

Note: Advanced Writing Seminar is taken prior to or concurrent with BUSX 301.

Department of e-Business and Technology Management

OFFICE
Stephens Hall 314
Phone: 410-704-2783
Fax: 410-704-3454
Email: dorsey@towson.edu

PROGRAMS AVAILABLE
- Major in e-Business (p. 45)
- Major in Business Administration - Project Management and Business Analysis (p. 42)

WHY STUDY E-BUSINESS?
- To prepare for college-graduate, entry-level jobs such as e-business analyst, e-business development manager, e-business consultant, e-business project manager.
- To be proficient in business as well as technology needed for today’s fast-paced world of business.
- To act as a liaison between business managers and technology professionals.

WHY STUDY PROJECT MANAGEMENT AND BUSINESS ANALYSIS?
- To prepare for college-graduate, entry-level jobs such as business analyst, quality analyst, project manager, business consultant.
- To gain professional certification to enhance one’s career prospects.
- To obtain an integrated perspective of business.

MISSION STATEMENT
The mission of the Department of e-Business and Technology Management is to produce technologically proficient graduates who possess the knowledge, skills and abilities necessary to function effectively in an integrated business community. The department’s aim is to develop students who are competent, ethical and capable of meeting the challenges of an increasingly complex, global and technologically-enabled environment.

GOALS
The goals of the department are:
1. to achieve excellence in teaching while offering innovative and state-of-the-art programs and curriculum that are infused with cutting edge technology.
2. to increase the body of knowledge in the e-Business, Business Analysis and Project Management fields through applied scholarship activities, and
3. to provide applied research, consulting and advisory services to the business and professional community.

DISTINCTIVE FEATURES
- Strong technology focus in all courses
- Linkage to professional certification
- Student Certificate in Project Management (SCiPM)
- e-Business Student Association (e-BA)
- Project Management Association (PMA)

The following admission requirements apply to Business Administration and e-Business Majors:

REQUIREMENTS FOR ADMISSION TO THE BUSINESS ADMINISTRATION MAJOR
Students are admitted to the major in Business Administration (BUAD) after first being admitted to the university. Admission to the university does not guarantee admission to the major. In order to be admitted, students must satisfy the following requirements:

1. Formal admission to TU as a degree candidate
2. Cumulative GPA of 2.00 or higher for all course work
3. Grade equivalent of 2.00 or higher in each course required for admission to the BUAD major
4. Minimum average GPA of 2.70 for ALL of the courses required for admission to the BUAD major:
   • ACCT 201
   • ECON 201
   • ECON 202
   • ECON 205
   • EBTM 250
   • EBTM 251
   • MATH 211 or MATH 273
   • LEGL 225

   No more than two courses may be repeated, of which no more than one course may be repeated twice. Students having obtained Microsoft Excel certification at the level of "expert" prior to enrolling in EBTM 250 may be able to waive the course. Contact the EBTM department at 410-704-2783 for more information.

Degree candidates intending to major in Business Administration are designated as "pre-Business Administration" (PBUA) until admission into the BUAD major. Students are required to meet each term with their assigned faculty adviser to evaluate their progress toward completing the requirements for admission to the major and the degree.

At the start of each term and before registration, the CBE Student Academic and Career Services office will notify PBUA students of their admission status by email to their Towson email addresses. Students who take upper-level "majors-only" CBE courses before being admitted to the Business Administration major do so at their own risk.

MAJORS IN E-BUSINESS AND TECHNOLOGY MANAGEMENT

• Major in e-Business (p. 45)
• Major in Business Administration - Project Management and Business Analysis (p. 42)

Major in e-Business

The program consists of 18 units in lower-level required courses, 30 units of upper-level business required courses, and 24 units of e-Business courses. All major requirements must be completed with a grade equivalent of 2.00 or higher. In order to assure that students have retained critical information from prior courses, students take a comprehensive examination on business content as part of the capstone course, MNGT 481. The results of this examination serve as 10 percent of the MNGT 481 grade.

The Bachelor of Science (B.S.) degree in e-Business requires a minimum of 120 earned units, which must include successful completion of the university Core Curriculum requirements, the e-Business major requirements and electives.

Students are responsible for monitoring their own progress toward graduation. Students must consult with their assigned advisers each term to ensure that prerequisite courses are taken in proper sequence to meet the student’s target completion date for the degree. Prerequisites are monitored during registration. Please note that not all e-Business courses are offered every term. Students need to create a plan in conjunction with their advisors based on the planned course offerings.

Courses Required for Admission to the Major (20-21 Units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 201</td>
<td>PRINCIPLES OF FINANCIAL ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>or ACCT 211</td>
<td>HONORS ACCOUNTING PRINCIPLES I</td>
<td></td>
</tr>
<tr>
<td>ECON 201</td>
<td>MICROECONOMIC PRINCIPLES</td>
<td>3</td>
</tr>
<tr>
<td>or ECON 203</td>
<td>HONORS MICROECONOMIC PRINCIPLES</td>
<td></td>
</tr>
<tr>
<td>ECON 202</td>
<td>MACROECONOMIC PRINCIPLES</td>
<td>3</td>
</tr>
<tr>
<td>ECON 204</td>
<td>HONORS MACROECONOMIC PRINCIPLES</td>
<td></td>
</tr>
<tr>
<td>EBTM 250</td>
<td>PROBLEM SOLVING IN BUSINESS I</td>
<td>1</td>
</tr>
<tr>
<td>EBTM 251</td>
<td>PROBLEM SOLVING IN BUSINESS II</td>
<td>1</td>
</tr>
<tr>
<td>LEGL 225</td>
<td>LEGAL ENVIRONMENT OF BUSINESS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 211</td>
<td>CALCULUS FOR APPLICATIONS</td>
<td>3-4</td>
</tr>
<tr>
<td>or MATH 273</td>
<td>CALCULUS I</td>
<td></td>
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</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 205</td>
<td>STATISTICS FOR BUSINESS AND ECONOMICS I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 231</td>
<td>BASIC STATISTICS</td>
<td></td>
</tr>
<tr>
<td>or MATH 233</td>
<td>HONORS BASIC STATISTICS</td>
<td></td>
</tr>
</tbody>
</table>

Admission to the EBUS major requires an average GPA of 2.7 or higher in the eight courses required for admission. A grade of C or higher is required in each individual course.

Required CBE Courses (Open to Pre-EBUS majors) (18 Units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ACCT 202</td>
<td>PRINCIPLES OF MANAGERIAL ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>or ACCT 212</td>
<td>HONORS ACCOUNTING PRINCIPLES II</td>
<td></td>
</tr>
<tr>
<td>BUSX 301</td>
<td>BUSINESS COMMUNICATIONS 1</td>
<td>3</td>
</tr>
<tr>
<td>EBTM 337</td>
<td>ENTERPRISE INFORMATION SYSTEMS</td>
<td>3</td>
</tr>
<tr>
<td>FIN 331</td>
<td>PRINCIPLES OF FINANCIAL MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 341</td>
<td>PRINCIPLES OF MARKETING</td>
<td>3</td>
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<tr>
<td>MNGT 361</td>
<td>LEADERSHIP AND MANAGEMENT</td>
<td>3</td>
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</table>

Required CBE Courses (open to Admitted EBUS majors) (12 Units)

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<tbody>
<tr>
<td>EBTM 350</td>
<td>BUSINESS ANALYTICS</td>
<td>3</td>
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<td>EBTM 365</td>
<td>PRINCIPLES OF OPERATIONS MANAGEMENT</td>
<td>3</td>
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<tr>
<td>MNGT 481</td>
<td>STRATEGIC MANAGEMENT</td>
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<tr>
<td>BUSX 460</td>
<td>PROFESSIONAL EXPERIENCE</td>
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e-Business Courses (24 Units)

<table>
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<th>Course Title</th>
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<tbody>
<tr>
<td>EBTM 367</td>
<td>E-BUSINESS INFRASTRUCTURE</td>
<td>3</td>
</tr>
<tr>
<td>EBTM 454</td>
<td>BUSINESS PROCESS MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>EBTM 443</td>
<td>APPLIED PROJECT MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>EBTM 419</td>
<td>SUPPLY-CHAIN MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>EBTM 431</td>
<td>ADVANCED E-BUSINESS</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 411</td>
<td>INTERACTIVE MARKETING</td>
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</table>

Select two of the following elective courses:

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<tbody>
<tr>
<td>ACCT 300</td>
<td>ACCOUNTING INFORMATION SYSTEMS</td>
<td>3</td>
</tr>
<tr>
<td>COSC 311</td>
<td>DIGITAL TECH SOCI</td>
<td>3</td>
</tr>
<tr>
<td>EBTM 425</td>
<td>BUSINESS REQUIREMENTS AND ANALYSIS</td>
<td>3</td>
</tr>
<tr>
<td>EBTM 470</td>
<td>SPECIAL TOPICS IN E-BUSINESS</td>
<td>3</td>
</tr>
<tr>
<td>EBTM 483</td>
<td>e-BUSINESS DIRECTED READINGS</td>
<td>3</td>
</tr>
<tr>
<td>EBTM 495</td>
<td>e-BUSINESS INDEPENDENT RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>EBTM 497</td>
<td>e-BUSINESS INTERNSHIP</td>
<td>3</td>
</tr>
<tr>
<td>ENTR 355</td>
<td>ENTREPRENEURSHIP FOUNDATIONS AND PATHWAYS</td>
<td>3</td>
</tr>
<tr>
<td>LEGL 328</td>
<td>CYBER LAW: THE LAW OF THE INTERNET</td>
<td>3</td>
</tr>
<tr>
<td>MNGT 482</td>
<td>BUSINESS ETHICS AND SUSTAINABILITY</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 345</td>
<td>MANAGING INTEGRATED MARKETING COMMUNICATIONS</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 431</td>
<td>MARKETING INFORMATION FOR DECISION MAKING</td>
<td>3</td>
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</table>

Total Units 74-75

SUGGESTED FOUR-YEAR PLAN

Freshman

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102 (Core 2)</td>
<td>3 TSEM 102 (Core 1)</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201 or 203 (Core 6)</td>
<td>3 ECON 202 or 204</td>
<td>3</td>
</tr>
</tbody>
</table>
### Major in Business Administration - Project Management and Business Analysis

The Project Management and Business Analysis (PMBA) track is a rigorous, high-quality program that addresses the needs and wishes of stakeholders in today’s globally integrated and technology-driven business environment. Project managers and business analysts are key employees in every industry and all types of companies, all over the world. In today’s fast-changing environment, project management is rapidly becoming one of the most important functions within organizations as they implement projects to respond to market and economic demands. The program is designed to offer project management and business analysis education to students wishing to pursue careers in areas such as project management, business analysis, and business consulting. The program will offer the latest in technological tools needed to compete in today’s competitive business environment.

The program leverages state-of-the-art vendor technologies (such as Oracle enterprise resource planning modules). The track incorporates the Project Management Institute (PMI) project management body of knowledge (PMBOK). The PMI is a prestigious project management certification organization. Completion of this track provides students with the knowledge needed to take the exam to obtain the “Certified Associate in Project Management®” offered by the Project Management Institute. On completion of the program, students interested in Six Sigma Quality can enhance their competitiveness through certification such as six sigma green belt certification offered by the American Society for Quality. Students interested in enhancing their credentials can also take the Business Analyst certification exam offered by The International Institute for Business Analysis (IIBA)TM.

Students in the Project Management and Business Analysis Track complete the major in Business Administration and 24 units in the track, of which 15 units are in required courses and 9 units are from elective courses.

### Requirements for all Business Administration Majors

#### Courses Required for Admission to Major (20 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 201</td>
<td>3</td>
</tr>
<tr>
<td>or ACCT 211</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201</td>
<td>3</td>
</tr>
<tr>
<td>or ECON 203</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202</td>
<td>3</td>
</tr>
<tr>
<td>or ECON 204</td>
<td>3</td>
</tr>
<tr>
<td>EBTM 250</td>
<td>1</td>
</tr>
<tr>
<td>or ECON 205</td>
<td>3</td>
</tr>
<tr>
<td>EBTM 251</td>
<td>1</td>
</tr>
<tr>
<td>or ECON 206</td>
<td>3</td>
</tr>
<tr>
<td>LEGL 225</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 201</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 231</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 233</td>
<td>3</td>
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</tbody>
</table>

#### Required Business Courses (open to Pre-BUAD majors) (18 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 202</td>
<td>3</td>
</tr>
<tr>
<td>or ACCT 212</td>
<td>3</td>
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</table>

#### University Core (4, 5, 8, 10, 11, 12 or 13)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ACCT 201</td>
<td>3</td>
</tr>
<tr>
<td>or ACCT 211</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201</td>
<td>3</td>
</tr>
<tr>
<td>or ECON 203</td>
<td>3</td>
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<tr>
<td>ECON 202</td>
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<tr>
<td>or ECON 204</td>
<td>3</td>
</tr>
<tr>
<td>EBTM 250</td>
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<tr>
<td>or ECON 205</td>
<td>3</td>
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<tr>
<td>EBTM 251</td>
<td>1</td>
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<tr>
<td>or ECON 206</td>
<td>3</td>
</tr>
<tr>
<td>LEGL 225</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 201</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 231</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 233</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Required Business Courses (open to Pre-BUAD majors) (18 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 202</td>
<td>3</td>
</tr>
<tr>
<td>or ACCT 212</td>
<td>3</td>
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</table>
### SUGGESTED FOUR-YEAR PLAN

#### Freshman

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102 (Core 2)</td>
<td></td>
</tr>
<tr>
<td>ECON 201 or 203 (Core 6)</td>
<td></td>
</tr>
<tr>
<td>Prerequisite for MATH 211</td>
<td></td>
</tr>
<tr>
<td>Core 4, 5, 8, 10, 11, 12 or 13</td>
<td>3</td>
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</tbody>
</table>

*Total Units: 15*

#### Sophomore

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 201 or 211</td>
<td></td>
</tr>
<tr>
<td>ECON 205 or MATH 231</td>
<td></td>
</tr>
<tr>
<td>LEGL 225</td>
<td></td>
</tr>
<tr>
<td>Core 4, 5, 8, 10, 11, 12 or 13</td>
<td>3</td>
</tr>
</tbody>
</table>

*Total Units: 15*

#### Junior

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MNGT 361</td>
<td></td>
</tr>
<tr>
<td>ECON 201 (Core 9)</td>
<td>3</td>
</tr>
<tr>
<td>EBTM 337</td>
<td>3</td>
</tr>
<tr>
<td>EBTM 443</td>
<td></td>
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</tbody>
</table>

*Total Units: 15*

#### Senior

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>MNGT 482 (recommended Core 14)</td>
<td>3</td>
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<tr>
<td>EBTM 446</td>
<td></td>
</tr>
<tr>
<td>EBTM 454</td>
<td></td>
</tr>
</tbody>
</table>

*Total Units: 15*

#### Total Units: 120

As a premier school of applied business learning, the College of Business and Economics prepares its graduates to achieve excellence in their professional careers. Rigorous academic studies and hands-on business experience—all subject to strict measures of performance—work in combination to develop the foundation for success, connect students with the professional community and transform students who will have a positive impact in and beyond Maryland.

Graduates of Towson University’s College of Business and Economics will:

**Apply Business Knowledge in the Context of Professional Employment**

- Demonstrate knowledge of business concepts and theories
- Successfully complete a quality, mentored, reflective professional experience in preparation for future employment

**Communicate Properly and Effectively**

- Write professional documents that provide audience-centric content, rhetorically appropriate organization, and follow accepted conventions of design, style, grammar, punctuation and mechanics
- Make articulate and persuasive oral presentations

**Apply Critical Thinking and Problem-Solving Skills to Organizational Decision Making**

- Conduct internal and external analyses of domestic and global organizations, formulate strategies, and identify issues with implementing these strategies
- Practice creative ideation
- Develop comprehensive, justified conclusions that result from systematic application of relevant information and decision criteria to decision alternatives within a realistic organizational decision context

**Use Technology Effectively in Business Settings**

- Demonstrate competency in the use of analytical software
- Utilize state-of-the-practice software for business applications

**Work Effectively Toward Achieving Common Goals within Diverse Teams**

- Guide teams, as leaders and followers, to achieve team goals while maintaining group cohesion, follower satisfaction, and efficient operations
Distinguish Between Ethical and Unethical Conduct in the Professional Lives

- Treat others with respect and show sensitivity to their views, values, cultures, and customs

Combined Major in Business Administration and Information Systems

The combined major in Business Administration and Computer Information Systems requires at least 89 units to be earned with a grade equivalent of 2.00 or higher. In order to assure that students have retained critical information from prior courses, students take a comprehensive examination on business content as part of the capstone course, MNGT 481. The results of this examination serve as 10 percent of the MNGT 481 grade.

Degree candidates intending to major in Business Administration are designated as “Pre-Business” (PBUA) until admitted into the BUAD major. (See admission requirements in the Business Administration major section of this catalog.)

Lower-Level Required Courses (21 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
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<td>ACCT 201</td>
<td>PRINCIPLES OF FINANCIAL ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>or ACCT 211</td>
<td>HONORS ACCOUNTING PRINCIPLES I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 202</td>
<td>PRINCIPLES OF MANAGERIAL ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>or ACCT 212</td>
<td>HONORS ACCOUNTING PRINCIPLES II</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201</td>
<td>MICROECONOMIC PRINCIPLES</td>
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</tr>
<tr>
<td>or ECON 203</td>
<td>HONORS MICROECONOMIC PRINCIPLES</td>
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<tr>
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<td>MACROECONOMIC PRINCIPLES</td>
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</tr>
<tr>
<td>or ECON 204</td>
<td>HONORS MACROECONOMIC PRINCIPLES</td>
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<tr>
<td>LEGL 225</td>
<td>LEGAL ENVIRONMENT OF BUSINESS</td>
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Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
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<td>STATISTICS FOR BUSINESS AND ECONOMICS I</td>
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</tr>
<tr>
<td>MATH 211</td>
<td>CALCULUS FOR APPLICATIONS</td>
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Required Mathematics Courses (3 Units)

<table>
<thead>
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<tbody>
<tr>
<td>MATH 263</td>
<td>DISCRETE MATHEMATICS</td>
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Note: See Requirements for Admission to the Business Administration Major.

Upper-Level Business Required Courses (30 Units)

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<td>BUSINESS COMMUNICATIONS</td>
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<td>EBTM 306</td>
<td>FUNDAMENTALS OF PROJECT MANAGEMENT AND BUSINESS DECISIONS</td>
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<tr>
<td>EBTM 311</td>
<td>PRINCIPLES OF E-BUSINESS</td>
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<td>FIN 331</td>
<td>PRINCIPLES OF FINANCIAL MANAGEMENT</td>
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<td>LEADERSHIP AND MANAGEMENT</td>
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<td>EBTM 365</td>
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<td>BUSX 460</td>
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<td>MNGT 482</td>
<td>BUSINESS ETHICS AND SUSTAINABILITY</td>
<td>3</td>
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<tr>
<td>or COSC 418</td>
<td>ETHICAL AND SOCIETAL CONCERNS OF COMPUTER SCIENTISTS</td>
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<tr>
<td>MNGT 481</td>
<td>STRATEGIC MANAGEMENT</td>
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CIS Project Course (3 Units)

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<tbody>
<tr>
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<td>HUMAN-COMPUTER INTERACTION</td>
<td>3</td>
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<tr>
<td>CIS 440</td>
<td>SYSTEM DEVELOPMENT / E-COMMERCE</td>
<td>3</td>
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<tr>
<td>CIS 475</td>
<td>ANALYSIS AND DESIGN FOR WEB SITES</td>
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Required Course (3 Units)

<table>
<thead>
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<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 479</td>
<td>SOFTWARE PROJECT MNGT</td>
<td>3</td>
</tr>
<tr>
<td>or EBTM 443</td>
<td>APPLIED PROJECT MANAGEMENT</td>
<td>3</td>
</tr>
</tbody>
</table>

Information Systems Requirements (26 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 211</td>
<td>FUNDAMENTALS OF INFORMATION SYSTEMS &amp; TECHNOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>CIS 239</td>
<td>ENTERPRISE SYSTEMS AND ARCHITECTURE</td>
<td>3</td>
</tr>
<tr>
<td>CIS 334</td>
<td>DATA ORGANIZATION</td>
<td>3</td>
</tr>
<tr>
<td>CIS 350</td>
<td>TELECOMMUNICATIONS</td>
<td>3</td>
</tr>
<tr>
<td>CIS 379</td>
<td>SYSTEMS ANALYSIS AND DESIGN</td>
<td>3</td>
</tr>
<tr>
<td>CIS 458</td>
<td>ORGANIZATIONAL DATABASE MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>COSC 236</td>
<td>INTRO TO COSC I</td>
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<tr>
<td>COSC 237</td>
<td>INTRODUCTION TO COMPUTER SCIENCES II</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Units 86

1 Note: Advanced Writing Seminar is taken prior to or concurrent with BUSX 301.

Department of Economics

OFFICE

Stephens Hall 103, 410-704-2959
Fax: 410-704-3424

PROGRAMS OF THE DEPARTMENT

- Major in Economics (p. 51)
- Major in Economics with Financial Economics Track (p. 51)
- Major in Business Administration - Economics (p. 29)
- Combined Major in Economics and Geography and Environmental Planning (p. 52)
- Combined Major in Economics and Political Science (p. 53)
- Minor in Economics (p. 52)

A student majoring in economics may declare a second major and obtain a degree certifying that both majors have been completed.

WHY STUDY ECONOMICS?

- To prepare for jobs in:
  - Government, such as research assistant, program analyst and budget analyst. Government economists analyze economic conditions and estimate the economic impact of public policy.
  - Business and Consulting, such as financial analyst, long-range planner and stockbroker. Business economists provide information on market conditions, forecasting, government regulations, facilities planning, product planning and pricing.
- To prepare for graduate school in such programs as Law, Economics, Public Policy, or Business Journalism
- To earn a combined major in Geography and Environmental Planning, Mathematics or Political Science
- To blend business and economics by taking either an Economics major with a Business Administration minor or a Business Administration major with a track in Economics
To have the ability to analyze the American economic system and international and domestic economic forces that determine production, prices, profits and incomes

MISSION STATEMENT
The department is committed to an excellent economics education built on a comprehensive liberal arts foundation to enable graduates to excel as leaders in a dynamic business environment and/or a career in public service by means of individualized student advising, professional work experience, teaching excellence, and commitment to the highest academic and ethical standards.

DISTINCTIVE FEATURES
Maryland Council on Economic Education (MCEE)
Council President: Tony DeGeorge, Symantec
Council Executive Director: Mary Ann Hewitt
Associate Executive Director: Debbie Batchelor

The MCEE is an affiliate of the University Advancement Division, and is responsible for increasing the quality and quantity of economics taught in Maryland schools and the general community.

Center for Economic Education
Director: Melissa Groves, Ph.D.

The Center for Economic Education is responsible for consulting with educational and community organizations; developing economic education materials; improving economics instructional programs; and conducting research in economic education. The CEE has received multiple Student Recognition Awards, including the Federal Reserve Bank Excellence Award; The Wall Street Journal Award; J.J. German Scholarship; Harvey Paul Scholarship; Tamara Woroby Scholarship; Catherine Britt Memorial Scholarship; Economics Club; and Omicron Delta Epsilon—The International Economics Honor Society.

DEPARTMENTAL HONORS IN ECONOMICS
Students majoring in Economics are eligible to apply to the Departmental Honors Program if they have a 3.25 cumulative GPA, a 3.50 GPA in economics classes, and the consent of a faculty thesis adviser. Students interested in Departmental Honors should obtain the application form from the department chair or honors coordinator before the end of their junior year. Honors in Economics requires 36 units in economics (18 required units, 9 units designated as “pre-Business Administration” (PBUA) until admission into the BUAD major. Students are required to meet each term with their assigned faculty adviser to evaluate their progress toward completing the requirements for admission to the major and the degree.

DEPARTMENTAL HONORS IN ECONOMICS:

<table>
<thead>
<tr>
<th>Select one of the following:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 321 HISTORY OF ECONOMIC THOUGHT</td>
<td>3</td>
</tr>
<tr>
<td>ECON 401 INTRODUCTION TO ECONOMETRICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 451 INTRODUCTION TO MATHEMATICAL ECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 495 INDEPENDENT STUDY 1</td>
<td>3</td>
</tr>
<tr>
<td>ECON 499 HONORS THESIS IN ECONOMICS 1,2</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units 9

1 ECON 495 and ECON 499 must be taken sequentially.
2 The thesis must be presented orally to the Thesis Committee at a public colloquium.

Honors are designated on the graduate’s transcript and diploma.

Requirements for Admission to the Business Administration Major
Students are admitted to the major in Business Administration (BUAD) after first being admitted to the university. Admission to the university does not guarantee admission to the major. In order to be admitted, students must satisfy the following requirements:

1. Formal admission to TU as a degree candidate
2. Cumulative GPA of 2.00 or higher for all course work
3. Grade equivalent of 2.00 or higher in each course required for admission to the BUAD major
4. Minimum average GPA of 2.70 for ALL of the courses required for admission to the BUAD major:
   • ACCT 201
   • ECON 201
   • ECON 202
   • ECON 205
   • EBTM 250
   • EBTM 251
   • MATH 211 or MATH 273
   • LEGL 225

No more than two courses may be repeated, of which no more than one course may be repeated twice. Students having obtained Microsoft Excel certification at the level of “expert” prior to enrolling in EBTM 250 may be able to waive the course. Contact the EBTM department at 410-704-2783 for more information.

Degree candidates intending to major in Business Administration are designated as “pre-Business Administration” (PBUA) until admission into the BUAD major. Students are required to meet each term with their assigned faculty adviser to evaluate their progress toward completing the requirements for admission to the major and the degree.

At the start of each term and before registration, the CBE Student Academic and Career Services office will notify PBUA students of their admission status by email to their Towson email addresses. Students who take upper-level “majors-only” CBE courses before being admitted to the Business Administration major do so at their own risk.

MAJORS IN ECONOMICS
- Major in Economics (p. 51)
- Major in Economics with Financial Economics Track (p. 51)
- Major in Business Administration - Economics (p. 29)
- Combined Major in Economics and Geography and Environmental Planning (p. 52)
- Combined Major in Economics and Political Science (p. 53)

MINOR IN ECONOMICS
- Economics (p. 52)

Major in Business Administration
- Economics

Students in the Economics Track complete the major in Business Administration and 21 units of Economics requirements.

Requirements for all Business Administration Majors

Courses Required for Admission to Major (20 Units)
SUGGESTED FOUR-YEAR PLAN

**ECONOMICS TRACK REQUIREMENTS**

Economics Track Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 309</td>
<td>INTERMEDIATE PRICE THEORY</td>
<td>3</td>
</tr>
<tr>
<td>ECON 310</td>
<td>MACROECONOMIC THEORY</td>
<td>3</td>
</tr>
<tr>
<td>ECON 313</td>
<td>MONEY AND BANKING</td>
<td>3</td>
</tr>
<tr>
<td>ECONxxx</td>
<td>Upper-Level Electives: ¹</td>
<td>12</td>
</tr>
<tr>
<td>ECON 409</td>
<td>MANAGERIAL ECONOMICS (recommended as one elective)</td>
<td></td>
</tr>
</tbody>
</table>

Total Units: 21

¹ Note: EBTM 306 and ECON 497 cannot count as electives.

**SUGGESTED FOUR-YEAR PLAN**

**Freshman**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102 (Core 2)</td>
<td>3 TSEM 102 (Core 1)</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201 or 203 (Core 6)</td>
<td>3 MATH 211 (may substitute MATH 273)</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite for MATH 211</td>
<td>3 ECON 202 or 204</td>
<td>3</td>
</tr>
<tr>
<td>Core 4, 5, 8, 10, 11, 12 or 13</td>
<td>3 Core 4, 5, 8, 10, 11, 12 or 13</td>
<td>3</td>
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</tbody>
</table>

**Sophomore**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 201 or 211</td>
<td>3 ACCT 202 or 212</td>
<td>3</td>
</tr>
<tr>
<td>ECON 205 or MATH 231</td>
<td>3 EBTM 250</td>
<td>1</td>
</tr>
<tr>
<td>LEGL 225</td>
<td>3 EBTM 251</td>
<td>1</td>
</tr>
<tr>
<td>Core 4, 5, 8, 10, 11, 12 or 13</td>
<td>3 Lab Science (Core 7)</td>
<td>4</td>
</tr>
<tr>
<td>Core 4, 5, 8, 10, 11, 12 or 13</td>
<td>3 Elective</td>
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<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>MNGT 361</td>
<td>3 EBTM 337</td>
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<tr>
<td>MKTG 341</td>
<td>3 EBTM 350</td>
<td>3</td>
</tr>
<tr>
<td>BUSX 301 (Core 9)</td>
<td>3 ECON 310</td>
<td>3</td>
</tr>
<tr>
<td>FIN 331</td>
<td>3 ECON 313</td>
<td>3</td>
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<tr>
<td>ECON 309</td>
<td>3 Elective</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EBTM 365</td>
<td>3 MNGT 481</td>
<td>3</td>
</tr>
<tr>
<td>ECON 482 (Recommended Core 14)</td>
<td>3 BUSX 460</td>
<td>3</td>
</tr>
<tr>
<td>ECON Elective 1</td>
<td>3 ECON Elective 3</td>
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<tr>
<td>ECON Elective 2</td>
<td>3 ECON Elective 4</td>
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<tr>
<td>Elective</td>
<td>3 Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units: 120

As a premier school of applied business learning, the College of Business and Economics prepares its graduates to achieve excellence in their professional careers. Rigorous academic studies and hands-on business experience—all subject to strict measures of performance—work in combination to develop the foundation for success, connect students with the professional community and transform students who will have a positive impact in and beyond Maryland.

Graduates of Towson University’s College of Business and Economics will:

**Apply Business Knowledge in the Context of Professional Employment**

- Demonstrate knowledge of business concepts and theories
- Successfully complete a quality, mentored, reflective professional experience in preparation for future employment

**Communicate Properly and Effectively**

- Write professional documents that provide audience-centric content, rhetorically appropriate organization, and follow accepted conventions of design, style, grammar, punctuation and mechanics
- Make articulate and persuasive oral presentations

**Apply Critical Thinking and Problem-Solving Skills to Organizational Decision Making**

- Conduct internal and external analyses of domestic and global organizations, formulate strategies, and identify issues with implementing these strategies
- Practice creative ideation
- Develop comprehensive, justified conclusions that result from systematic application of relevant information and decision criteria to decision alternatives within a realistic organizational decision context
Use Technology Effectively in Business Settings

• Demonstrate competency in the use of analytical software
• Utilize state-of-the-practice software for business applications

Work Effectively Toward Achieving Common Goals within Diverse Teams

• Guide teams, as leaders and followers, to achieve team goals while maintaining group cohesion, follower satisfaction, and efficient operations
• Treat others with respect and show sensitivity to their views, values, cultures, and customs

Distinguish Between Ethical and Unethical Conduct in the Professional Lives

• Explain how ethical conduct of managers affects individuals’ motivation and organizations’ performance
• Apply ethics in business decision-making, considering the impact of ethical conduct on multiple stakeholders

Major in Economics

The major in Economics requires 36-37 units in Economics, completed with a grade equivalent of 2.00 or higher. (See the Suggested Course Four-Year Plan for Economics Majors.) Transfer students must take a minimum of 15 units in economics at Towson University to qualify for an Economics major.

Required Courses (24-25 Units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 201</td>
<td>MICROECONOMIC PRINCIPLES</td>
<td>3</td>
</tr>
<tr>
<td>or ECON 203</td>
<td>HONORS MICROECONOMIC PRINCIPLES</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202</td>
<td>MACROECONOMIC PRINCIPLES</td>
<td>3</td>
</tr>
<tr>
<td>or ECON 204</td>
<td>HONORS MACROECONOMIC PRINCIPES</td>
<td>3</td>
</tr>
<tr>
<td>ECON 205</td>
<td>STATISTICS FOR BUSINESS AND ECONOMICS I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 211</td>
<td>CALCULUS FOR APPLICATIONS</td>
<td>3-4</td>
</tr>
<tr>
<td>or MATH 273</td>
<td>CALCULUS I</td>
<td></td>
</tr>
<tr>
<td>ECON 306</td>
<td>STATISTICS FOR BUSINESS AND ECONOMICS II</td>
<td>3</td>
</tr>
<tr>
<td>ECON 309</td>
<td>INTERMEDIATE PRICE THEORY</td>
<td>3</td>
</tr>
<tr>
<td>ECON 310</td>
<td>MACROECONOMIC THEORY</td>
<td>3</td>
</tr>
<tr>
<td>One 400-level economics course (excluding ECON 495 and ECON 497)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Elective Courses (12 Units)

Four upper-level economics electives

Only one Internship in Economics (ECON 497) will count toward the major.

The department allows any one of the following courses outside the department to count toward the major in satisfying electives:

- FIN 351 ADVANCED CORPORATE FINANCE
- MATH 377 MATHEMATICAL MODELS
- POSC 459 SIMULATION AND GAMES IN POLITICAL SCIENCE

The following courses are recommended for students considering graduate school in Economics:

- ECON 401 INTRODUCTION TO ECONOMETRICS
- ECON 451 INTRODUCTION TO MATHEMATICAL ECONOMICS
- MATH 273 CALCULUS I
- MATH 274 CALCULUS II
- MATH 275 CALCULUS III
- MATH 463 LINEAR ALGEBRA

Total Units: 36-37

SUGGESTED FOUR-YEAR PLAN

Students should consult with their advisers to make the most appropriate elective choices. Based on course availability and student needs and preferences, the selected sequences may vary from those presented below.

Freshman

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102 (Core 2)</td>
<td>3</td>
<td>TSEM 102 (Core 1)</td>
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<tr>
<td>MATH 111 (or higher) (Core 3)</td>
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<td>MATH 211 or 273</td>
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<tr>
<td>Core 5</td>
<td>3</td>
<td>Core 4</td>
<td>3</td>
</tr>
<tr>
<td>Core 10</td>
<td>3</td>
<td>Core 12</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201 or 203 (Core 6)</td>
<td>3</td>
<td>ECON 202 or 204</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
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<td>15-16</td>
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Sophomore

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units</th>
<th>Term 2</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ECON 205</td>
<td>3</td>
<td>Core 9</td>
<td>3</td>
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<tr>
<td>Core 11</td>
<td>3</td>
<td>Core 7</td>
<td>4</td>
</tr>
<tr>
<td>Core 13</td>
<td>3</td>
<td>Core 14</td>
<td>3</td>
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<tr>
<td>Core 8</td>
<td>3</td>
<td>3-4 ECON 306</td>
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<td>Elective</td>
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Junior

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 309</td>
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<td>ECON 310</td>
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<tr>
<td>Elective</td>
<td>3</td>
<td>ECON Elective</td>
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<td>Elective</td>
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<td>ECON Elective</td>
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<tr>
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<td>15</td>
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</table>

Senior

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON Elective</td>
<td>3</td>
<td>ECON 400-level Elective</td>
<td>3</td>
</tr>
<tr>
<td>ECON Elective</td>
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<td>Elective</td>
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<tr>
<td>Free Elective</td>
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<td>Elective</td>
<td>1-3</td>
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<tr>
<td></td>
<td>15</td>
<td></td>
<td>13-15</td>
</tr>
</tbody>
</table>

Total Units: 119-123

1. Knowledge of economic theories and concepts
2. Knowledge of real world economic institutions and actors
3. Skill in framing questions and gathering appropriate resources
4. Skill in problem solving and analysis
5. Skill in communication

Major in Economics - Financial Economics Track

The major in Economics requires 36-37 units in Economics, the Financial Economic Track requires an additional 21 units in Finance. All courses must be completed with a grade equivalent of 2.00 or higher.

Transfer students must take a minimum of 15 units in economics at Towson University to qualify for an Economics major.

Required Courses (24 Units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 201</td>
<td>MICROECONOMIC PRINCIPLES</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202</td>
<td>MACROECONOMIC PRINCIPLES</td>
<td>3</td>
</tr>
<tr>
<td>ECON 205</td>
<td>STATISTICS FOR BUSINESS AND ECONOMICS I</td>
<td>3</td>
</tr>
</tbody>
</table>
Minor in Economics

The 18-unit Economics minor may be taken with any other major. All Economics courses must be completed with a grade equivalent of 2.00 or higher.

Required Courses (6 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 201</td>
<td>MICROECONOMIC PRINCIPLES</td>
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<tr>
<td>or ECON 203</td>
<td>HONORS MICROECONOMIC PRINCIPLES</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202</td>
<td>MACROECONOMIC PRINCIPLES</td>
<td>3</td>
</tr>
<tr>
<td>or ECON 204</td>
<td>HONORS MACROECONOMIC PRINCIPLES</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses (12 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECONxxx</td>
<td>Upper-level Electives</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Units 18

Minor in Economics

Completion of individual majors in Geography and Environmental Planning and Economics requires the successful completion of 76–77 units (40 in Geography and Environmental Planning and 36–37 in Economics). By electing the combined major in Geography and Environmental Planning and Economics, students are able to complete both majors with a total of 61-62 units.

Economics Required Courses (21-22 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 201</td>
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</tr>
<tr>
<td>or ECON 203</td>
<td>HONORS MICROECONOMIC PRINCIPLES</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202</td>
<td>MACROECONOMIC PRINCIPLES</td>
<td>3</td>
</tr>
<tr>
<td>or ECON 204</td>
<td>HONORS MACROECONOMIC PRINCIPLES</td>
<td>3</td>
</tr>
<tr>
<td>MATH 211</td>
<td>CALCULUS FOR APPLICATIONS</td>
<td>3-4</td>
</tr>
<tr>
<td>or MATH 273</td>
<td>CALCULUS I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 306</td>
<td>STATISTICS FOR BUSINESS AND ECONOMICS II</td>
<td>3</td>
</tr>
<tr>
<td>ECON 309</td>
<td>INTERMEDIATE PRICE THEORY</td>
<td>3</td>
</tr>
<tr>
<td>ECON 310</td>
<td>MACROECONOMIC THEORY</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG 101</td>
<td>PHYSICAL GEOGRAPHY</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 102</td>
<td>WORLD REGIONAL GEOGRAPHY</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 105</td>
<td>GEOGRAPHY OF INTERNATIONAL AFFAIRS</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 109</td>
<td>INTRODUCTION TO HUMAN GEOGRAPHY</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 221</td>
<td>INTERPRETATION OF MAPS</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 232</td>
<td>INTRO TO HUMAN GEOGRAPHY</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 401</td>
<td>GROWTH OF GEOGRAPHIC THOUGHT</td>
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</table>

Geography Electives (18 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>GEOG 310</td>
<td>INTRODUCTION TO HUMAN GEOGRAPHY</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 315</td>
<td>INTRODUCTION TO HUMAN GEOGRAPHY</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 320</td>
<td>INTRODUCTION TO HUMAN GEOGRAPHY</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 325</td>
<td>INTRODUCTION TO HUMAN GEOGRAPHY</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 330</td>
<td>INTRODUCTION TO HUMAN GEOGRAPHY</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 340</td>
<td>INTRODUCTION TO HUMAN GEOGRAPHY</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 350</td>
<td>INTRODUCTION TO HUMAN GEOGRAPHY</td>
<td>3</td>
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<tr>
<td>GEOG 360</td>
<td>INTRODUCTION TO HUMAN GEOGRAPHY</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 370</td>
<td>INTRODUCTION TO HUMAN GEOGRAPHY</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 380</td>
<td>INTRODUCTION TO HUMAN GEOGRAPHY</td>
<td>3</td>
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<tr>
<td>GEOG 390</td>
<td>INTRODUCTION TO HUMAN GEOGRAPHY</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 400</td>
<td>INTRODUCTION TO HUMAN GEOGRAPHY</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 410</td>
<td>INTRODUCTION TO HUMAN GEOGRAPHY</td>
<td>3</td>
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<td>GEOG 420</td>
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<td>GEOG 430</td>
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<td>GEOG 440</td>
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<td>GEOG 450</td>
<td>INTRODUCTION TO HUMAN GEOGRAPHY</td>
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<td>GEOG 460</td>
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<td>GEOG 470</td>
<td>INTRODUCTION TO HUMAN GEOGRAPHY</td>
<td>3</td>
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<tr>
<td>GEOG 480</td>
<td>INTRODUCTION TO HUMAN GEOGRAPHY</td>
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<tr>
<td>GEOG 490</td>
<td>INTRODUCTION TO HUMAN GEOGRAPHY</td>
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<tr>
<td>GEOG 500</td>
<td>INTRODUCTION TO HUMAN GEOGRAPHY</td>
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</tr>
<tr>
<td>GEOG 510</td>
<td>INTRODUCTION TO HUMAN GEOGRAPHY</td>
<td>3</td>
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<tr>
<td>GEOG 520</td>
<td>INTRODUCTION TO HUMAN GEOGRAPHY</td>
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<tr>
<td>GEOG 530</td>
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<td>GEOG 540</td>
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<td>INTRODUCTION TO HUMAN GEOGRAPHY</td>
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<td>GEOG 560</td>
<td>INTRODUCTION TO HUMAN GEOGRAPHY</td>
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<td>GEOG 570</td>
<td>INTRODUCTION TO HUMAN GEOGRAPHY</td>
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<tr>
<td>GEOG 580</td>
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<td>GEOG 610</td>
<td>INTRODUCTION TO HUMAN GEOGRAPHY</td>
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<td>GEOG 620</td>
<td>INTRODUCTION TO HUMAN GEOGRAPHY</td>
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<td>GEOG 630</td>
<td>INTRODUCTION TO HUMAN GEOGRAPHY</td>
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<tr>
<td>GEOG 640</td>
<td>INTRODUCTION TO HUMAN GEOGRAPHY</td>
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<td>GEOG 650</td>
<td>INTRODUCTION TO HUMAN GEOGRAPHY</td>
<td>3</td>
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<tr>
<td>GEOG 660</td>
<td>INTRODUCTION TO HUMAN GEOGRAPHY</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 670</td>
<td>INTRODUCTION TO HUMAN GEOGRAPHY</td>
<td>3</td>
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<tr>
<td>GEOG 680</td>
<td>INTRODUCTION TO HUMAN GEOGRAPHY</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 690</td>
<td>INTRODUCTION TO HUMAN GEOGRAPHY</td>
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</tbody>
</table>

Combined Major in Economics and Geography and Environmental Planning

Completion of individual majors in Geography and Environmental Planning and Economics requires the successful completion of 76–77 units (40 in Geography and Environmental Planning and 36–37 in Economics). By electing the combined major in Geography and Environmental Planning and Economics, students are able to complete both majors with a total of 61-62 units.

Statistics Requirement (3 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 205</td>
<td>STATISTICS FOR BUSINESS AND ECONOMICS I</td>
<td>3</td>
</tr>
<tr>
<td>or ECON 375</td>
<td>QUANTITATIVE METHODS IN GEOGRAPHY</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (18 Units)

Select 6 units of Economics Electives, which will count toward total Geography Electives and must be approved by the Department of Geography and Environmental Planning. Pre-approved courses are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 322</td>
<td>COMPARATIVE ECONOMIC SYSTEMS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 326</td>
<td>ECONOMIC DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td>ECON 334</td>
<td>ECONOMICS OF POVERTY AND DISCRIMINATION</td>
<td>3</td>
</tr>
<tr>
<td>ECON 351</td>
<td>URBAN ECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 421</td>
<td>INTERNATIONAL ECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 423</td>
<td>INTERNATIONAL MONETARY THEORY AND POLICY</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 12 units of Geography Electives, 6 of which will count toward total Economics Electives and must be approved by Department of Economics. Pre-approved courses are:
### Combined Major in Political Science and Economics

Completion of individual majors in Political Science and Economics requires the successful completion of 75–76 units (39 in political science and 36–37 in economics). However, by electing the combined major in Political Science and Economics, students will be able to complete both majors with a total of 60–61 units. Students interested in either of the combined majors should consult with an adviser in both departments to review requirements.

In Political Science, students must complete all requirements for the major (p. 256). However, they must substitute two of the following upper-level courses (6 units) in economics toward fulfillment of the required four courses (12 units) in the Political Science major:

- ECON 322 COMPARATIVE ECONOMIC SYSTEMS 3
- ECON 326 ECONOMIC DEVELOPMENT 3
- ECON 331 GOVERNMENT AND ECONOMIC LIFE 3
- ECON 337 PUBLIC FINANCE 3
- ECON 339 HEALTH ECONOMICS 3
- ECON 351 URBAN ECONOMICS 3
- ECON 375 ENVIRONMENTAL ECONOMICS 3
- ECON 421 INTERNATIONAL ECONOMICS 3
- ECON 423 INTERNATIONAL MONETARY THEORY AND POLICY 3
- ECON 470 ADVANCED TOPICS IN ECONOMICS 3

1. Topic to be approved by the Department of Political Science.

In Economics, students must complete all requirements for the major (p. 51). However, they must substitute two of the following upper-level courses (6 units) in political science toward fulfillment of the required four courses (12 units) of upper-division economics electives:

- POSC 305 URBAN GOVERNMENT AND POLITICS 3
- POSC 375 PUBLIC ADMINISTRATION 3
- POSC 421 POLITICS AND ENVIRONMENTAL POLICY 3
- POSC 459 SIMULATION AND GAMES IN POLITICAL SCIENCE 3
- POSC 470 SPECIAL TOPICS IN POLITICAL SCIENCE 3
- POSC 471 SPECIAL TOPICS IN POLITICAL SCIENCE 3
- POSC 472 SPEC TOPICS POSC 3
- POSC 473 SPEC TOPICS POSC 3
- POSC 474 SPEC TOPICS POSC 3
- POSC 475 SPEC TOPICS POSC 3
- POSC 476 SPEC TOPICS POSC 3
- POSC 477 SPEC TOPICS POSC 3
- POSC 478 SPEC TOPICS POSC 3
- POSC 479 SPEC TOPICS POSC 3
- POSC 481 SEMINAR IN AMERICAN GOVERNMENT AND PUBLIC POLICY 3

1. Topic to be approved by the Department of Economics.

### Freshman

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102 (Core 2)</td>
<td>3 TSEM 102 (Core 1)</td>
<td>3</td>
</tr>
<tr>
<td>Core 3</td>
<td>3 MATH 211 or 273</td>
<td>3-4</td>
</tr>
<tr>
<td>Core 5</td>
<td>3 Core 4</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 101 (Core 8)</td>
<td>3 ECON 202 or 204</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 201 or 203 (Core 6)</td>
<td>3 Select one of the following: GEOG 102 or GEOG 105 or GEOG 109</td>
<td>3</td>
</tr>
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</table>

#### Sophomore

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 205 or GEOG 375</td>
<td>3 Elective</td>
<td>3</td>
</tr>
<tr>
<td>Core 7</td>
<td>4 Core 11</td>
<td>3</td>
</tr>
<tr>
<td>Core 13</td>
<td>3 Core 14</td>
<td>3</td>
</tr>
<tr>
<td>Core 10</td>
<td>3 ECON 306</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 221</td>
<td>3 GEOG 232</td>
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<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ECON 309</td>
<td>3 ECON 310</td>
<td>3</td>
</tr>
<tr>
<td>Towson Core 12</td>
<td>3 ECON XXX</td>
<td>3</td>
</tr>
<tr>
<td>Upper-level GEOG regional course</td>
<td>3 GEOG XXX</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 401 (Core 9)</td>
<td>3 Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3 Elective</td>
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</table>

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
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<tbody>
<tr>
<td>ECON XXX</td>
<td>3 ECON 400-level Elective</td>
<td>3</td>
</tr>
<tr>
<td>GEOG XXX</td>
<td>3 GEOG Elective</td>
<td>3</td>
</tr>
<tr>
<td>GEOG Elective</td>
<td>3 Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3 Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3 Elective (if necessary)</td>
<td>3</td>
</tr>
</tbody>
</table>

### Senior

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ECON XXX</td>
<td>3 ECON 400-level Elective</td>
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</tr>
<tr>
<td>GEOG XXX</td>
<td>3 GEOG Elective</td>
<td>3</td>
</tr>
<tr>
<td>GEOG Elective</td>
<td>3 Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3 Elective</td>
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</tr>
<tr>
<td>Elective</td>
<td>3 Elective (if necessary)</td>
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</tr>
</tbody>
</table>

**Total Units: 122-123**

For further information on this program contact the chair of either the Department of Economics or of the Department of Geography and Environmental Planning.
Sophomore

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Term 2</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ECON 205</td>
<td>3 Core 9</td>
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<td></td>
</tr>
<tr>
<td>Core 13</td>
<td>3 Core 7</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Core 8</td>
<td>3-4 Core 14</td>
<td>3</td>
<td></td>
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<tr>
<td>POSC 301</td>
<td>3 ECON 306</td>
<td>3</td>
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</tr>
<tr>
<td>Select one of the following:</td>
<td>3 POSC Topical Area</td>
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<tr>
<td>POSC 103 (Core 11)</td>
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<tr>
<td>POSC 207 (Core 11)</td>
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<tr>
<td>POSC 209 (Core 11)</td>
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15-16

Junior

<table>
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<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ECON 309</td>
<td>3 ECON 310</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>POSC Topical Area</td>
<td>3 ECON Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>POSC Topical Area</td>
<td>3 Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>POSC Topical Area</td>
<td>3 Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Core 11</td>
<td>3 Elective</td>
<td>3</td>
<td></td>
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15

Senior

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON Elective</td>
<td>3 ECON 400-level Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Core 5</td>
<td>3 POSC Elective</td>
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<td></td>
</tr>
<tr>
<td>POSC XXX</td>
<td>3 POSC Seminar</td>
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<tr>
<td>Elective</td>
<td>3 Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3 Elective</td>
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</tr>
</tbody>
</table>

15

Total Units: 121-123

2. to increase the body of knowledge in the finance professions through applied scholarship activities, and
3. to provide applied research, consulting and advisory services to the business and professional community.

DISTINCTIVE FEATURES

- FMA (Student Chapter of Financial Management Association)
- Towson University Investment Group
- Internships in Finance
- Student Recognition Award — Kathryn H. Gerling Scholarship
- Chartered Financial Analyst (CFA) Scholarships

REQUIREMENTS FOR ADMISSION TO THE BUSINESS ADMINISTRATION MAJOR

Students are admitted to the major in Business Administration (BUAD) after first being admitted to the university. Admission to the university does not guarantee admission to the major. In order to be admitted, students must satisfy the following requirements:

1. Formal admission to TU as a degree candidate
2. Cumulative GPA of 2.00 or higher for all course work
3. Grade equivalent of 2.00 or higher in each course required for admission to the BUAD major
4. Minimum average GPA of 2.70 for ALL of the courses required for admission to the BUAD major:
   - ACCT 201
   - ECON 201
   - ECON 202
   - ECON 205
   - EBTM 250
   - EBTM 251
   - MATH 211 or MATH 273
   - LEGL 225

   No more than two courses may be repeated, of which no more than one course may be repeated twice. Students having obtained Microsoft Excel certification at the level of “expert” prior to enrolling in EBTM 250 may be able to waive the course. Contact the EBTM department at 410-704-2783 for more information.

Degree candidates intending to major in Business Administration are designated as “pre-Business Administration” (PBUA) until admission into the BUAD major. Students are required to meet each term with their assigned faculty adviser to evaluate their progress toward completing the requirements for admission to the major and the degree.

At the start of each term and before registration, the CBE Student Academic and Career Services office will notify PBUA students of their admission status by email to their Towson email addresses. Students who take upper-level “majors-only” CBE courses before being admitted to the Business Administration major do so at their own risk.

MAJOR IN FINANCE

- Major in Business Administration - Finance (p. 31)
- Major in Business Administration - Financial Planning (p. 32)
- Major in Business Administration - Investments (p. 36)

MINOR IN FINANCE

- Finance (p. 57)
Major in Business Administration - Finance

Students in the Finance Concentration complete the major in Business Administration and 24 units of Finance requirements.

Requirements for all Business Administration Majors

Courses Required for Admission to Major (20 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 201 or ACCT 211</td>
<td>PRINCIPLES OF FINANCIAL ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201 or ECON 203</td>
<td>MICROECONOMIC PRINCIPLES</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202 or ECON 204</td>
<td>MACROECONOMIC PRINCIPLES</td>
<td>3</td>
</tr>
<tr>
<td>ECON 205 or MATH 231</td>
<td>STATISTICS FOR BUSINESS AND ECONOMICS I</td>
<td>3</td>
</tr>
</tbody>
</table>

Admission to the BUAD major requires an average GPA of 2.7 or higher in the eight courses required for admission. A grade of C or higher is required in each individual course.

Required Business Courses (open to Pre-BUAD majors) (18 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 202 or ACCT 212</td>
<td>PRINCIPLES OF MANAGERIAL ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>BUSX 301</td>
<td>BUSINESS COMMUNICATIONS</td>
<td>3</td>
</tr>
<tr>
<td>FIN 331</td>
<td>PRINCIPLES OF FINANCIAL MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>MNGT 481</td>
<td>LEADERSHIP AND MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 341</td>
<td>PRINCIPLES OF MARKETING</td>
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</table>

Required Business Courses (open to BUAD majors only) (12 Units)

<table>
<thead>
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<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSX 460</td>
<td>PROFESSIONAL EXPERIENCE</td>
<td>3</td>
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<tr>
<td>EBTM 350</td>
<td>BUSINESS ANALYTICS</td>
<td>3</td>
</tr>
<tr>
<td>EBTM 365</td>
<td>PRINCIPLES OF OPERATIONS MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>MNGT 481</td>
<td>STRATEGIC MANAGEMENT</td>
<td>3</td>
</tr>
</tbody>
</table>

BUAD majors must also complete an approved concentration or track of between 21 and 24 units.

BUAD majors are required to complete the Bloomberg Essentials Certification for Equities prior to graduation.

FINANCE CONCENTRATION REQUIREMENTS

Finance Concentration Required Courses (18 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 350</td>
<td>FINANCIAL MODELING IN CORPORATE FINANCE</td>
<td>3</td>
</tr>
<tr>
<td>FIN 351</td>
<td>ADVANCED CORPORATE FINANCE</td>
<td>3</td>
</tr>
<tr>
<td>FIN 333</td>
<td>INVESTMENTS AND EQUITY SECURITY ANALYSIS</td>
<td>3</td>
</tr>
<tr>
<td>FIN 430</td>
<td>FINANCIAL INSTITUTIONS AND MANAGEMENT OF RISK</td>
<td>3</td>
</tr>
<tr>
<td>FIN 436</td>
<td>GLOBAL FINANCIAL MANAGEMENT</td>
<td>3</td>
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</tbody>
</table>

Electives (6 Units)

Select at least one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 423</td>
<td>INVESTMENTS AND FIXED INCOME SECURITY ANALYSIS</td>
<td>3</td>
</tr>
<tr>
<td>FIN 433</td>
<td>PORTFOLIO MANAGEMENT</td>
<td>3</td>
</tr>
</tbody>
</table>

SUGGESTED FOUR-YEAR PLAN

Freshman

Term 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TSEM 102 or ENGL 102 (Core 1 or 2)</td>
<td>BUSINESS ECONOMICS I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201 or 203 (Core 6)</td>
<td>BUSINESS COMMUNICATIONS</td>
<td>3</td>
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Term 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>TSEM 102 or ENGL 102 (Core 1 or 2)</td>
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<td>3</td>
</tr>
<tr>
<td>ECON 201 or 203 (Core 6)</td>
<td>BUSINESS COMMUNICATIONS</td>
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Sophomore

Term 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 201 or 211</td>
<td>PRINCIPLES OF MANAGERIAL ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>LEGL 225</td>
<td>BUSINESS LAW</td>
<td>3</td>
</tr>
<tr>
<td>ECON 205 or MATH 231</td>
<td>STATISTICS FOR BUSINESS AND ECONOMICS I</td>
<td>3</td>
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Term 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ACCT 201 or 211</td>
<td>PRINCIPLES OF MANAGERIAL ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>LEGL 225</td>
<td>BUSINESS LAW</td>
<td>3</td>
</tr>
<tr>
<td>ECON 205 or MATH 231</td>
<td>STATISTICS FOR BUSINESS AND ECONOMICS I</td>
<td>3</td>
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Junior

Term 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSX 301 (Core 9)</td>
<td>PROFESSIONAL EXPERIENCE</td>
<td>3</td>
</tr>
<tr>
<td>EBTM 337</td>
<td>BUSINESS ANALYTICS</td>
<td>3</td>
</tr>
<tr>
<td>EBTM 350</td>
<td>BUSINESS ANALYTICS</td>
<td>3</td>
</tr>
<tr>
<td>FIN 331</td>
<td>FINANCIAL MODELING IN CORPORATE FINANCE</td>
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</tr>
<tr>
<td>MKTG 341</td>
<td>PRINCIPLES OF MARKETING</td>
<td>3</td>
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Term 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>BUSX 301 (Core 9)</td>
<td>PROFESSIONAL EXPERIENCE</td>
<td>3</td>
</tr>
<tr>
<td>EBTM 337</td>
<td>BUSINESS ANALYTICS</td>
<td>3</td>
</tr>
<tr>
<td>EBTM 350</td>
<td>BUSINESS ANALYTICS</td>
<td>3</td>
</tr>
<tr>
<td>FIN 331</td>
<td>FINANCIAL MODELING IN CORPORATE FINANCE</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 341</td>
<td>PRINCIPLES OF MARKETING</td>
<td>3</td>
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Senior

Term 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>FIN 351</td>
<td>FINANCIAL MODELING IN CORPORATE FINANCE</td>
<td>3</td>
</tr>
<tr>
<td>FIN 423 or 433 (Required elective)</td>
<td>FINANCIAL MODELING IN CORPORATE FINANCE</td>
<td>3</td>
</tr>
<tr>
<td>FIN 436</td>
<td>FINANCIAL MODELING IN CORPORATE FINANCE</td>
<td>3</td>
</tr>
<tr>
<td>MNGT 482 (Recommended Core 14)</td>
<td>STRATEGIC MANAGEMENT</td>
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Term 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 351</td>
<td>FINANCIAL MODELING IN CORPORATE FINANCE</td>
<td>3</td>
</tr>
<tr>
<td>FIN 423 or 433 (Required elective)</td>
<td>FINANCIAL MODELING IN CORPORATE FINANCE</td>
<td>3</td>
</tr>
<tr>
<td>FIN 436</td>
<td>FINANCIAL MODELING IN CORPORATE FINANCE</td>
<td>3</td>
</tr>
<tr>
<td>MNGT 482 (Recommended Core 14)</td>
<td>STRATEGIC MANAGEMENT</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units: 120
As a premier school of applied business learning, the College of Business and Economics prepares its graduates to achieve excellence in their professional careers. Rigorous academic studies and hands-on business experience—all subject to strict measures of performance—work in combination to develop the foundation for success, connect students with the professional community and transform students who will have a positive impact in and beyond Maryland.

Graduates of Towson University's College of Business and Economics will:

Apply Business Knowledge in the Context of Professional Employment
- Demonstrate knowledge of business concepts and theories
- Successfully complete a quality, mentored, reflective professional experience in preparation for future employment

Communicate Properly and Effectively
- Write professional documents that provide audience-centric content, rhetorically appropriate organization, and follow accepted conventions of design, style, grammar, punctuation and mechanics
- Make articulate and persuasive oral presentations

Apply Critical Thinking and Problem-Solving Skills to Organizational Decision Making
- Conduct internal and external analyses of domestic and global organizations, formulate strategies, and identify issues with implementing these strategies
- Practice creative ideation
- Develop comprehensive, justified conclusions that result from systematic application of relevant information and decision criteria to decision alternatives within a realistic organizational decision context

Use Technology Effectively in Business Settings
- Demonstrate competency in the use of analytical software
- Utilize state-of-the-practice software for business applications

Work Effectively Toward Achieving Common Goals within Diverse Teams
- Guide teams, as leaders and followers, to achieve team goals while maintaining group cohesion, follower satisfaction, and efficient operations
- Treat others with respect and show sensitivity to their views, values, cultures, and customs

Distinguish Between Ethical and Unethical Conduct in the Professional Lives
- Explain how ethical conduct of managers affects individuals' motivation and organizations' performance
- Apply ethics in business decision-making, considering the impact of ethical conduct on multiple stakeholders

**Major in Business Administration - Investments**

Students in the Investments Track complete the major in Business Administration and 21 units of Investments requirements.

**Requirements for all Business Administration Majors**

<table>
<thead>
<tr>
<th>Courses Required for Admission to Major (20 Units)</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 201 PRINCIPLES OF FINANCIAL ACCOUNTING 3</td>
<td></td>
</tr>
<tr>
<td>or ACCT 211 HONORS ACCOUNTING PRINCIPLES I 3</td>
<td></td>
</tr>
<tr>
<td>ECON 201 MICROECONOMIC PRINCIPLES 3</td>
<td></td>
</tr>
<tr>
<td>or ECON 203 HONORS MICROECONOMIC PRINCIPLES 3</td>
<td></td>
</tr>
<tr>
<td>ECON 202 MACROECONOMIC PRINCIPLES 3</td>
<td></td>
</tr>
</tbody>
</table>

or ECON 204 HONORS MACROECONOMIC PRINCIPLES

EBTM 250 PROBLEM SOLVING IN BUSINESS I 1
EBTM 251 PROBLEM SOLVING IN BUSINESS II 1
LEGL 225 LEGAL ENVIRONMENT OF BUSINESS 3
MATH 211 CALCULUS FOR APPLICATIONS 3
or MATH 273 CALCULUS I 3

Select one of the following:

| ECON 205 STATISTICS FOR BUSINESS AND ECONOMICS I 3 |
| MATH 231 BASIC STATISTICS 3 |
| or MATH 233 HONORS BASIC STATISTICS 3 |

Admission to the BUAD major requires an average GPA of 2.7 or higher in the eight courses required for admission. A grade of C or higher is required in each individual course.

**Required Business Courses (open to Pre-BUAD majors) (18 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 202 or ACCT 212</td>
<td>HONORS ACCOUNTING PRINCIPLES II</td>
</tr>
<tr>
<td>BUSX 301</td>
<td>BUSINESS COMMUNICATIONS 3</td>
</tr>
<tr>
<td>EBTM 337</td>
<td>ENTERPRISE INFORMATION SYSTEMS 3</td>
</tr>
<tr>
<td>FIN 331</td>
<td>PRINCIPLES OF FINANCIAL MANAGEMENT 3</td>
</tr>
<tr>
<td>MNGT 361</td>
<td>LEADERSHIP AND MANAGEMENT 3</td>
</tr>
<tr>
<td>MKTG 341</td>
<td>PRINCIPLES OF MARKETING 3</td>
</tr>
</tbody>
</table>

**Required Business Courses (open to BUAD majors only) (12 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSX 460</td>
<td>PROFESSIONAL EXPERIENCE 3</td>
</tr>
<tr>
<td>EBTM 350</td>
<td>BUSINESS ANALYTICS 3</td>
</tr>
<tr>
<td>EBTM 365</td>
<td>PRINCIPLES OF OPERATIONS MANAGEMENT 3</td>
</tr>
<tr>
<td>MNGT 481</td>
<td>STRATEGIC MANAGEMENT 3</td>
</tr>
</tbody>
</table>

BUAD majors must also complete an approved concentration or track of between 21 and 24 units.

BUAD majors are required to complete the Bloomberg Essentials Certification for Equities prior to graduation.

**INVESTMENTS TRACK REQUIREMENTS**

**Investments Track Required Courses (21 units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 350</td>
<td>FINANCIAL MODELING IN CORPORATE FINANCE 3</td>
</tr>
<tr>
<td>FIN 333</td>
<td>INVESTMENTS AND EQUITY SECURITY ANALYSIS 3</td>
</tr>
<tr>
<td>FIN 423</td>
<td>INVESTMENTS AND FIXED INCOME SECURITY ANALYSIS 3</td>
</tr>
<tr>
<td>FIN 430</td>
<td>FINANCIAL INSTITUTIONS AND MANAGEMENT OF RISK 3</td>
</tr>
<tr>
<td>FIN 433</td>
<td>PORTFOLIO MANAGEMENT 3</td>
</tr>
<tr>
<td>FIN 436</td>
<td>GLOBAL FINANCIAL MANAGEMENT 3</td>
</tr>
</tbody>
</table>

**Select one of the following courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 351</td>
<td>ADVANCED CORPORATE FINANCE</td>
</tr>
<tr>
<td>FPLN 341</td>
<td>FUNDAMENTALS OF FINANCIAL PLANNING</td>
</tr>
<tr>
<td>ECON 306</td>
<td>STATISTICS FOR BUSINESS AND ECONOMICS II 3</td>
</tr>
<tr>
<td>MKTG 451</td>
<td>PERSONAL SELLING AND SALES MANAGEMENT 3</td>
</tr>
</tbody>
</table>

**Total Units**

| 21 |

**SUGGESTED FOUR-YEAR PLAN**

**Freshman**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TSEM 102 or ENGL 102 (Core 1 or 2)</td>
<td>3 TSEM 102 or ENGL 102 (Core 1 or 2)</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201 or 203 (Core 6)</td>
<td>3 MATH 211 (may substitute MATH 273)</td>
<td>3</td>
</tr>
</tbody>
</table>

Prerequisite for MATH 211 (Core 3) 3 ECON 202 or 204 3
Minor in Finance

This 18-unit minor is available to students who have a major other than Business Administration with a concentration in Finance. All requirements for the Finance minor must be completed with a grade equivalent of 2.00 or higher. Non CBE majors who elect a Finance minor are not formally admitted to the College of Business and Economics and will not graduate as majors of the College of Business and Economics.

Required Courses (12 Units)

FIN 331 PRINCIPLES OF FINANCIAL MANAGEMENT 1 3
FIN 350 FINANCIAL MODELING IN CORPORATE FINANCE 2 3
FIN 351 ADVANCED CORPORATE FINANCE 2 3
FIN 333 INVESTMENTS AND EQUITY SECURITY ANALYSIS 2 3

Electives (6 Units)

Select at least one of the following: 3

FIN 423 INVESTMENTS AND FIXED INCOME SECURITY ANALYSIS 2 3
FIN 430 FINANCIAL INSTITUTIONS AND MANAGEMENT OF RISK 2 3
FIN 433 PORTFOLIO MANAGEMENT 2 3
FIN 435 INTERNATIONAL FINANCE 2 3
or FIN 436 GLOBAL FINANCIAL MANAGEMENT
FIN 439 FINANCIAL VALUATION AND STRATEGY 2 3

Total Units: 120

Legal Studies Program

Director: Quincey R. Johnson
Stephens Hall 301, 410-704-4866

The Major in Business Administration with a Concentration in Legal Studies in the College of Business and Economics prepares its students with the knowledge and skills they need for a productive business career or successful legal study. In an increasingly complex business world and regulatory environment, business people need more than a passing acquaintance with the law and legal issues. Legal studies students study law with a grounding in business fundamentals—including accounting, marketing and management—to help them appreciate how legal issues affect business decision making. In addition, the legal studies program contributes to students’ critical thinking, communication, and leadership skills development. Legal Studies graduates will continue their legal studies in a law school or they will seek entry-level positions in many business fields, government, or court system positions, such as:

- regulatory compliance
- fraud prevention and investigation
- risk management
- real estate
- insurance and insurance claim adjustment
- conflict management
- legislative staff at the state or federal level
Requirements for Admission to the Business Administration Major

Students are admitted to the major in Business Administration (BUAD) after first being admitted to the university. Admission to the university does not guarantee admission to the major. In order to be admitted, students must satisfy the following requirements:

1. Formal admission to TU as a degree candidate
2. Cumulative GPA of 2.00 or higher for all course work
3. Grade equivalent of 2.00 or higher in each course required for admission to the BUAD major
4. Minimum average GPA of 2.70 for all of the courses required for admission to the BUAD major:
   - ACCT 201
   - ECON 201
   - ECON 202
   - ECON 205
   - EBTM 250
   - EBTM 251
   - MATH 211 or MATH 273
   - LEGL 225

No more than two courses may be repeated, of which no more than one course may be repeated twice. Students having obtained Microsoft Excel certification at the level of "expert" prior to enrolling in EBTM 250 may be able to waive the course. Contact the EBTM department at 410-704-2783 for more information.

Degree candidates intending to major in Business Administration are designated as "pre-Business Administration" (PBUA) until admission into the BUAD major. Students are required to meet each term with their assigned faculty adviser to evaluate their progress toward completing the requirements for admission to the major and the degree.

At the start of each term and before registration, the CBE Student Academic and Career Services office will notify PBUA students of their admission status by email to their Towson email addresses. Students who take upper-level "majors-only" CBE courses before being admitted to the Business Administration major do so at their own risk.

Major in Legal Studies

- Major in Business Administration - Legal Studies Concentration (p. 37)

Programs of the Department

The Department of Management offers the following programs:

- Major in Business Administration with concentrations in:
  - Leadership and Management
  - Entrepreneurship
  - Human Resource Management
  - International Business
  - Minor in Entrepreneurship

Why Study Management?

The rapid and continuous changes taking place in our global economy require skilled managers and leaders to ensure not only effective performance but also survival. Organizations of all sizes in all sectors of our economy face unprecedented challenges that require informed, strategic decision-making and principled leadership.

The programs of study in management are designed to allow students to develop the critical marketable skills that employers seek. Courses and programs of study within the department emphasize the development of global awareness, ethical decision-making, technological competency and ongoing personal and professional development. Ongoing curricula development ensures that course offerings and content reflect the current practices used and challenges faced by organizations. Because management is a broad field of study, the concentrations/tracks in Entrepreneurship, Human Resource Management, International Business, and Management offer students a flexible course of study that can be individualized to meet their specific career objectives.

Regardless of concentration area, all students will find several recurring themes in their course work:

- the impact of technology on management practices
- an awareness and understanding of the global environment in which organizations operate and managers make decisions
- legal and ethical dilemmas faced by managers in carrying out their responsibilities

Requirements for Admission to the Business Administration Major

Students are admitted to the major in Business Administration (BUAD) after first being admitted to the university. Admission to the university does not guarantee admission to the major. In order to be admitted, students must satisfy the following requirements:

1. Formal admission to TU as a degree candidate
2. Cumulative GPA of 2.00 or higher for all course work
3. Grade equivalent of 2.00 or higher in each course required for admission to the BUAD major
4. Minimum average GPA of 2.70 for all of the courses required for admission to the BUAD major:
   - ACCT 201
   - ECON 201
   - ECON 202
   - ECON 205
   - EBTM 250
   - EBTM 251
   - MATH 211 or MATH 273
   - LEGL 225
No more than two courses may be repeated, of which no more than one course may be repeated twice. Students having obtained Microsoft Excel certification at the level of “expert” prior to enrolling in EBTM 250 may be able to waive the course. Contact the EBTM department at 410-704-2783 for more information.

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MAJORS IN LEADERSHIP AND MANAGEMENT

- Major in Business Administration - Leadership and Management (p. 39)
- Major in Business Administration - Entrepreneurship (p. 30)
- Major in Business Administration - Human Resource Management (p. 33)
- Major in Business Administration - International Business (p. 35)

Major in Business Administration - Entrepreneurship

The Entrepreneurship (ENTR) Track is a rigorous, high-quality program that addresses the needs and wishes of various stakeholders in today’s globally integrated business, political and cultural environment. The program includes training in business start-ups and entrepreneurship fundamentals, opportunities to participate in an entrepreneurship practicum, a business plan competition, and a term-long experience in consulting for start-ups and entrepreneurial ventures. Students in the Entrepreneurship Track complete the major in Business Administration and 24 units in the track, of which 15 units are in required courses and 9 units are from elective courses.

SUGGESTED FOUR-YEAR PLAN

**Freshman**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>ENGL 102 (Core 2)</td>
<td>TSEM 102 (Core 1)</td>
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</tr>
<tr>
<td>ECON 201 or 203 (Core 6)</td>
<td>ECON 202 or 204</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite for MATH 211</td>
<td>MATH 211 (may substitute MATH 273)</td>
<td>3</td>
</tr>
<tr>
<td>Core 4, 5, 8, 10, 11, 12 or 13</td>
<td>Core 4, 5, 8, 10, 11, 12 or 13</td>
<td>3</td>
</tr>
<tr>
<td>Core 4, 5, 8, 10, 11, 12 or 13</td>
<td>Core 4, 5, 8, 10, 11, 12 or 13</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Units</strong></td>
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**Sophomore**

<table>
<thead>
<tr>
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<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 201 or 211</td>
<td>ACCT 202 or 212</td>
<td>3</td>
</tr>
<tr>
<td>ECON 205 or MATH 231</td>
<td>EBTM 250</td>
<td>3</td>
</tr>
<tr>
<td>LEGL 225</td>
<td>EBTM 251</td>
<td>3</td>
</tr>
<tr>
<td>Core 4, 5, 8, 10, 11, 12 or 13</td>
<td>Lab Science (Core 7)</td>
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<tr>
<td>Core 4, 5, 8, 10, 11, 12 or 13</td>
<td>Elective</td>
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<td><strong>Total</strong></td>
<td><strong>Units</strong></td>
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</table>

**Junior**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MNGT 361</td>
<td>ENTR 345</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 341</td>
<td>ENTR 355</td>
<td>3</td>
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</table>

**Required Business Courses (open to Pre-BUAD majors) (18 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 202</td>
<td>PRINCIPLES OF MANAGERIAL ACCOUNTING (3)</td>
</tr>
<tr>
<td>or ACCT 212</td>
<td>HONORS ACCOUNTING PRINCIPLES II (3)</td>
</tr>
<tr>
<td>BUSX 301</td>
<td>BUSINESS COMMUNICATIONS (3)</td>
</tr>
<tr>
<td>EBTM 337</td>
<td>ENTERPRISE INFORMATION SYSTEMS (3)</td>
</tr>
<tr>
<td>FIN 331</td>
<td>PRINCIPLES OF FINANCIAL MANAGEMENT (3)</td>
</tr>
<tr>
<td>MNGT 361</td>
<td>LEADERSHIP AND MANAGEMENT (3)</td>
</tr>
<tr>
<td>MKTG 341</td>
<td>PRINCIPLES OF MARKETING (3)</td>
</tr>
</tbody>
</table>

**Required Business Courses (open to BUAD majors only) (12 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>BUSX 460</td>
<td>PROFESSIONAL EXPERIENCE (3)</td>
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<tr>
<td>EBTM 350</td>
<td>BUSINESS ANALYTICS (3)</td>
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<tr>
<td>EBTM 365</td>
<td>PRINCIPLES OF OPERATIONS MANAGEMENT (3)</td>
</tr>
<tr>
<td>MNGT 481</td>
<td>STRATEGIC MANAGEMENT (3)</td>
</tr>
</tbody>
</table>

BUAD majors must also complete an approved concentration or track of between 21 and 24 units.

BUAD majors are required to complete the Bloomberg Essentials Certification for Equities prior to graduation.

**ENTREPRENEURSHIP TRACK REQUIREMENTS**

**Entrepreneurship Concentration Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EBTM 443</td>
<td>APPLIED PROJECT MANAGEMENT (3)</td>
</tr>
<tr>
<td>ENTR 345</td>
<td>ENTREPRENEURSHIP AND SOCIETY (3)</td>
</tr>
<tr>
<td>ENTR 355</td>
<td>ENTREPRENEURSHIP FOUNDATIONS AND PATHWAYS (3)</td>
</tr>
<tr>
<td>ENTR 402</td>
<td>FAMILY BUSINESS MANAGEMENT (3)</td>
</tr>
<tr>
<td>ENTR 410</td>
<td>BUSINESS PLAN COMPETITION (3)</td>
</tr>
<tr>
<td>ENTR 498</td>
<td>ENTREPRENEURSHIP PRACTICUM (3)</td>
</tr>
<tr>
<td>MKTG 350</td>
<td>ENTREPRENEURIAL MARKETING (3)</td>
</tr>
<tr>
<td>MNGT 375</td>
<td>INTERNATIONAL BUSINESS: THEORY AND PRACTICE (3)</td>
</tr>
</tbody>
</table>

**Total Units**

24
**Major in Business Administration - Human Resource Management**

The Human Resource Management Concentration is designed to prepare students to apply their knowledge and skills for managerial positions in a human resource department. Students in the Human Resource Management Concentration complete the major in Business Administration and 24 units of Human Resource Management requirements.

### Requirements for all Business Administration Majors

**Courses Required for Admission to Major (20 Units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 201</td>
<td>PRINCIPLES OF FINANCIAL ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>or ACCT 211</td>
<td>HONORS ACCOUNTING PRINCIPLES I</td>
<td></td>
</tr>
<tr>
<td>ECON 201</td>
<td>MICROECONOMIC PRINCIPLES</td>
<td>3</td>
</tr>
<tr>
<td>or ECON 203</td>
<td>HONORS MICROECONOMIC PRINCIPLES</td>
<td></td>
</tr>
<tr>
<td>ECON 202</td>
<td>MACROECONOMIC PRINCIPLES</td>
<td>3</td>
</tr>
<tr>
<td>or ECON 204</td>
<td>HONORS MACROECONOMIC PRINCIPLES</td>
<td></td>
</tr>
<tr>
<td>EBTM 250</td>
<td>PROBLEM SOLVING IN BUSINESS I</td>
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<td>EBTM 251</td>
<td>PROBLEM SOLVING IN BUSINESS II</td>
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</tr>
<tr>
<td>LEGL 225</td>
<td>LEGAL ENVIRONMENT OF BUSINESS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 211</td>
<td>CALCULUS FOR APPLICATIONS</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 273</td>
<td>CALCULUS I</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 205</td>
<td>STATISTICS FOR BUSINESS AND ECONOMICS I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 231</td>
<td>BASIC STATISTICS</td>
<td></td>
</tr>
<tr>
<td>or MATH 233</td>
<td>HONORS BASIC STATISTICS</td>
<td></td>
</tr>
</tbody>
</table>

Admission to the BUAD major requires an average GPA of 2.7 or higher in the eight courses required for admission. A grade of C or higher is required in each individual course.

### Required Business Courses (open to Pre-BUAD majors) (18 Units)

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</tr>
<tr>
<td>or ACCT 212</td>
<td>HONORS ACCOUNTING PRINCIPLES II</td>
<td></td>
</tr>
<tr>
<td>BUSX 301</td>
<td>BUSINESS COMMUNICATIONS</td>
<td>3</td>
</tr>
<tr>
<td>EBTM 337</td>
<td>ENTERPRISE INFORMATION SYSTEMS</td>
<td>3</td>
</tr>
<tr>
<td>FIN 331</td>
<td>PRINCIPLES OF FINANCIAL MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>MNGT 361</td>
<td>LEADERSHIP AND MANAGEMENT</td>
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</tr>
<tr>
<td>MKTG 341</td>
<td>PRINCIPLES OF MARKETING</td>
<td>3</td>
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### Required Business Courses (open to BUAD majors only) (12 Units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>BUSX 460</td>
<td>PROFESSIONAL EXPERIENCE</td>
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<td>EBTM 350</td>
<td>BUSINESS ANALYTICS</td>
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<td>EBTM 365</td>
<td>PRINCIPLES OF OPERATIONS MANAGEMENT</td>
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### HUMAN RESOURCE MANAGEMENT CONCENTRATION REQUIREMENTS

**Human Resource Management Concentration Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MNGT 381</td>
<td>HUMAN RESOURCE MANAGEMENT</td>
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<tr>
<td>MNGT 433</td>
<td>COMPENSATION AND BENEFITS</td>
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</tr>
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<td>MNGT 452</td>
<td>STAFFING AND RETENTION</td>
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<tr>
<td>MNGT 483</td>
<td>STRATEGIC HUMAN RESOURCE MANAGEMENT</td>
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Select four of the following:

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ECON 341</td>
<td>LABOR ECONOMICS AND LABOR RELATIONS</td>
<td>12</td>
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</table>

---

**Apply Business Knowledge in the Context of Professional Employment**

- Demonstrate knowledge of business concepts and theories
- Successfully complete a quality, mentored, reflective professional experience in preparation for future employment

**Communicate Properly and Effectively**

- Write professional documents that provide audience-centric content, rhetorically appropriate organization, and follow accepted conventions of design, style, grammar, punctuation and mechanics
- Make articulate and persuasive oral presentations

**Apply Critical Thinking and Problem-Solving Skills to Organizational Decision Making**

- Conduct internal and external analyses of domestic and global organizations, formulate strategies, and identify issues with implementing these strategies
- Practice creative ideation
- Develop comprehensive, justified conclusions that result from systematic application of relevant information and decision criteria to decision alternatives within a realistic organizational decision context

**Use Technology Effectively in Business Settings**

- Demonstrate competency in the use of analytical software
- Utilize state-of-the-practice software for business applications

**Work Effectively Toward Achieving Common Goals within Diverse Teams**

- Guide teams, as leaders and followers, to achieve team goals while maintaining group cohesion, follower satisfaction, and efficient operations
- Treat others with respect and show sensitivity to their views, values, cultures, and customs

**Distinguish Between Ethical and Unethical Conduct in the Professional Lives**

- Explain how ethical conduct of managers affects individuals’ motivation and organizations’ performance
- Apply ethics in business decision-making, considering the impact of ethical conduct on multiple stakeholders

---

**Senior Term 1**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>MNGT 482</td>
<td>BUSINESS COMMUNICATIONS</td>
<td>3</td>
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<tr>
<td>BUSX 460</td>
<td>BUSX 460</td>
<td>3</td>
</tr>
<tr>
<td>EBTM 365</td>
<td>EBTM 365</td>
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<td>ENTR 402</td>
<td>ENTR 402</td>
<td>3</td>
</tr>
<tr>
<td>EBTM 443</td>
<td>EBTM 443</td>
<td>3</td>
</tr>
</tbody>
</table>

**Senior Term 2**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>MNGT 481</td>
<td>MNGT 481</td>
<td>3</td>
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<tr>
<td>ENTR 498</td>
<td>ENTR 498</td>
<td>3</td>
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<tr>
<td>MKTG 350</td>
<td>MKTG 350</td>
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</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Units: 120**

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Graduates of Towson University’s College of Business and Economics will:

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**Major in Business Administration - International Business**

The International Business Concentration is an interdisciplinary program comprising courses drawn from disciplines within CBE. Students complete the major in Business Administration and 24 units of International Business Concentration requirements.

**Requirements for all Business Administration Majors**

**Courses Required for Admission to Major (20 Units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MNGT 375</td>
<td>INTERNATIONAL BUSINESS: THEORY AND PRACTICE</td>
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<tr>
<td>MNGT 421</td>
<td>MANAGEMENT OF ORGANIZATIONAL BEHAVIOR</td>
<td></td>
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<tr>
<td>MNGT 425</td>
<td>ORGANIZATION THEORY AND DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>MNGT 438</td>
<td>MULTINATIONAL MANAGEMENT AND CULTURE</td>
<td></td>
</tr>
<tr>
<td>MNGT 453</td>
<td>CONFLICT RESOLUTION IN BUSINESS</td>
<td></td>
</tr>
<tr>
<td>MNGT 463</td>
<td>ORGANIZATIONAL LEADERSHIP</td>
<td></td>
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<tr>
<td>MNGT 470</td>
<td>SPECIAL TOPICS IN MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>MNGT 491</td>
<td>DEDUCED READINGS-MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>MNGT 495</td>
<td>INDEPENDENT RESEARCH-MANAGEMENT</td>
<td></td>
</tr>
</tbody>
</table>

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EBTM 250  PROBLEM SOLVING IN BUSINESS I  
EBTM 251  PROBLEM SOLVING IN BUSINESS II  
LEGL 225  LEGAL ENVIRONMENT OF BUSINESS  
MATH 211  CALCULUS FOR APPLICATIONS  
or MATH 273  CALCULUS I  
Select one of the following:  
ECON 205  STATISTICS FOR BUSINESS AND ECONOMICS I  
MATH 231  BASIC STATISTICS  
or MATH 233  HONORS BASIC STATISTICS  

Admission to the BUAD major requires an average GPA of 2.7 or higher in the eight courses required for admission. A grade of C or higher is required in each individual course. 

Required Business Courses (open to Pre-BUAD majors) (18 Units) 
ACCT 202  PRINCIPLES OF MANAGERIAL ACCOUNTING  
or ACCT 212  HONORS ACCOUNTING PRINCIPLES II  
BUSX 301  BUSINESS COMMUNICATIONS  
EBTM 337  ENTERPRISE INFORMATION SYSTEMS  
FIN 331  PRINCIPLES OF FINANCIAL MANAGEMENT  
MNGT 361  LEADERSHIP AND MANAGEMENT  
MKTG 341  PRINCIPLES OF MARKETING  

Required Business Courses (open to BUAD majors only) (12 Units) 
BUSX 460  PROFESSIONAL EXPERIENCE  
EBTM 350  BUSINESS ANALYTICS  
EBTM 365  PRINCIPLES OF OPERATIONS MANAGEMENT  
MNGT 481  STRATEGIC MANAGEMENT  

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INTERNATIONAL BUSINESS CONCENTRATION REQUIREMENTS 

International Business Concentration 
MNGT 375  INTERNATIONAL BUSINESS: THEORY AND PRACTICE  
FIN 435  INTERNATIONAL FINANCE  
MNGT 438  MULTINATIONAL MANAGEMENT AND CULTURE  
MKTG 445  GLOBAL MARKETING  
Select four of the following:  
Foreign Language (a maximum of 12 intermediate or 200+ level or above units)  
ANTH 368  GLOBALIZATION IN CROSS CULTURAL PERSPECTIVE  
ECON 305  SURVEY OF INTERNATIONAL ECONOMICS  
MKTG 494  MARKETING STUDY ABROAD  
MNGT 494  STUDY ABROAD IN MANAGEMENT  

Total Units  24  

1 Four courses to develop an understanding of the linguistic, economic, sociocultural and physical environments of foreign countries or regions. (Approval by the appropriate department may be needed depending upon the student’s qualifications.) 

SUGGESTED FOUR-YEAR PLAN 

Freshman 
Term 1  Units Term 2  Units  
ENGL 102 (Core 2)  3 TSEM 102 (Core 1)  3  

Sophomore 
Term 1  Units Term 2  Units  
MKTG 445  3 EBTM 365  3  
MNGT 438  3 ECON 205 or MATH 231  3  
LEGL 225  3 BUSX 301 (Core 9)  3  
Core 4, 5, 8, 10, 11, 12 or 13  3 Core 4, 5, 8, 10, 11, 12 or 13  3  
Core 4, 5, 8, 10, 11, 12 or 13  3 Core 4, 5, 8, 10, 11, 12 or 13  3  
MNGT 482 (recommended Core 14)  3 Core 4, 5, 8, 10, 11, 12 or 13  3  

Core 4, 5, 8, 10, 11, 12 or 13  3 Elective  3  

Total Units: 120  

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Communicate Properly and Effectively 

• Write professional documents that provide audience-centric content, rhetorically appropriate organization, and follow accepted conventions of design, style, grammar, punctuation and mechanics  
• Make articulate and persuasive oral presentations  

Senior 
Term 1  Units Term 2  Units 
MNGT 482 (recommended Core 14)  3 MNGT 481  3  
EBTM 365  3 BUSX 460  3  
MNGT 438  3 International Business Elective  3  
FIN 435  3 International Business Elective  3  
International Business Elective  3 Elective  3  

Total Units: 15  

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Major in Business Administration - Leadership and Management

Students in the Leadership and Management Concentration complete the major in Business Administration and 24 units of Management requirements.

Requirements for all Business Administration Majors

Courses Required for Admission to Major (20 Units) 20

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
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<td>or ECON 204</td>
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<td>EBTM 250</td>
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<tr>
<td>LEGL 225</td>
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<td>MATH 211</td>
<td>CALCULUS FOR APPLICATIONS</td>
<td>3</td>
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<tr>
<td>or MATH 273</td>
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<td>3</td>
</tr>
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Required Business Courses (open to BUAD majors only) (12 Units) 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
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LEADERSHIP AND MANAGEMENT CONCENTRATION REQUIREMENTS

Leadership and Management Concentration

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ENTR 355</td>
<td>ENTREPRENEURSHIP FOUNDATIONS AND PATHWAYS</td>
<td>3</td>
</tr>
<tr>
<td>MNGT 375</td>
<td>INTERNATIONAL BUSINESS: THEORY AND PRACTICE</td>
<td>3</td>
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<tr>
<td>MNGT 421</td>
<td>MANAGEMENT OF ORGANIZATIONAL BEHAVIOR</td>
<td>3</td>
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<tr>
<td>MNGT 425</td>
<td>ORGANIZATION THEORY AND DEVELOPMENT</td>
<td>3</td>
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<td>MNGT 438</td>
<td>MULTINATIONAL MANAGEMENT AND CULTURE</td>
<td>3</td>
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<td>MNGT 463</td>
<td>ORGANIZATIONAL LEADERSHIP</td>
<td>3</td>
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<tr>
<td>MNGT 415</td>
<td>DEVELOPING MANAGEMENT AND TEAM BUILDING SKILLS</td>
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Select one of the following electives: 3

<table>
<thead>
<tr>
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<td>MNGT 381</td>
<td>HUMAN RESOURCE MANAGEMENT</td>
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<td>MNGT 453</td>
<td>CONFLICT RESOLUTION IN BUSINESS</td>
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<td>MNGT 470</td>
<td>SPECIAL TOPICS IN MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>MNGT 491</td>
<td>DIRECTED READINGS-MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>MNGT 494</td>
<td>STUDY ABROAD IN MANAGEMENT</td>
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<td>MNGT 495</td>
<td>INDEPENDENT RESEARCH-MANAGEMENT</td>
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<td>MNGT 497</td>
<td>MANAGEMENT INTERNSHIP</td>
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<td>MNGT 498</td>
<td>PRACTICUM IN MANAGEMENT</td>
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Total Units 24

SUGGESTED FOUR-YEAR PLAN

Freshman

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<th>Units</th>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
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<td>TSEM 102 (Core 1)</td>
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<td>ECON 202 or 204</td>
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<td>Core 4, 5, 8, 10, 11, 12 or 13</td>
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<td>Core 4, 5, 8, 10, 11, 12 or 13</td>
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15 15

Sophomore

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Units</th>
<th>Course</th>
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<tbody>
<tr>
<td>1</td>
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<td>3</td>
<td>ACCT 202 or 212</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ECON 205 or MATH 231</td>
<td>3</td>
<td>EBTM 250</td>
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<tr>
<td></td>
<td>LEGL 225</td>
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<td>EBTM 251</td>
<td>1</td>
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</table>
Work Effectively Toward Achieving Common Goals within Diverse Teams

Use Technology Effectively in Business Settings

Decision Making

Communicate Properly and Effectively

Apply Business Knowledge in the Context of Professional Employment

Apply Critical Thinking and Problem-Solving Skills to Organizational Decision Making

Use Technology Effectively in Business Settings

Work Effectively Toward Achieving Common Goals within Diverse Teams

Graduates of Towson University’s College of Business and Economics will:

- Transform students who will have a positive impact in and beyond Maryland.
- Prepare students for success, connect students with the professional community and experience in preparation for future employment.
- Rigorous academic studies and hands-on business experience—all subject to strict measures of performance—work in combination to develop the foundation for success, connect students with the professional community and transform students who will have a positive impact in and beyond Maryland.

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Communicate Properly and Effectively

- Write professional documents that provide audience-centric content, rhetorically appropriate organization, and follow accepted conventions of design, style, grammar, punctuation and mechanics
- Make articulate and persuasive oral presentations

Apply Critical Thinking and Problem-Solving Skills to Organizational Decision Making

- Conduct internal and external analyses of domestic and global organizations, formulate strategies, and identify issues with implementing these strategies
- Practice creative ideation
- Develop comprehensive, justified conclusions that result from systematic application of relevant information and decision criteria to decision alternatives within a realistic organizational decision context

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- Utilize state-of-the-practice software for business applications

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- Guide teams, as leaders and followers, to achieve team goals while maintaining group cohesion, follower satisfaction, and efficient operations

- Treat others with respect and show sensitivity to their views, values, cultures, and customs

Distinguish Between Ethical and Unethical Conduct in the Professional Lives

- Explain how ethical conduct of managers affects individuals’ motivation and organizations’ performance
- Apply ethics in business decision-making, considering the impact of ethical conduct on multiple stakeholders

**Department of Marketing**

**OFFICE**

Stephens Hall 123  
410-704-3351  
Fax: 410-704-3772  
Email: cframe@towson.edu

**PROGRAMS OF THE DEPARTMENT**

The Department of Marketing offers the following programs:

- Major in Business Administration with a Marketing Concentration
- Combined major in e-Business and Business Administration (Marketing)
- Minor in Marketing

**WHY STUDY MARKETING?**

Marketing is the business function that is responsible for creating, communicating, and delivering value to customers. Marketing involves determining who an organization’s customers are (or should be) and figuring out how best to attract and keep them. As such, proficiency in marketing is essential for any organization to prosper and grow.

For students entering the business world, marketing is an exciting profession and offers a wide variety of opportunities. Do you want to translate creative ideas into practical realities? Do you want to develop innovative business strategies from in-depth data analysis? Do you want to engage clients and business partners and demonstrate how your product provides real value? If you find any of these possibilities intriguing, marketing may be the field for you.

Careers in marketing can involve brand management, marketing research, professional selling and sales force management, advertising, public relations, international marketing, nonprofit management, supply chain management, retailing, database management, social media and more. The Bureau of Labor Statistics projects that jobs in marketing and sales management will grow as fast or faster than average through 2018 (http://www.bls.gov).

**REQUIREMENTS FOR ADMISSION TO THE BUSINESS ADMINISTRATION MAJOR**

Students are admitted to the major in Business Administration (BUAD) after first being admitted to the university. Admission to the university does not guarantee admission to the major. In order to be admitted, students must satisfy the following requirements:

1. Formal admission to TU as a degree candidate
2. Cumulative GPA of 2.00 or higher for all course work
3. Grade equivalent of 2.00 or higher in each course required for admission to the BUAD major
4. Minimum average GPA of 2.70 for ALL of the courses required for admission to the BUAD major:
   - ACCT 201
   - ECON 201
• ECON 202
• ECON 205
• EBTM 250
• EBTM 251
• MATH 211 or MATH 273
• LEGL 225

No more than two courses may be repeated, of which no more than one course may be repeated twice. Students having obtained Microsoft Excel certification at the level of "expert" prior to enrolling in EBTM 250 may be able to waive the course. Contact the EBTM department at 410-704-2783 for more information.

Degree candidates intending to major in Business Administration are designated as "pre-Business Administration" (PBUA) until admission into the BUAD major. Students are required to meet each term with their assigned faculty adviser to evaluate their progress toward completing the requirements for admission to the major and the degree.

At the start of each term and before registration, the CBE Student Academic and Career Services office will notify PBUA students of their admission status by email to their Towson email addresses. Students who take upper-level "majors-only" CBE courses before being admitted to the Business Administration major do so at their own risk.

MAJORS IN MARKETING

• Major in Business Administration - Marketing (p. 40)
• Minor in Marketing (p. 66)

Major in Business Administration - Marketing

Students in the Marketing Concentration complete the major in Business Administration and 24 units of Marketing requirements.

Requirements for all Business Administration Majors

Courses Required for Admission to Major (20 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>ACCT 201</td>
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<tr>
<td>or ACCT 211</td>
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<tr>
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<td>LEGL 225</td>
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<td>MATH 211</td>
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<tr>
<td>or MATH 273</td>
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Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>ECON 205</td>
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<tr>
<td>MATH 231</td>
<td></td>
</tr>
<tr>
<td>or MATH 233</td>
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</table>

Admission to the BUAD major requires an average GPA of 2.7 or higher in the eight courses required for admission. A grade of C or higher is required in each individual course.

Required Business Courses (open to Pre-BUAD majors) (18 Units)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ACCT 202</td>
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<td>or ACCT 212</td>
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<tr>
<td>BUSX 301</td>
<td>3</td>
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<tr>
<td>EBTM 337</td>
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FIN 331 PRINCIPLES OF FINANCIAL MANAGEMENT 3
MNGT 361 LEADERSHIP AND MANAGEMENT 3
 Mkgt 341 PRINCIPLES OF MARKETING 3

Required Business Courses (open to BUAD majors only) (12 Units) 12

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
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<td>EBTM 365</td>
<td>3</td>
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<tr>
<td>MNGT 481</td>
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</table>

BUAD majors must also complete an approved concentration or track of between 21 and 24 units.

BUAD majors are required to complete the Bloomberg Essentials Certification for Equities prior to graduation.

MARKETING CONCENTRATION REQUIREMENTS

Marketing Concentration Required Courses (18 Units)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
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<td>MKTG 411</td>
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<tr>
<td>MKTG 425</td>
<td>3</td>
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<td>MKTG 441</td>
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<td>MKTG 445</td>
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<td>MKTG 451</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 485</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 345</td>
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<td>MKTG 347</td>
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<td>MKTG 350</td>
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<td>MKTG 355</td>
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<td>MKTG 357</td>
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<td>MKTG 361</td>
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<td>EBTM 419</td>
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Approved Electives (Select up to one)

<table>
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<td>THEA 101</td>
<td>3</td>
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<td>or THEA 102</td>
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Total Units 24

1 If both MKTG 451 and MKTG 431 are taken, the additional course can be applied as a Marketing Elective or Approved Elective.

SUGGESTED FOUR-YEAR PLAN

Freshman

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
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<tbody>
<tr>
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</table>
### Minor in Marketing

This 21-unit minor is available to students who have a major other than Business Administration with a concentration in Marketing. All requirements for the Marketing minor must be completed with a grade equivalent of 2.00 or higher. Students must complete at least 12 units of CBE courses at Towson University in order to earn this minor.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
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<td>or ECON 203</td>
<td>HONORS MICROECONOMIC PRINCIPLES</td>
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</tr>
<tr>
<td>MKTG 341</td>
<td>PRINCIPLES OF MARKETING</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 451</td>
<td>PERSONAL SELLING AND SALES MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>COMM 131</td>
<td>FUNDAMENTALS OF SPEECH COMMUNICATION</td>
<td>3</td>
</tr>
<tr>
<td>or THEA 101</td>
<td>ACTING I</td>
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</table>

Select one of the following:

- MKTG 345 MANAGING INTEGRATED MARKETING COMMUNICATIONS
- MKTG 355 RETAIL MANAGEMENT
- MKTG 347 SERVICES MARKETING
- MKTG 361 MARKETING FOR NON-PROFILE ORGANIZATIONS

**Total Units:** 21

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**Junior Term 1**

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**Sophomore Term 1**

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<td>ACCOUNTING PRINCIPLES</td>
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<tr>
<td>ECON 205 or MATH 231</td>
<td>LEGL 225 (Core 9)</td>
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<tr>
<td>Core 4, 5, 6, 10, 11, 12 or 13</td>
<td>ECON 202 (Core 6)</td>
<td></td>
</tr>
<tr>
<td>Core 4, 5, 6, 10, 11, 12 or 13</td>
<td>MATH 211 (may substitute MATH 273)</td>
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**Senior Term 1**

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<tr>
<td>MKTG 411</td>
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<td>EBTM 350</td>
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<tr>
<td>MKTG Elective</td>
<td>3 Approved Elective</td>
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<tr>
<td>Elective</td>
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</table>

**Total Units: 120**

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  - Write professional documents that provide audience-centric content, rhetorically appropriate organization, and follow accepted conventions of design, style, grammar, punctuation and mechanics
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- Demonstrate competency in the use of analytical software
- Utilize state-of-the-practice software for business applications

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- Guide teams, as leaders and followers, to achieve team goals while maintaining group cohesion, follower satisfaction, and efficient operations
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**Distinguish Between Ethical and Unethical Conduct in the Professional Lives**

- Explain how ethical conduct of managers affects individuals’ motivation and organizations’ performance
- Apply ethics in business decision-making, considering the impact of ethical conduct on multiple stakeholders
Program Information

1. Students
   Total number of students enrolled in Fall 2012: 4,024

2. Length of Capstone Internship
   7.5 hours per day; 5 days per week; minimum 20 weeks; 750 total hours of supervised internship

3. HEA/Title II Institutional Praxis II 2011–2012 Pass Rate: 96 percent

Mission Statement

The mission for professional education at Towson University is to inspire, educate and prepare educators as facilitators of active learning for diverse and inclusive populations in environments that are technologically advanced. In this process, faculty members assume the responsibility for designing, developing, implementing and assessing academic programs for:

1. entering College of Education freshmen
2. transfer students
3. post-baccalaureate students seeking certification (M.A.T.; approved programs)
4. master’s degree students
5. post-master’s degree students seeking continuing professional development
6. doctoral students acquiring expertise to shape the future of education

Vision Statement

The vision for professional education at Towson University is to build upon its rich heritage and excellent reputation and to position itself to maintain a leadership role in academic program planning and public policy formulation. By maintaining this leadership role, teacher education can ensure that active learning occurs in diverse and inclusive educational environments where contemporary information resources are available. Thus, teacher education, in collaboration with other public/private agencies, can assist in the readiness of all learners to succeed in a rapidly changing, diverse and highly technical world. In order to achieve this vision, Teacher Education programs at Towson University are committed to:

1. ensuring the mastery of appropriate content in core curriculum in the liberal arts and sciences as well as in the specific academic discipline and advanced fields of study
2. reflecting upon and refining best practices—Professional knowledge and skills—to develop a repertoire of instructional and assessment strategies
3. preparing students for diverse and inclusive populations through systematic exposure to heterogeneous populations
4. utilizing appropriate technologies which reflect best practices in education
5. helping develop, internalize and display professional conscience (commitment to professional practice, caring for the success and well-being of all students, and collaboration with colleagues and stakeholders)
6. developing collaborative partnerships with the public/private sector
7. providing leadership in professional education through scholarly endeavors

Department of Early Childhood Education

Office

Hawkins Hall 019
410-704-2572
Fax: 410-704-2990

Graduate Information: 410-704-4832
ecedgrad@towson.edu
**MISSION STATEMENT**

The mission of Teacher Education at Towson University is to inspire, educate and prepare educators as facilitators of active learning for diverse and inclusive communities of learners in environments that are technologically advanced.

**DEPARTMENT THEME**

Facilitator of Active Learning for All Children and Families in a Developmentally, Culturally and Linguistically Appropriate and Inclusive Environment

**PROGRAMS OF THE DEPARTMENT**

The Department of Early Childhood Education offers the following programs of study: the major in Early Childhood Education, the Master of Arts in Teaching in Early Childhood Education, and the Master of Education in Early Childhood Education. For more information about graduate programs, consult the Graduate Catalog.

The Towson University Department of Early Childhood Education faculty prepares teachers to advocate for young children and their families, to create and facilitate developmentally appropriate environments for them. The guiding principles are the philosophical and practical basis for departmental programs.

Students entering the Early Childhood Education program are made aware of the sophisticated and demanding work that teachers of young children perform, and they are screened accordingly for admission into the program. Emerging teachers are challenged to recognize teaching as one of the highest and most dynamic professional callings to which one can aspire.

Faculty members facilitate the developing teacher’s respect for, pride in, and commitment to the teaching profession. Faculty members motivate and inspire developing teachers in pathways of successful interactions with young children by strengthening their innate abilities and honing classroom techniques and best practices with families and children. ECED majors learn to exert positive influences on all learning scenarios. After completion of the program, teacher candidates have a firm sense of professional self-direction as educators and confidence in their decision-making when interacting with children, colleagues and family members in the educational setting. Faculty members assist in the development of emerging teachers who are reflective and ever-growing practitioners. From the outset, emerging teachers are taught and provided models of teaching that reflect the ethic that only the very best is good enough for young children and their families.

Faculty members work to awaken and support the developing teacher’s ability to value and approach children from broad intellectual, academic and social foundations. Emerging teachers are prepared to rely upon those foundations in order to support the development of relevant and challenging curricula and to learn to respond to young children’s immediate and long-term needs.

All course content promotes developmentally appropriate pedagogy that facilitates integrated learning experiences and environments for young children. The faculty understands how young children develop and learn; thus, they facilitate in developing teachers content-appropriate pedagogy. The faculty also provide a wealth of experiences, strategies, creativity and resources to enable developing teachers to draw in and inspire young children in all content areas.

The Early Childhood Education faculty members help emerging teachers understand how their personal and professional philosophies prompt them to facilitate the development of the “whole child.” Integrated knowledge about child development is crucial to understanding children’s play, learning and socialization. Faculty members make it apparent to developing teachers that assessing and responding to children’s individual differences and developmental needs requires resourcefulness, responsibility and responsiveness. Developing teachers are encouraged to respond to the individual child while recognizing that each child’s responses occur incrementally within the context of meeting the needs of a total group or class.

Faculty members in Early Childhood Education are committed to enabling developing teachers to meet the diverse learning needs of all young children, particularly in terms of their creative and aesthetic development, their learning modalities (visual, auditory, kinesthetic and tactile), and their myriad intelligences (spatial, musical, mathematical, linguistic, kinesthetic and personal). Moreover, the faculty encourages students to become teachers who value the significance of human diversity and the richness, beauty and power that human diversity offers to classrooms and environments where learning takes place. Faculty and emerging teachers, therefore, are committed to designing diversity-rich environments that encourage respect for the individuality of teachers, young children and families. Additionally, faculty members promote respect for families and the importance of family in the lives of the children they serve. These efforts create a firm ethical foundation of practice with the teachers in their work with young children and their families.

The goals and objectives of the Department of Early Childhood Education reflect the mission and the vision of the College of Education. Students in the program are provided the knowledge and experiences needed to assist in the development of the skills, dispositions and competencies identified by the Maryland State Department of Education (MSDE), the Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and the National Association for the Education of Young Children (NAEYC) Standards for professionals in Early Childhood Education.

**Major in Elementary Education/Early Childhood Certification**

In cooperation with Elementary Education, students can select courses that will enable them to seek certification in Early Childhood Education and Elementary Education. Graduates of this program are eligible to teach children from birth through age 13. Interested students should contact the Department of Elementary Education.

**Major in Integrated Early Childhood–Special Education**

Education majors may elect to become certified in both Early Childhood and Special Education by selecting this integrated major. This program, specially designed to integrate both early childhood education and special education, prepares students as early childhood classroom teachers, as well as infant/primary special education teachers.

The Integrated Early Childhood–Special Education program is provided at Towson University. As a screened program and major, applicants must achieve qualifying scores on Praxis I or SAT/ACT as established by MSDE, a minimum of 2.75 GPA on all prerequisite course work required for the major, and the required speech and hearing screening. The total program equals 130 units. Students must maintain an overall cumulative GPA of 2.75 or higher and a 3.00 GPA or higher in courses for the major.

Contact the Department of Special Education for information.

**TRANSFER STUDENT POLICIES**

A minimum of 30 units in the major must be completed at TU. Information. Students are required to take the final 30 units in residence at Towson University. An application process is required to apply to this major, in addition to admission to Towson University.

**OUTCOMES**

Students are required to compile and successfully present a Capstone Project as a requirement for completion of the ECE program. The Early Childhood Teacher Education Program utilizes the Interstate Teachers Assessment and Support Consortium (InTASC) Standards and the Standards of the National Association on the Education of Young Children (NAEYC) as the performance-based outcomes for all teacher candidates and the framework for selection of artifacts for inclusion in the portfolio.
MASTER OF ARTS IN TEACHING—EARLY CHILDHOOD EDUCATION

ECE Graduate Director: Janese Daniels
Email: ecedgrad@towson.edu
Hawkins Hall 009, 410-704-4832

ECE Assistant Graduate Director for MAT and External Programs: M. Lisa Mason
Email: mlmason@towson.edu
Hawkins Hall 010, 410 704-5271

The Master of Arts in Teaching program is designed to prepare highly qualified students without formal training or experience in the field of education for teacher certification in Pre-kindergarten through grade 3. For more information, refer to the Graduate Catalog.

EARLY CHILDHOOD EDUCATION SCREENING CRITERIA

Early Childhood Education is a screened major. Students apply for the major during their fifth term to begin in their sixth term. Students must complete 65 units of courses in the program, have a cumulative 2.75 GPA and 3.00 GPA in professional courses from the time they enter the program until the time of graduation. The number of students admitted into the program each term is determined by available spaces.

The following requirements must be met for entry into the major:

1. completion of 65 or more units including ECED 103, ECED 201, English courses, EDUC 203, MATH 204, MATH 205, MATH 251, and SPED 301 with a grade equivalent of 2.00 or higher. Students must maintain 3.00 grade point average in the major. Additionally, students must earn a minimum grade of “C” in EDUC 202, EDUC 203 and SCED 304.

2. all ECE majors must complete a series of three courses prior to admission to a professional program: Metropolitan Perspective; Teaching and Learning in a Diverse Society; and Education, Ethics and Change.

3. achievement of a cumulative GPA of 2.75; this includes all grades earned in transfer courses and grades earned at Towson University. (A failed course that has been repeated satisfactorily at another institution will be eliminated only from the computation for admission into the Early Childhood Education program. Courses completed at Towson University and repeated at another college or university do not adhere to the university’s repeat course policy. See “Transferring Work to Towson” under the Academic Regulations section of this catalog.)

4. Praxis I, SAT or ACT exams must be completed and meet MDSE-required scores for program admission. The required scores are: PRAXIS I: Math: 177, Reading: 177, and Writing: 173, or a composite score of 527.

SAT TAKEN AFTER 2005, MATH & CRITICAL READING
SAT TAKEN BETWEEN 4/95 & 2005, MATH AND VERBAL
SAT TAKEN PRIOR TO 4/95, MATH & 1000 VERBAL
ACT

5. application; packet must include unofficial transcripts from all colleges and universities, Advising Data Form, Checklist of Plan of Study, and copy of PRAXIS I, SAT or ACT scores and must be submitted to the Department of Early Childhood Education, 019 Hawkins Hall by identified date.

6. All students must schedule an appointment with assigned adviser in the Department of Early Childhood Education each term.

MAJOR IN EARLY CHILDHOOD EDUCATION

• Early Childhood Education (p. 69)

Major in Early Childhood Education

To meet university, college and Maryland State Department of Education certification requirements in Core Curriculum and professional education courses, students must complete a unit program for graduation. Students must have a grade equivalent average of 3.00 or higher in all courses in the major; this includes interdisciplinary courses taken during the final four terms of the program. Students must maintain an overall GPA of 2.75 or higher in all courses from all institutions of higher education in which the student has been enrolled.

All students, beginning with their enrollment in ECED 407, will be responsible for compiling and refining a Professional Portfolio. Intern portfolios are assessed and evaluated throughout the program.

Early Childhood Education majors must confer with assigned adviser from the department each term to ensure that their planned program of study meets college, university and state requirements. This is particularly important if students are pursuing minors or if they are planning for additional certifications. Students also need to check with their departmental adviser prior to taking a course on a Pass grading option as courses in the major and courses required for certification cannot be taken using the Pass/Fail grading option.

ECED PRACTICUMS AND INTERNSHIP

Consistent with the College of Education policy on appropriate professional experiences, Department of Early Childhood Education pre-majors and interns will be provided a full range of progressively responsible and challenging observation experiences, practicums and internships in environments with students who are culturally varied and academically diverse just as with the range of learners evident in all schools.

Internship decisions are made by the faculty in the Department of Early Childhood Education and in conjunction with the College of Education’s Center for Professional Practice. As stated by the College of Education and supported fully by the Department of Early Childhood Education, placement assignments are made irrespective of the personal preference and/or geographic convenience of interns.

ECED CAPSTONE INTERNSHIP III CRITERIA

Admission into the Capstone Internship III requires a minimum cumulative GPA of 2.75, 3.00 in the major, with no course grade less than C.

All interns in Teacher Education programs at Towson University are required to undergo a criminal background check before entering the internship. The criminal background check shall be filed with the director of the Center for Professional Practice.

INTERNSHIP III

A maximum of 15 units may be taken during the Internship III term. Approval from the chair of the Department of Early Childhood Education required for additional course.

* Additional course enrollment is discouraged.

MSDE CERTIFICATION

To be certified in Maryland as an Early Childhood educator, candidates must submit an application and complete and achieve the mandated scores for two
REQUIRED COURSES IN EARLY CHILDHOOD EDUCATION

English (9 Units)
Select three of the following:

- ENGL 102: WRITING FOR A LIBERAL EDUCATION (Core 2) ¹
- ENGL 190: HONORS WRITING SEMINAR (Core 2) ¹
- Core 5 (ENGL course) ¹

Social Studies (9 Units)

- PSYC 101: INTRODUCTION TO PSYCHOLOGY (Core 6)
- HIST 145: HISTORY OF THE UNITED STATES TO THE CIVIL WAR (Core 11)
- or HIST 146: HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR

Global Perspective (Core 12) ² 3

Mathematics (12 Units)

- MATH 204: MATHEMATICAL CONCEPTS AND STRUCTURES I
- MATH 205: MATHEMATICAL CONCEPTS & STRUCTURES II (Core 3) ¹
- MATH 251: ELEMENTS OF GEOMETRY ¹

Science (12 Units)

- BIOL 120 & 120L: PRINCIPLES OF BIOLOGY [LECTURE] and PRINCIPLES OF BIOLOGY [LAB]
- PHSC 101: PHYSICAL SCIENCE I (Core 8)

Science Elective: ASTR, BIOL, CHEM, COSC, GEOL, MATH, PHYSC or PHYS

Other Required Courses (15 Units)

Creativity and Creative Development Course (Core 4)
- TSEM 102: TOWSON SEMINAR (Core 1)

The following courses must be taken according to the prerequisites:

- EDUC 202: HISTORICAL AND CONTEMPORARY PERSPECTIVES: AMERICA'S URBAN SCHOOLS (Core 10)
- EDUC 203: TEACHING AND LEARNING IN A DIVERSE SOCIETY (Core 13)
- SCED 304: EDUCATION, ETHICS AND CHANGE (Core 14)

Professional Prerequisite Courses (9 Units)

- ECED 103: INTRODUCTION TO EARLY CHILDHOOD EDUCATION ¹
- ECED 201: EARLY CHILDHOOD DEVELOPMENT AND INTERVENTION ¹
- SPED 301: INTRODUCTION TO SPECIAL EDUCATION ¹

Total Units: 66

¹ Minimal Grade of “C”
² Anthropology, History, Geography, Philosophy, Political Science, Religion (Exception must be approved by ECED chair)

Term 5 (Apply to major this term) (15 Units) ¹

- ECED 315: INFANCY AND TODDLERHOOD DEVELOPMENT AND INTERVENTION
- ECED 321: FOUNDATION OF READING & LANGUAGE ARTS

ECED 407: INTERACTIVE TECHNOLOGY AND THE YOUNG CHILD
ECED 422: WRITING TECHNIQUES FOR TEACHERS IN EARLY CHILDHOOD EDUCATION (Core 9)
ECED 460: DUAL LANGUAGE LEARNERS IN EARLY CHILDHOOD EDUCATION SETTINGS

Term 6 Internship (17 Units) ¹

- ECED 341: PRE-PRIMARY CURRICULUM
- ECED 343: PRE-PRIMARY PRACTICUM
- ECED 360: EARLY LITERACY: BEST PRACTICES AND MATERIALS
- ECED 461: TEACHING THE INTEGRATED ARTS IN EARLY CHILDHOOD
- ECED 417: ASSESSMENT IN EARLY CHILDHOOD EDUCATION
- SCIE 371: TEACHING SCIENCE IN EARLY CHILDHOOD

Term 7 Internship II (15 Units) ¹

- ECED 342: PRIMARY CURRICULUM
- ECED 361: TEACHING READING IN THE PRIMARY GRADES (1-3): BEST PRACTICES AND MATERIALS
- ECED 429: PRINCIPLES AND PRACTICES OF READING AND LANGUAGE ARTS ASSESSMENT
- ECED 344: PRIMARY PRACTICUM
- MATH 321: TEACHING MATHEMATICS IN EARLY CHILDHOOD EDUCATION

Term 8 Internship III (15 Units) ¹

- ECED 351: INTERNSHIP: PRIMARY
- ECED 352: INTERNSHIP III: PREPRIMAR
- ECED 421: PROBLEMS IN EARLY CHILDHOOD EDUCATION

¹ Minimum grade of C and must maintain 3.0 GPA in major.

ECED PRACTICUMS AND INTERNSHIP

Consistent with the College of Education policy on appropriate professional experiences, Department of Early Childhood Education pre-majors and intern will be provided a full range of progressively responsible and challenging observation experiences, practicums and internships in environments with students who are culturally varied and academically diverse just as with the range of learners evident in all schools.

Internship decisions are made by the faculty in the Department of Early Childhood Education in conjunction with the College of Education’s Center for Professional Practice. As stated by the College of Education and supported fully by the Department of Early Childhood Education, placement assignments are made irrespective of the personal preference and/or geographic convenience of interns.

CAPSTONE INTERNSHIP III

Capstone Internship III term.

Additional course enrollment must be approved by the chair of the ECE department.

SUGGESTED FOUR-YEAR PLAN

**Freshman**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102 (Core 2)</td>
<td>3 English course (Core 5)</td>
<td>3</td>
</tr>
<tr>
<td>Core 1</td>
<td>3 MATH 205 (Core 3)</td>
<td>4</td>
</tr>
<tr>
<td>MATH 204</td>
<td>4 Core 4 (may not be ENGL course)</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 101 (Core 6)</td>
<td>3 EDUC 202 (Core 10)</td>
<td>3</td>
</tr>
</tbody>
</table>
Involving families and communities in young children’s development and reciprocal relationships

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

3a: Understanding the goals, benefits, and uses of assessment including its use in development of appropriate goals, curriculum, and teaching strategies for young children

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.

NAEYC STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches

4d: Reflecting on own practice to promote positive outcomes for each child

NAEYC STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

NAEYC STANDARD 6. BECOMING A PROFESSIONAL

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.
6a: Identifying and involving oneself with the early childhood field
6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
6d: Integrating knowledgeable, reflective, and critical perspectives on early education
6e: Engaging in informed advocacy for young children and the early childhood profession

NAEYCSTANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES
Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood in at least two of the three early childhood age groups (birth age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).
7a: Opportunities to observe and practice in at least two of the three early childhood age groups (birth age 3, 3-5, 5-8)
7b: Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

Department of Educational Technology and Literacy

OFFICE
Hawkins Hall 216
410-704-2576

PROGRAMS OF THE DEPARTMENT
The Department of Educational Technology and Literacy is responsible for courses that are not limited to a single teacher education program. The education course listings include core education courses that provide knowledge and skills for general application in teaching and training areas. The instructional technology program offerings also have K-12 applications.

The department coordinates the reading programs and the Reading Clinic, Developmental Reading courses, and Instructional Technology. Graduate programs include the Master of Arts in Teaching and the master’s programs in Reading and Instructional Technology.

GRADUATE STUDY IN READING
Co-Director: Barbara Laster
Hawkins Hall 107, 410-704-2556
Co-Director: Stephen Mogge
Hawkins Hall 102P, 410-704-5771

A graduate program specifically designed to improve the teaching of reading at all age levels is available for qualified students seeking Maryland State Certification as Reading Specialist K-12. See the Graduate Catalog for details.

THE READING CLINIC
Director: Elizabeth Dicembre
Hawkins Hall 102B, 410-704-4492

This practicum experience is for graduate students in the master’s degree program in Reading. The Reading Clinic provides diagnostic and remediation services to individuals in the community who need improvement in reading and writing.

DEVELOPMENTAL READING
Director: L. Steven Boone
Hawkins Hall 205, 410-704-3697

Remediation in reading skills is provided for Towson students through the developmental studies courses in reading scheduled by the Department of Educational Technology and Literacy. See competency requirements for entering students under the Academic Achievement Center section in Academic Resources. Informational sessions for the Praxis are also conducted.

GRADUATE STUDY IN INSTRUCTIONAL TECHNOLOGY
Co-Director: Liyan Song
Hawkins Hall 216, 410-704-5751
Co-Director: David Robinson
Hawkins Hall 203, 410-704-6301

The Department of Educational Technology and Literacy offers comprehensive graduate programs that prepare professionals for careers in the instructional media field. The Instructional Development Concentration is intended for those who wish to prepare for training and media positions in business, community and governmental settings. The School Library Media Concentration is intended for the person who plans to direct a School Library Media Center. Persons holding this degree are eligible for certification by the Maryland State Department of Education as an Educational Media Generalist (Level II). The Educational Technology Track is designed for those who wish to integrate technology into classroom teaching, or to coordinate the planning and integration of educational technologies at the school, district or state level. See the Graduate Catalog for details.

Department of Elementary Education

OFFICE
Psychology Building 103/105
410-704-2176
Undergraduate Information: 410-704-5337
Graduate Information: 410-704-5897
Email: rblake@towson.edu

MISSION STATEMENT
The mission of the Teacher Education Unit is to inspire, educate and prepare facilitators of active learning for diverse and inclusive communities of learners in environments that are technologically advanced.

PROGRAMS OF THE DEPARTMENT
The Department of Elementary Education offers the following programs of study: the major in Elementary Education, the major in Elementary Education with eligibility for Early Childhood certification, the Master of Arts in Teaching, and the Master of Education in Elementary Education. For more information about the master’s programs, consult the Graduate Catalog.

The Elementary Education faculty believes that well-prepared elementary school teachers are facilitators of active learning. As reflective practitioners, teachers engage students in the learning process by utilizing research findings and experience-based strategies and practices to make sound, educational decisions. These decisions should be based upon an articulated education philosophy, a thorough knowledge of students’ strengths and needs, and an analysis of various learning environments. The Elementary Education program fulfills the goal of preparing such teachers through a program based on a broad
The major in Elementary Education leads to certification to teach grades 1 through 6. The program provides classroom and laboratory experiences that prepare students for beginning teaching in elementary schools. Candidates who desire a middle school placement must pass the Middle School Praxis subject matter test in the content discipline.

The goals and objectives of the Department of Elementary Education reflect the mission and vision of the College of Education. Students in the program are provided the knowledge, skills and dispositions identified by the Maryland State Department of Education (MSDE), the Interstate Teacher Assessment and Support Consortium (INTASC) principles, and the Association for Childhood Education International (ACEI) standards for professionals in elementary education. Students are required to demonstrate mastery of the performance-based outcomes in order to exit the Elementary Education Program.

DECLARING THE ELEMENTARY EDUCATION MAJOR

Students interested in becoming Elementary Education majors must first gain admission to Towson University. Admission to the university does not guarantee admission to the Elementary Education program. Students declare majors online at http://www.towson.edu/registrar/Registration/. On the left hand side of the screen select Changing your Major/Minor. Select Change of Major/Minor form and then enter your Towson University username and password. The declaration of major should appear. Complete all questions asked. You will receive an email with the name, location, and email address of your Education adviser.

All students enrolled in a Teacher Education program are required to undergo a criminal background check before participating in any internship placement.

APPLYING FOR THE PROFESSIONAL INTERNSHIPS

The Elementary Education program is divided into a Pre-Professional Program (62 units) and courses in a sequence of Professional Internships (61–62 units) for a total of 123–124 units. Acceptance into the Professional Internships is a competitive process and enrollment is limited by course availability and faculty resources. To submit an Application for the Professional Internships to the Department of Elementary Education, Elementary Education majors must meet the criteria listed below.

Native Towson University students

- Complete the Pre-Professional Program with a minimum 2.75 GPA. No grade below a grade-equivalent of 2.00 (C) is allowed in prerequisite or Core Curriculum courses.
- All Pre-Professional courses must be taken for a grade. No pass/fail is allowed.
- Pass Praxis Core Academic Skills for Educators (Core) or meet the following:

Transfer students with a Maryland-approved Associate of Arts in Teaching (A.A.T.) degree

- Complete a minimum of 64 units of the Pre-Professional Program with a minimum 2.75 GPA. No grade below a grade equivalent of 2.00 (C) is allowed in transferred prerequisite courses (additional prerequisite courses may be required once enrolled at Towson University).
- All Pre-Professional courses must be taken for a grade. No pass/fail is allowed.
- Pass Praxis Core Academic Skills for Educators (Core) or meet the following:

Transfer students with an Associate of Arts degree

- Complete the Pre-Professional Program with equivalent courses, and a minimum 2.75 GPA. No grade below a grade equivalent of 2.00 (C) is allowed in transferred prerequisite courses.
- All Pre-Professional courses must be taken for a grade. No pass/fail is allowed.
- Pass Praxis Core Academic Skills for Educators (Core) or meet the following:

Elementary Education majors must have a minimum 2.75 GPA to apply for the Professional Internships. However, applicants may be ranked according to cumulative GPA if the number of applicants exceeds course availability. Therefore, the GPA necessary for admission may exceed the minimum 2.75. Elementary Education majors must maintain a minimum 3.00 cumulative GPA to remain enrolled in the Professional Internships and must earn a 2.00 or C grade in all courses in the Professional Internships.

Students must submit their Application for the Professional Internships to the Department of Elementary Education. Transfer students who are pursuing an Associate of Arts in Teaching degree from a Maryland community college should obtain the Application for the Professional Internships from their community college teacher education coordinator and attend a mandatory orientation meeting on the Towson University campus.
Reflecting the Professional Education Mission and Vision statements, students are assigned by their department (in coordination with the Center for Professional Practice) to field and clinical placements that are diverse and inclusive. Placements are made that enable the Teacher Education Unit to meet state and national accreditation mandates. All professional year placements will be in identified Professional Development Schools, based on ongoing and systematic PDS partnership agreements with school systems. These mandates and the size and scope of the education program do not permit personal preference or geographic convenience in placements.

Students in Levels III and IV of the Elementary Education Program in fall term will begin the term when elementary school teachers are required to be in their classrooms (generally mid-August). This may be before the start of the term at Towson University. Students in Level IV of the Elementary Education Program in spring terms will begin the term on the Towson University calendar. Students in Level III and Level IV of the Elementary Education Program will follow the school district’s spring break for their internship classes, and will follow the Towson University calendar for their on-campus classes.

**MAJORS IN ELEMENTARY EDUCATION**

- Major in Elementary Education (p. 74)
- Major in Elementary Education with Dual Certification in Early Childhood Education (p. 76)
- Major in Integrated Elementary Education - Special Education Dual Certification Program (http://catalog.towson.edu/undergraduate/education/integrated-elementary-education-special-education-dual-certification)

**Major in Elementary Education**

The major in Elementary Education leads to certification to teach grades 1 through 6. The program provides classroom as well as field/clinical experiences that prepare students for beginning teaching in elementary schools. Candidates who desire a middle school placement must pass the Middle School Praxis subject matter.

**College of Southern Maryland/Towson University 2+2 Program:** The Towson undergraduate program in Elementary Education and College of Southern Maryland (CSM) is a partnership program that prepares students for certification in elementary education (grades 1-6). This program is a two-year daytime and evening program, with the last semester being a full-time, day internship. Students complete their AAT requirements at CSM and transfer to Towson University but complete their junior and senior years at schools and CSM campuses in Calvert, Charles, and St. Mary's County Public School classrooms. Students are admitted to enter the program each Fall and Winter, and CSM campuses in Calvert, Charles, and St. Mary's County Public School;

**PRE-PROFESSIONAL PROGRAM (62 UNITS)**

**Core Curriculum Courses (45 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>TSEM 102</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>3</td>
</tr>
<tr>
<td>MATH 205</td>
<td>4</td>
</tr>
<tr>
<td>COSC (Core 4)</td>
<td>3</td>
</tr>
<tr>
<td>TOWSON SEMINAR (Core 1)</td>
<td>3</td>
</tr>
<tr>
<td>WRITING FOR A LIBERAL EDUCATION (Core 2)</td>
<td>3</td>
</tr>
<tr>
<td>MATHEMATICAL CONCEPTS &amp; STRUCTURES II (Core 3)</td>
<td>4</td>
</tr>
<tr>
<td>ART. DANC, THEA or COSC (Core 4)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Creativity and Creative Development course in ART. DANC, THEA or COSC (Core 4)**

**Ways of Knowing (14 units):**

- Any Arts and Humanities course. Must be different discipline from Core 4 above (Core 5)
- PSYC 101 INTRODUCTION TO PSYCHOLOGY (Core 6) 3

**PRINCIPLES OF BIOLOGY [LECTURE] & 120L (Core 7)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHSC 101</td>
<td>4</td>
</tr>
<tr>
<td>PHYSICAL SCIENCE I (Core 8)</td>
<td>4</td>
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</table>

**Writing in a Chosen Field (3 units):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ELED 320</td>
<td>3</td>
</tr>
<tr>
<td>WRITING FOR ELEMENTARY EDUCATORS (Core 9)</td>
<td>3</td>
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</tbody>
</table>

**Perspectives (15 units):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 202</td>
<td>3</td>
</tr>
<tr>
<td>HISTORICAL AND CONTEMPORARY PERSPECTIVES: AMERICA’S URBAN SCHOOLS (Core 10)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 203</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING AND LEARNING IN A DIVERSE SOCIETY (Core 13)</td>
<td>3</td>
</tr>
<tr>
<td>HIST 145</td>
<td>3</td>
</tr>
<tr>
<td>HISTORY OF THE UNITED STATES TO THE CIVIL WAR (Core 11)</td>
<td>3</td>
</tr>
<tr>
<td>or HIST 146</td>
<td>3</td>
</tr>
<tr>
<td>HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR</td>
<td>3</td>
</tr>
<tr>
<td>SCED 304</td>
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<tr>
<td>EDUCATION, ETHICS AND CHANGE (Core 14)</td>
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**Select one of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GEOG 102</td>
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<tr>
<td>WORLD REGIONAL GEOGRAPHY (Core 12)</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 105</td>
<td>4</td>
</tr>
<tr>
<td>GEOGRAPHY OF INTERNATIONAL AFFAIRS</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 109</td>
<td>3</td>
</tr>
<tr>
<td>INTRODUCTION TO HUMAN GEOGRAPHY</td>
<td>3</td>
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</table>

**Additional Prerequisites (17 Units)**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ELED 200</td>
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</tr>
<tr>
<td>THE ELEMENTARY SCHOOL CHILD AS A LEARNER</td>
<td>3</td>
</tr>
<tr>
<td>ELED 322</td>
<td>3</td>
</tr>
<tr>
<td>FOUNDATIONS OF READING AND OTHER LANGUAGE ARTS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 204</td>
<td>4</td>
</tr>
<tr>
<td>MATHEMATICAL CONCEPTS AND STRUCTURES I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 251</td>
<td>4</td>
</tr>
<tr>
<td>ELEMENTS OF GEOMETRY</td>
<td>4</td>
</tr>
<tr>
<td>SPED 301</td>
<td>3</td>
</tr>
<tr>
<td>INTRODUCTION TO SPECIAL EDUCATION</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Units:** 62

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1. Must pass with B or higher, no substitutes accepted.
2. *These Core Curriculum courses must be taken in a specific sequence: Metropolitan Perspectives (Core 10), Diversity and Difference (Core 13), Ethical Issues and Perspectives (Core 14).

**PROFESSIONAL PROGRAM (61-62 UNITS)**

**Level I Internship (14-15 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDUC 417</td>
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</tr>
<tr>
<td>CHILDREN’S LITERATURE AND OTHER MATERIALS FOR READING AND LANGUAGE ARTS IN ELEMENTARY SCHOOL</td>
<td>3</td>
</tr>
<tr>
<td>ELED 323</td>
<td>3</td>
</tr>
<tr>
<td>PRINCIPLES AND PRACTICES OF INSTRUCTION IN READING AND LANGUAGE ARTS</td>
<td>3</td>
</tr>
<tr>
<td>ELED 357</td>
<td>3</td>
</tr>
<tr>
<td>LINGUISTICALLY DIVERSE LEARNERS IN THE CLASSROOM</td>
<td>3</td>
</tr>
<tr>
<td>ELED 363</td>
<td>3</td>
</tr>
<tr>
<td>LANGUAGE AND LITERACY INTERNSHIP</td>
<td>3</td>
</tr>
</tbody>
</table>

**Select one of the following:**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>ARED 371</td>
<td>2-3</td>
</tr>
<tr>
<td>ART AND THE CHILD</td>
<td>3</td>
</tr>
<tr>
<td>KNES 324</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING PHYSICAL EDUCATION IN ELEMENTARY SCHOOL</td>
<td>3</td>
</tr>
<tr>
<td>MUED 305</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING MUSIC ELEMENTARY EDUCATION</td>
<td>3</td>
</tr>
</tbody>
</table>

**Level II Internship (17 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTC 301</td>
<td>3</td>
</tr>
<tr>
<td>INTEGRATING INSTRUCTIONAL TECHNOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 303</td>
<td>3</td>
</tr>
<tr>
<td>LIFE SCIENCES</td>
<td>3</td>
</tr>
<tr>
<td>or BIOL 382</td>
<td>3</td>
</tr>
<tr>
<td>ENVIRONMENTAL EDUCATION AND SERVICE LEARNING IN THE TROPICS</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 303</td>
<td>3</td>
</tr>
<tr>
<td>EARTH SPACE SCIENCE</td>
<td>3</td>
</tr>
<tr>
<td>MATH 323</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING MATHEMATICS IN ELEMENTARY SCHOOL</td>
<td>3</td>
</tr>
</tbody>
</table>
The Elementary Education program fulfills requirements for Maryland State Certification in Teaching. The program is divided into a Pre-Professional and Professional Internships (61/62 units), for a total of 123/124 units.

### SUGGESTED FOUR-YEAR PLAN

The Elementary Education program fulfills requirements for Maryland State Certification in Teaching. The program is divided into a Pre-Professional program and Professional Internships (61/62 units), for a total of 123/124 units.

#### Freshman

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preprofessional Program begins</td>
<td></td>
<td>ENGL 102 (Core 2)</td>
<td>3</td>
</tr>
<tr>
<td>TSEM 102 (Core 1)</td>
<td>3 MATH 205</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 204</td>
<td>4 PSYC 101</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIOL 120 &amp; 120L</td>
<td>4 EDUC 202</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIST 145 or 146</td>
<td>3 PHSC 101</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Core 5</td>
<td></td>
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<tr>
<td></td>
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<td><strong>Total Units:</strong> 17</td>
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</table>

#### Sophomore

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 203</td>
<td>3 ELED 320¹</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MATH 251</td>
<td>4 SCEO 304</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPED 301</td>
<td>3 ELED 200</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Core 4 (ART, DANC, THEA or COSC)</td>
<td>3 ELED 322</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>GEOG 102</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>GEOG 105</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG 109</td>
<td></td>
<td></td>
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</tr>
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<td></td>
<td><strong>Total Units:</strong> 16</td>
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</table>

#### Junior

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I Internship</td>
<td>Level II Internship</td>
<td></td>
</tr>
<tr>
<td>EDUC 417</td>
<td>3 BIL 303 or 382</td>
<td>3</td>
</tr>
<tr>
<td>ELED 357</td>
<td>3 ISTC 301</td>
<td>3</td>
</tr>
<tr>
<td>ELED 323</td>
<td>3 MATH 323</td>
<td>3</td>
</tr>
<tr>
<td>ELED 363</td>
<td>3 MATH 324</td>
<td>2</td>
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<tr>
<td>Select one of the following:</td>
<td>2-3 PHSC 303</td>
<td>3</td>
</tr>
<tr>
<td>MUED 371</td>
<td>SCIE 376</td>
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<tr>
<td>MUED 305</td>
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#### Senior

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level III Internship</td>
<td>Level IV Internship</td>
<td></td>
</tr>
<tr>
<td>EDUC 311</td>
<td>3 ELED 468</td>
<td>6-12</td>
</tr>
<tr>
<td>ELED 312</td>
<td>3 ELED 469</td>
<td>3</td>
</tr>
<tr>
<td>ELED 365</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ELED 429</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPED 401</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
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<td><strong>Total Units:</strong> 15</td>
</tr>
</tbody>
</table>

**Total Units: 117-124**

ACEI Standard 1. Development, Learning, and Motivation
1.0 Development, Learning, and Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students development, acquisition of knowledge, and motivation.

ACEI Standard 2. Curriculum Standards

2.1 Reading, Writing, and Oral Language Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

2.2 Science Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;

2.3 Mathematics Candidates know, understand, and use the major concepts of number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;

2.4 Social studies Candidates know, understand, and use the major concepts and modes of inquiry from the social studies the integrated study of history, geography, the social sciences, and other related areas to promote elementary students abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

2.5 The arts Candidates know, understand, and use as appropriate to their own understanding and skills the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

2.6 Health education Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;

2.7 Physical education Candidates know, understand, and use as appropriate to their own understanding and skills human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

ACEI Standard 3. Instruction Standards
3.1 Integrating and applying knowledge for instruction Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;
3.2 Adaptation to diverse students Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;
3.3 Development of critical thinking and problem solving Candidates understand and use a variety of teaching strategies that encourage elementary students development of critical thinking and problem solving;
3.4 Active engagement in learning Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments;
3.5 Communication to foster collaboration Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

ACEI Standard 4. Assessment Standards
4.0 Assessment for instruction Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

ACEI Standard 5. Professional Standards
5.1 Professional growth, reflection, and evaluation Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.
5.2 Collaboration with families, colleagues, and community agencies Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

Major in Elementary Education with Dual Certification in Early Childhood Education (PK-6)

Through the collaboration of the Elementary Education and the Early Childhood Education Departments, interested students can pursue a dual certification program leading to PK-6 certification in Early Childhood and Elementary Education. Interested students should contact the Elementary Education Department.

The Elementary Education/Early Childhood Dual Certification program fulfills requirements for Maryland State Certification in Teaching. The program is divided into a Pre-Professional program and Professional Internships (74 units), for a total of 137 units.

SUGGESTED FOUR-YEAR PLAN

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Term 1</th>
<th>Unit</th>
<th>Term 2</th>
<th>Unit</th>
<th>Summer</th>
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<tbody>
<tr>
<td>Preprofessional Program begins</td>
<td></td>
<td>ENGL 102 (Core 2)</td>
<td></td>
<td>TSEM 102 (Core 1)</td>
<td></td>
<td>3 MATH 205</td>
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Sophomore

<table>
<thead>
<tr>
<th>Semester</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Total Units</th>
</tr>
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<tbody>
<tr>
<td>EDUC 203</td>
<td>3 ELED 320</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MATH 251</td>
<td>4 SCED 304</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPED 301</td>
<td>3 ELED 322</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Core 4 (ART, DANC, THEA or COSC)</td>
<td>3 ECED 315</td>
<td>3</td>
<td></td>
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<tr>
<td>ECED 201</td>
<td>3 ISTC 301</td>
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Junior

<table>
<thead>
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<th>Semester</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Total Units</th>
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<tbody>
<tr>
<td>EDUC 417</td>
<td>3 BIOL 303 or 382</td>
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</tr>
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<td>ELED 323</td>
<td>3 ECED 341</td>
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<td>ELED 357</td>
<td>3 ELED 343</td>
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<td>ELED 363</td>
<td>3 ECED 360</td>
<td>3</td>
<td></td>
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<td>ECED 461</td>
<td>3 MATH 323</td>
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<td>PHSC 303</td>
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Senior

<table>
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<th>Semester</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Total Units</th>
</tr>
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<tbody>
<tr>
<td>ELED 311</td>
<td>3 ELED 468</td>
<td>6-12</td>
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<td>ELED 312</td>
<td>3 ELED 469</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ELED 365</td>
<td>3 ECED 352</td>
<td>6</td>
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<tr>
<td>ELED 429</td>
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<td></td>
<td></td>
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<td>SPED 401</td>
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<tr>
<td></td>
<td>15</td>
<td>15-21</td>
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</tbody>
</table>

Total Units: 134-140

Department of Secondary Education

OFFICE

Hawkins Hall 404, 410-704-2562

MISSION STATEMENT

The mission of the Teacher Education Unit is to inspire, educate and prepare facilitators of active learning for diverse and inclusive communities of learners in environments that are technologically advanced.

PROGRAMS OF THE DEPARTMENT AND DECLARING FOR SECONDARY EDUCATION

The Department of Secondary Education offers the following programs of study: the major in Middle School Education (grades 4–9) and 13 certification programs in the secondary education (grades 7–12) subject areas of biology, chemistry, Earth-space science, English, French, geography, German, health, history, mathematics, physics, social science and Spanish.

Programs for teaching kindergarten through grade 12 in Art, Dance, Health, Music and Physical Education are offered by those academic departments.

All Teacher Education programs are approved by the Maryland State Department of Education and the National Council for the Accreditation of
Teacher Education (NCATE). Upon graduation in one of these programs, students are eligible for certification to teach in Maryland.

The programs of education for middle, junior and high school teachers are designed to bring about close integration between theory and practice. Students are required to apply directly to the Department of Secondary Education. A Secondary Education adviser is required in addition to an adviser in the major for the following majors

- English Education
- Geography Education
- History Education
- Mathematics Education
- World Language Education
- Science (Biology, Chemistry, Earth-Space Science and Physics) Education
- Social Science Education.

For the Middle School Education Program, students are required to meet every term with the adviser assigned after admission.

For information, go to Hawkins Hall 404.

DECLARING THE MIDDLE SCHOOL EDUCATION MAJOR

Students interested in becoming Middle School Education majors must first gain admission to Towson University. Admission to the university does not guarantee admission to the Middle School Education program. Students declare majors online at http://onestop.towson.edu.

All students enrolled in a Teacher Education program are required to undergo a criminal background check before participating in any internship placement.

KINDERGARTEN-12TH GRADE TEACHER EDUCATION PROGRAMS

Students may obtain certification to teach the following subjects at both the elementary, middle school and secondary levels: art, dance, music and physical education.

Teacher Education programs exist in the following areas:

- Art Education
- Dance Education
- Music Education
- Physical Education

For required courses and special program information, consult the section of this catalog dealing with the specific department and the requirements for those majors.

SPECIAL EDUCATION PROGRAM

Students wishing to major in Secondary Special Education should contact Charles Meyer, Hawkins Hall 120C, 410-704-3595

MASTER OF ARTS IN TEACHING—SECONDARY

Director: Judy Reber
Hawkins Hall 222, 410-704-4935

The Master of Arts in Teaching program is designed to prepare highly qualified post-baccalaureate students for teaching certifications in grades 7 through 12. Consult the Graduate Catalog for more information.

FORMAL ADMISSION TO THE MIDDLE SCHOOL OR SECONDARY EDUCATION PROGRAM

Students should apply for formal admission into the Middle School or Secondary Education Program when they have met the following criteria:

1. completion of at least 45 college units
2. completion of a written application, including an essay
3. a 2.75 cumulative GPA for all postsecondary institutions attended (submit original transcripts)
4. presentation of SCED Score Reporting Form or passing score on Praxis I (Pre-Professional Skills Test: Reading, Writing and Mathematics), SAT, ACT or GRE test to the Center for Professional Practice. Information on these tests and qualifying scores is available in the Department of Secondary Education, Hawkins Hall 404.
5. All students applying for admission to a Teacher Education program at Towson University are required to complete a Criminal History Disclosure Form. This form is to be notarized and sent to the Department of Secondary Education to be kept on file. (Note: Some subject areas may have a cap on admissions. Prospective students should contact the department for more information.)

NOTE: Once passing test scores and the application is received, students in Secondary Education and Middle School Education are permitted to enroll in Principles of Secondary Education or Principles of Middle School Education, and Using Reading and Writing in the Secondary or Middle School. Prior to program admission, students are permitted to take only Introduction to Special Education, Historical and Contemporary Perspectives on America’s Urban Schools; Teaching and Learning in a Diverse Society; Education, Ethics and Change; Adolescent Learning, Development and Diversity; and Integrating Instructional Technology from the education program.

After successfully completing the courses listed above students become eligible for appropriate internships. This includes the prospective middle or secondary teacher being able to enter the full-time internship term which begins prior to the start of classes at TU. Methods, philosophy, techniques and practice are combined with thorough preparation for teaching, with being able to demonstrate student teaching.

Students must secure approval for full-time internship from the department; it is contingent upon successful completion of the required courses, demonstration of acceptable competencies in the tested areas, and meeting GPA requirements (see Requirements for Full-Time Internship).

In order for students to become certified, they must take the appropriate pedagogical and subject area test on the Praxis II examination. Information is available from the adviser as well as from the department.

Notes for prospective Secondary Education Students:

1) Students interested in obtaining Maryland State Teaching Certification (Grades 7-12) in one of the following subject areas: English, French, History, Social Science, and Spanish should contact the Department of Secondary Education Chair, Dr. Terry Berkeley (tberkeley@towson.edu).

2) Students interested in Mathematics or Science and leading to Maryland State Teacher Certification in Secondary Education (Grades 7-12) can select from one of the following subject areas: Biology, Chemistry, Earth-Space Science, Mathematics of Physics. The students should contact the Towson University U-Teach Program director, Dr. Linda Cooper (lcoop@towson.edu), or the Master Teacher, Christine Roland (croland@towson.edu).

MAJOR IN SECONDARY EDUCATION

- Major in Middle School Teacher Education (p. 78)
Major in Middle School Teacher Education

Students interested in teaching Middle School students (Grades 4-9) should contact Dr. Terry Berkeley (tberkeley@towson.edu), Chair, or Dr. Molly Mee, Coordinator of the Middle School Program and major (mmee@towson.edu). Students select two content areas from the following: English, Mathematics, Science, and Social Studies/History, which leads to Maryland State Teacher Certification in Middle School in both of the content areas selected.

### MATHEMATICS REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 225</td>
<td>Algebra and Number Concepts for Middle School Teachers</td>
<td>4</td>
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<tr>
<td>MATH 235</td>
<td>Statistics and Probability for the Middle School Teacher</td>
<td>4</td>
</tr>
<tr>
<td>MATH 255</td>
<td>Geometry for Middle School Teachers</td>
<td>4</td>
</tr>
<tr>
<td>MATH 273</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 274</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 325</td>
<td>Mathematical Problem Solving for Middle School Teachers</td>
<td>3</td>
</tr>
<tr>
<td>MATH 424</td>
<td>School-Based Methods for Middle School Mathematics Teaching</td>
<td>2</td>
</tr>
<tr>
<td>MATH 425</td>
<td>Mathematics Teaching in the Middle School</td>
<td>3</td>
</tr>
</tbody>
</table>

### SCIENCE REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 120</td>
<td>Principles of Biology [Lecture] and Principles of Biology [Lab]</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 301</td>
<td>Field and Natural Science</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 121</td>
<td>Allied Health Chemistry I Lecture and Allied Health Chemistry I Lab</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 377</td>
<td>Meteorology</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 205</td>
<td>Physics for Middle School Teachers</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 206</td>
<td>Earth-Space Science for Middle School Teachers</td>
<td>3</td>
</tr>
<tr>
<td>SCIE 355</td>
<td>Teaching Engineering Design in Elementary &amp; Middle School Science</td>
<td>2</td>
</tr>
<tr>
<td>SCIE 381</td>
<td>Teaching Science at the Middle School Level</td>
<td>3</td>
</tr>
</tbody>
</table>

### SOCIAL STUDIES CONTENT REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 207</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>or ANTH 209</td>
<td>Anthropology of American Culture</td>
<td></td>
</tr>
<tr>
<td>ECON 201</td>
<td>Microeconomic Principles</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202</td>
<td>Macroeconomic Principles</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 102</td>
<td>World Regional Geography</td>
<td>3</td>
</tr>
<tr>
<td>or GEOG 105</td>
<td>Geography of International Affairs</td>
<td></td>
</tr>
<tr>
<td>GEOG 109</td>
<td>Introduction to Human Geography</td>
<td>3</td>
</tr>
<tr>
<td>HIST 145</td>
<td>History of the United States to the Civil War</td>
<td>3</td>
</tr>
<tr>
<td>or HIST 146</td>
<td>History of the United States since the Civil War</td>
<td></td>
</tr>
<tr>
<td>HIST 160</td>
<td>World History Before 1300</td>
<td>3</td>
</tr>
<tr>
<td>HIST 161</td>
<td>World History Since 1300</td>
<td>3</td>
</tr>
<tr>
<td>MSED 365</td>
<td>Teaching Social Studies in the Middle School</td>
<td>3</td>
</tr>
<tr>
<td>POSC 103</td>
<td>American National Government</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

### ENGLISH CONTENT REQUIRED COURSES

#### American Literature (3 Units)

Select one of the following:
- ENGL 230 Main Currents in American Literature
- ENGL 231 American Literature to 1865
- ENGL 232 American Literature since 1865

#### British Literature (3 Units)

Select one of the following:
- ENGL 221 British Literature to 1798
- ENGL 222 British Literature since 1798

#### Diversity in American Literature (3 Units)

Select one of the following:
- ENGL 233 Survey of African-American Literature
- ENGL 234 Major Writers in African-American Literature
- ENGL 235 Ethnic-American Literature
- ENGL 236 American Indian Literature, 1772-Present
- ENGL 239 Modern Jewish Literature

#### Linguistics and Grammar (3 Units)

- ENGL 251 Applied Grammar

#### World Literature/Non-Western Literature (3 Units)

Select one of the following:
- ENGL 243 Introduction to Classical Mythology
- ENGL 244 World Folktale
- ENGL 248 Literature of Global Experience
- ENGL 341 History and Literature of the Old Testament
- ENGL 342 Folktale and Literature
- ENGL 343 Myth and Literature
- ENGL 347 World Literature Written in English

#### Advanced Writing (3 Units)

Select one of the following:
- ENGL 310 Writing Argument
- ENGL 313 Academic Essay
- ENGL 315 Writing Creative Non-Fiction
- ENGL 316 Writing About Literature
- WMST 333 Women’s Words, Women’s Lives

#### Adolescent Literature (3 Units)

- SCED 419 Young Adult Literature

In addition to the two content areas, and satisfying university Core Curriculum requirements, students must complete the courses listed below (which may be integrated into Core Curriculum courses.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 145</td>
<td>History of the United States to the Civil War</td>
<td>3</td>
</tr>
<tr>
<td>or HIST 146</td>
<td>History of the United States since the Civil War</td>
<td></td>
</tr>
<tr>
<td>EDUC 202</td>
<td>Historical and Contemporary Perspectives: America’s Urban Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 203</td>
<td>Teaching and Learning in a Diverse Society</td>
<td>3</td>
</tr>
</tbody>
</table>
REQUIRED PROFESSIONAL EDUCATION COURSES FOR MIDDLE SCHOOL EDUCATION

A minimum grade equivalent of 2.00 or higher is required for all courses with an overall grade point average of 2.75 and 3.00 in professional education courses.

1. All students must meet the following GPA requirements to be admitted to student teaching: 2.75 GPA in major field and 3.00 in professional education courses with a minimum 2.75 overall GPA, based on transcripts from all institutions of higher learning attended, including Towson University. (Consult with SCED adviser.)

2. All preservice students in Teacher Education programs at Towson University whose program of study requires an intensive and extensive internship or student teaching experience in a public school setting (pre-K through 12) are required to undergo a criminal background check before entering this experience. The criminal background check must be filed with the Center for Professional Practice.

1. Young Adolescent Development. Do our SCED courses include activities and assignments that provide opportunities for students to:
(a) Understand the major concepts, principles, and theories of young adolescent development intellectual, physical, social, emotional and moral;
(b) Understand the range of individual differences of all young adolescents and the implications of these differences for teaching and learning;
(c) Know a variety of teaching/learning strategies that take into consideration and capitalize upon the developmental characteristics of all young adolescents;
(d) Understand the implications of young adolescent development for school organization and components of successful middle level programs and schools;
(e) Understand issues of young adolescent health and sexuality;
(f) Understand the interrelationships among the characteristics and needs of all young adolescents;
(g) Understand that the development of all young adolescents occurs in the context of classrooms, families, peer groups, communities and society;
(h) Know about how the media portrays young adolescents and comprehend the implications of these portrayals; and
(i) Understand the philosophical foundations of developmentally responsive middle level programs and schools.

2. Middle Level Philosophy and School Organization. Do our SCED courses include activities and assignments that provide opportunities for students to:
(a) Understand that middle level curriculum should be relevant, challenging, and engaging;
(b) Understand the rationale and characteristic components of developmentally responsive middle level schools;
(c) Know how to develop, implement, and assess curriculum and instruction that provide opportunities for students to:
(1) Understand the major concepts, principles, and theories of middle level curriculum;
(2) Understand the interdisciplinary nature of knowledge and how to make connections among subject areas when planning curriculum;
(3) Understand the implications of young adolescent development for school organization and components of successful middle level programs and schools;
(d) Understand the implications of young adolescent development for school organization and components of successful middle level programs and schools;
(e) Know how to differentiate instruction in the classroom;
(f) Understand how to integrate technology in curriculum planning;
(g) Understand how to incorporate all young adolescents ideas, interests, and experiences into curriculum;
(h) Know about how the media portrays young adolescents and comprehend the implications of these portrayals; and
(i) Understand the philosophical foundations of developmentally responsive middle level programs and schools.

3. Middle Level Curriculum and Assessment. Do our SCED courses include activities and assignments that provide opportunities for students to:
(a) Understand that middle level curriculum should be relevant, challenging, and engaging;
(b) Understand the interdisciplinary nature of knowledge and how to make connections among subject areas when planning curriculum;
(c) Know about local, state, and national middle level curriculum standards and ways to assess the student knowledge reflected in those standards;
(d) Know how to integrate technology in curriculum planning;
(e) Understand how to develop, implement, and assess advisory and other student advocacy programs that attend to the social and emotional needs of all young adolescents.

4. Middle Level Teaching Fields. Do our SCED courses include activities and assignments that provide opportunities for students to:
(a) Understand how to use content knowledge to make interdisciplinary connections;
(b) Understand how to integrate state-of-the-art technologies and literacy skills into their teaching fields.

THE PROFESSIONAL YEAR

As part of their yearlong professional internship, all teacher candidates begin these activities in Professional Development Schools (PDS). These are schools in which the Department of Secondary Education and the College of Education have partnerships in which the PDS and the Department collaborate on a number of issues, including serving as in-school sites for courses as well as the activities taking place during the Full-Time Internship year.

REQUIREMENTS FOR FULL-TIME INTERNSHIP

1. All students must meet the following GPA requirements to be admitted to student teaching: 2.75 GPA in major field and 3.00 in professional education courses with a minimum 2.75 overall GPA, based on transcripts from all institutions of higher learning attended, including Towson University. (Consult with SCED adviser.)

2. All preservice students in Teacher Education programs at Towson University whose program of study requires an intensive and extensive internship or student teaching experience in a public school setting (pre-K through 12) are required to undergo a criminal background check before entering this experience. The criminal background check must be filed with the Center for Professional Practice.

1. Young Adolescent Development. Do our SCED courses include activities and assignments that provide opportunities for students to:
(a) Understand the major concepts, principles, and theories of young adolescent development intellectual, physical, social, emotional and moral;
(b) Understand the range of individual differences of all young adolescents and the implications of these differences for teaching and learning;
(c) Know a variety of teaching/learning strategies that take into consideration and capitalize upon the developmental characteristics of all young adolescents;
(d) Understand the implications of young adolescent development for school organization and components of successful middle level programs and schools;
(e) Understand issues of young adolescent health and sexuality;
(f) Understand the interrelationships among the characteristics and needs of all young adolescents;
(g) Understand that the development of all young adolescents occurs in the context of classrooms, families, peer groups, communities and society;
(h) Know about how the media portrays young adolescents and comprehend the implications of these portrayals; and
(i) Understand the philosophical foundations of developmentally responsive middle level programs and schools.

2. Middle Level Philosophy and School Organization. Do our SCED courses include activities and assignments that provide opportunities for students to:
(a) Understand that middle level curriculum should be relevant, challenging, and engaging;
(b) Understand the rationale and characteristic components of developmentally responsive middle level schools;
(c) Know how to develop, implement, and assess curriculum and instruction that provide opportunities for students to:
(1) Understand the major concepts, principles, and theories of middle level curriculum;
(2) Understand the interdisciplinary nature of knowledge and how to make connections among subject areas when planning curriculum;
(3) Understand the implications of young adolescent development for school organization and components of successful middle level programs and schools;
(d) Understand the implications of young adolescent development for school organization and components of successful middle level programs and schools;
(e) Know how to differentiate instruction in the classroom;
(f) Understand how to integrate technology in curriculum planning;
(g) Understand how to incorporate all young adolescents ideas, interests, and experiences into curriculum;
(h) Know about how the media portrays young adolescents and comprehend the implications of these portrayals; and
(i) Understand the philosophical foundations of developmentally responsive middle level programs and schools.

3. Middle Level Curriculum and Assessment. Do our SCED courses include activities and assignments that provide opportunities for students to:
(a) Understand that middle level curriculum should be relevant, challenging, and engaging;
(b) Understand the interdisciplinary nature of knowledge and how to make connections among subject areas when planning curriculum;
(c) Know about local, state, and national middle level curriculum standards and ways to assess the student knowledge reflected in those standards;
(d) Know how to integrate technology in curriculum planning;
(e) Understand how to develop, implement, and assess advisory and other student advocacy programs that attend to the social and emotional needs of all young adolescents.

4. Middle Level Teaching Fields. Do our SCED courses include activities and assignments that provide opportunities for students to:
(a) Understand how to use content knowledge to make interdisciplinary connections; and
(b) Understand how to integrate state-of-the-art technologies and literacy skills into their teaching fields.

5. Middle Level Instruction and Assessment. Do our SCED courses include activities and assignments that provide opportunities for students to:
(a) Understand how to motivate all young adolescents and facilitate their learning through the use of a wide variety of developmentally responsive materials and resources (e.g., technological resources, manipulative materials); and
(b) Know effective, developmentally responsive classroom management techniques.
6. Family and Community Involvement. Do our SCED courses include activities and assignments that provide opportunities for students to:
(a) Understand the variety of family structures;
(b) Understand how prior learning, differing experiences, and family and cultural backgrounds influence young adolescent learning;
(c) Understand the challenges that families may encounter in contemporary society and are knowledgeable about support services and other resources that are available to assist them; (d) Know how to communicate effectively with family and community members;
(e) Understand that middle level schools are organizations within a larger community context;
(f) Understand the relationships between schools and community organizations;
(g) Know about the resources available within communities that can support students, teachers, and schools;
(h) Understand the importance of following school district policies and protocol regarding interagency partnerships and collaborative; and
(i) Understand the roles of family and community members in improving the education of all young adolescents.

7. Middle Level Professional Roles. Do our SCED courses include activities and assignments that provide opportunities for students to:
(a) Understand their evolving role as middle level education professionals;
(b) Understand the importance of their influence on all young adolescents;
(c) Understand the interrelationships and interdependencies among various professionals that serve young adolescents (e.g., school counselors, social service workers, home-school coordinators);
(d) Know advisory/advocate theories, skills, and curriculum;
(e) Understand teaming/collaborative theories and processes;
(f) Understand their service responsibilities to school reform and the greater community;
(h) Understand the need for continual reflection on young adolescent development, the instructional process, and professional relationships; and
(i) Become fluent in the integration of a range of technologies (e.g., film, computers) in their professional roles with curriculum, instruction, and assessment.

Secondary Teacher Education Requirements

Professional Outcomes

The Department of Secondary Education utilizes the Interstate New Teacher Assessment and Support Consortium (InTASC) principles and the professional association subject area standards as the performance-based outcomes for teacher candidates.

Subject Major

Students cannot major in Secondary Education. Rather, students have a content or subject area major and then enroll in Secondary Education. Refer to the department under which the requirements of the content or subject major is discussed. For instance, those interested in teaching History at the secondary level should refer to the Secondary Education program of the Department of History for their specific major requirements.

In addition to majoring in one of the certification subject areas as well as satisfying the university Core Curriculum requirements, students must complete the professional education courses listed below.

Required Professional Courses for Secondary Education

A minimum grade equivalent of 2.00 or higher is required for all courses with an overall grade point average of 2.75 and 3.00 in professional education courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCED 305</td>
<td>ADOLESCENT LEARNING, DEVELOPMENT, AND DIVERSITY (prerequisite: PSYC 101)</td>
</tr>
<tr>
<td>SCED 341</td>
<td>PRINCIPLES OF SECONDARY EDUCATION</td>
</tr>
<tr>
<td>SCED 401</td>
<td>ANALYZING INTERNSHIP</td>
</tr>
<tr>
<td>SCED 419</td>
<td>YOUNG ADULT LITERATURE (English majors only)</td>
</tr>
<tr>
<td>SCED 460</td>
<td>USING READING AND WRITING IN THE SECONDARY SCHOOLS 1</td>
</tr>
<tr>
<td>SCED 462</td>
<td>SEMINAR IN TEACHING READING IN THE SECONDARY CONTENT AREAS</td>
</tr>
<tr>
<td>SCED 463</td>
<td>TEACHING MODERN FOREIGN LANGUAGE IN THE SECONDARY SCHOOL</td>
</tr>
<tr>
<td>SCED 465</td>
<td>TEACHING SOCIAL STUDIES IN THE SECONDARY SCHOOL</td>
</tr>
<tr>
<td>SCED 467</td>
<td>TEACHING ENGLISH IN THE SECONDARY SCHOOL</td>
</tr>
</tbody>
</table>

Internship Requirement by Major

Select one of the following based on major:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCED 383</td>
<td>INTERNSHIP IN SECONDARY EDUCATION- ENGLISH</td>
</tr>
<tr>
<td>SCED 384</td>
<td>INTERNSHIP IN SECONDARY EDUCATION- FRENCH</td>
</tr>
<tr>
<td>SCED 389</td>
<td>INTERNSHIP IN SECONDARY EDUCATION- HISTORY</td>
</tr>
<tr>
<td>SCED 394</td>
<td>STUDENT TEACHING IN SECONDARY EDUCATION- SPANISH</td>
</tr>
<tr>
<td>SCED 396</td>
<td>INTERNSHIP IN SECONDARY EDUCATION- SOCIAL SCIENCE</td>
</tr>
<tr>
<td>SCED 461</td>
<td>TEACHING READING IN THE SECONDARY CONTENT AREAS (taken concurrently with SCED 499)</td>
</tr>
<tr>
<td>SCED 499</td>
<td>INTERNSHIP IN SECONDARY EDUCATION 2</td>
</tr>
<tr>
<td>SPED 301</td>
<td>INTRODUCTION TO SPECIAL EDUCATION</td>
</tr>
</tbody>
</table>

Additional requirements to be integrated into Core Curriculum:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 131</td>
<td>FUNDAMENTALS OF SPEECH COMMUNICATION</td>
</tr>
<tr>
<td>EDUC 202</td>
<td>HISTORICAL AND CONTEMPORARY PERSPECTIVES: AMERICA’S URBAN SCHOOLS</td>
</tr>
<tr>
<td>EDUC 203</td>
<td>TEACHING AND LEARNING IN A DIVERSE SOCIETY</td>
</tr>
<tr>
<td>HIST 145</td>
<td>HISTORY OF THE UNITED STATES TO THE CIVIL WAR</td>
</tr>
<tr>
<td>HIST 146</td>
<td>HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR</td>
</tr>
<tr>
<td>SCED 304</td>
<td>EDUCATION, ETHICS AND CHANGE</td>
</tr>
</tbody>
</table>

1 Taken concurrently with SCED 341 and shares a required field experience
2 Taken at a professional development school during the fall or spring term, whichever precedes the full-time internship term, with Methods of Teaching Major Subject and SCED 461
3 Some methods courses are offered spring or fall only. Check with your adviser.

The Professional Year

As part of their yearlong professional internship, all teacher candidates begin these activities in Professional Development Schools (PDS). These are schools in which the Department of Secondary Education and the College of Education have partnerships in which the PDS and the Department collaborate on a number of issues, including serving as in-school sites for courses as well as the activities taking place during the Full-Time Internship year.
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2. All preservice students in Teacher Education programs at Towson University whose program of study requires an intensive and extensive internship or student teaching experience in a public school setting (pre-K through 12) are required to undergo a criminal background check before entering this experience. The criminal background check must be filed with the Center for Professional Practice.

Department of Special Education
OFFICE
Psychology Building 307, 410-704-4984

PROGRAMS OF THE DEPARTMENT

The Department of Special Education is responsible for courses leading to certification in Maryland as a special education teacher. The department offers a major in Special Education, a major in Integrated Elementary Education - Special Education (EESE), and a major in Integrated Early Childhood - Special Education (ECSE). Special education is a screened major; applicants must achieve qualifying scores on Praxis CORE or SAT/ACT as established by MSDE, and a minimum GPA of 2.75 (with a grade equivalent of 2.00 or higher on all prerequisite course work required for the major). A writing sample is also required.

The education course listings include core education courses that provide knowledge and skills for general application in teaching and learning. The instructional technology and special education offerings also have Pre-K-12 applications. Reflecting the Professional Education Mission and Vision statements, students are assigned by their department and/or the Center for Professional Practice to field and clinical experience placements that are diverse and inclusive. Placements are made that enable the Teacher Education Unit to meet state and national accreditation mandates. All shy;professional year placements will be in identified Professional Training Sites. Placements are made that enable the Teacher Education Unit to meet state and national accreditation mandates. All preservice students in Teacher Education programs at Towson University whose program of study requires an intensive and extensive internship or student teaching experience in a public school setting (pre-K through 12) are required to undergo a criminal background check before entering this experience. The criminal background check must be filed with the Center for Professional Practice.

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Special Education majors must meet with their advisers every term to ensure that their planned programs of study meet university, major and Maryland State Department of Education certification requirements. Students must consult with their advisers prior to taking courses on a Pass grading option. Courses in the major and courses required for Maryland State Department of Education certification may not be taken with this option. All tracks of the Special Education program begin in the fall term.

Exceptions, changes, waivers, and/or substitutions from the program pattern and systematic PDS partnership agreements with school systems. These would be approved by the Special Education Department personnel. Students must meet with their advisers every term to ensure that their planned programs of study meet university, major and Maryland State Department of Education certification requirements. Students must consult with their advisers prior to taking courses on a Pass grading option. Courses in the major and courses required for Maryland State Department of Education certification may not be taken with this option. All tracks of the Special Education program begin in the fall term.

Exceptions, changes, waivers, and/or substitutions from the program pattern and systematic PDS partnership agreements with school systems. These would be approved by the Special Education Department personnel. Students must meet with their advisers every term to ensure that their planned programs of study meet university, major and Maryland State Department of Education certification requirements. Students must consult with their advisers prior to taking courses on a Pass grading option. Courses in the major and courses required for Maryland State Department of Education certification may not be taken with this option. All tracks of the Special Education program begin in the fall term.

The Center for Professional Practice to field and clinical experience placements that are diverse and inclusive. Placements are made that enable the Teacher Education Unit to meet state and national accreditation mandates. All preservice students in Teacher Education programs at Towson University whose program of study requires an intensive and extensive internship or student teaching experience in a public school setting (pre-K through 12) are required to undergo a criminal background check before entering this experience. The criminal background check must be filed with the Center for Professional Practice.

Graduate programs include the Master of Arts in Teaching and the Master of Education.

THE PROFESSIONAL YEAR

Special Education majors follow the school system calendar for the Professional Development School to which they are assigned as interns. The professional year starts in August, when the teachers begin the school year, and follows the school system spring break schedule.

GRADUATE PROGRAMS IN SPECIAL EDUCATION

Director: Andrea Parrish
Psychology Building 305, 410-704-3835

This Master of Education program prepares currently certified teachers for careers as special educators. The Certification Track meets the requirements for MSDE special education certification at infant/primary, elementary/middle or secondary levels. The Teacher as Leader in Autism Spectrum Disorders (ASD) M.Ed. program is designed to provide specialized instruction in ASD to educators currently certified in special education, related services or related fields. The Master of Arts in teaching offers certification in special education for individuals who hold an undergraduate degree outside of education. See the Graduate Catalog for details.

PRE-ADMISSION REQUIREMENTS FOR ALL CANDIDATES

Students interested in majoring in Special Education, ECSE, or EESE must first gain admission to Towson University. Admission to the university, however, does not guarantee admission to the Special Education, Integrated ECSE or EESE majors. Students must complete a Declaration of Intended Major Form available online at http://onestop.towson.edu at which time they will be assigned a Special Education adviser. All students applying for admission to a Teacher Education program at Towson University are required to complete a Criminal History Disclosure Form. This form is to be notarized and sent to the Department of Special Education to be kept on file.

Screening

Special Education is a screened major. All candidates for the Special Education, ECSE or EESE majors will be ranked according to cumulative GPA in all college or university courses (transfer GPA and/or TU GPA).

To receive approval for admission, students are required to:

1. have a cumulative GPA of 2.75 or higher (which includes grades transferred to and grades earned at TU)
2. have completed ENGL 102 with a grade of C or higher
3. have completed 60 or more units (with a grade equivalent of 2.00 or higher)
4. have passing scores on the Praxis CORE, ACT or SAT at or above the level of standards established by the Maryland State Department of Education (Information on the Praxis CORE tests is available in the Department of Special Education, Psychology Building 307)
5. submit a writing sample

Screening occurs again for admission into internship. Students are required to have a cumulative GPA of 2.75 or higher and a GPA of 3.00 or higher in the major and must have completed a minimum of 90 units. All preservice students in Teacher Education programs at Towson University whose program of study require an intensive and extensive internship experience in a public or private school setting (pre-K through 12), are required to undergo a criminal background check before beginning this experience. The criminal background check must be filed with the Department of Special Education.

Transfer Students

Special Education Department personnel are responsible to the transfer student and will accept those credits which are compatible with the Core Curriculum requirements, Special Education, ECSE and EESE majors and state certification shy;requirements. Please note: although credits might qualify toward graduation, only an evaluation conducted by the Special Education
adviser will determine which credits will also apply toward the major. Students must earn a minimal grade equivalent of 2.0 in all transfer courses. Students must first have their transcripts evaluated by the Office of Admissions before requesting a special education transcript evaluation.

**MAJORS IN SPECIAL EDUCATION**

- Special Education - Elementary/Middle Track (p. 82)
- Special Education - Secondary/Adult Track (p. 83)
- Integrated Early Childhood - Special Education Major (p. 89) (ECSE)
- Integrated Elementary Education - Special Education Major (p. 90) (EESE)

**Special Education - Elementary/Middle Track**

Adviser: Patricia Rice-Doran
Hawkins Hall 403C, 410-704-3891

Students majoring in Elementary/Middle Special Education complete the Elementary/Middle Track (grades 1–8). To meet the requirements of the College of Education and the Maryland State Department of Education, students must complete all required Core Curriculum and professional education courses required for the Elementary/Middle Track to earn a total of 124 units. Students must maintain an overall cumulative GPA of 2.75 or higher and a 3.00 GPA or higher in courses for the major.

**ACADEMIC CONTENT (TOTAL 124 UNITS)**

At least 60 of the following units must be taken before formal admission to the professional education sequence.

**English (6 Units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102</td>
<td>WRITING FOR A LIBERAL EDUCATION (Core 2)</td>
<td>3</td>
</tr>
<tr>
<td>or ENGL 190</td>
<td>HONORS WRITING SEMINAR</td>
<td></td>
</tr>
<tr>
<td>ENGL XXX</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Social Studies (6 Units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 145</td>
<td>HISTORY OF THE UNITED STATES TO THE CIVIL WAR (Core 11)</td>
<td>3</td>
</tr>
<tr>
<td>or HIST 146</td>
<td>HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR</td>
<td></td>
</tr>
<tr>
<td>GEOG 102</td>
<td>WORLD REGIONAL GEOGRAPHY (Core 12)</td>
<td>3</td>
</tr>
<tr>
<td>or GEOG 105</td>
<td>GEOGRAPHY OF INTERNATIONAL AFFAIRS</td>
<td></td>
</tr>
</tbody>
</table>

**Science (8 Units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 120</td>
<td>PRINCIPLES OF BIOLOGY [LECTURE]</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 120L</td>
<td>and PRINCIPLES OF BIOLOGY [LAB] (Core 7)</td>
<td></td>
</tr>
<tr>
<td>PHSC 101</td>
<td>PHYSICAL SCIENCE I (Core 8)</td>
<td>4</td>
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</tbody>
</table>

**Mathematics (12 Units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 204</td>
<td>MATHEMATICAL CONCEPTS AND STRUCTURES I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 205</td>
<td>MATHEMATICAL CONCEPTS &amp; STRUCTURES II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 251</td>
<td>ELEMENTS OF GEOMETRY</td>
<td>4</td>
</tr>
</tbody>
</table>

**Art/Music (3 Units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 101</td>
<td>INTRODUCTION TO MUSIC OF THE WESTERN HERITAGE</td>
<td>3</td>
</tr>
</tbody>
</table>

**Psychology (6 Units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 101</td>
<td>INTRODUCTION TO PSYCHOLOGY (Core 6)</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 201</td>
<td>EDUCATIONAL PSYCHOLOGY</td>
<td>3</td>
</tr>
</tbody>
</table>

**Additional Required Courses (24 Units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 131</td>
<td>FUNDAMENTALS OF SPEECH COMMUNICATION</td>
<td>3</td>
</tr>
</tbody>
</table>

**Professional Education Courses**

**First Term, Fall (15 Units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 413</td>
<td>UNIVERSAL DESIGN FOR LEARNING: ADDRESSING LEARNER VARIABILITY</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 203</td>
<td>HUMAN DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td>SPED 428</td>
<td>WORKING WITH FAMILIES OF STUDENTS WITH DISABILITIES</td>
<td>3</td>
</tr>
<tr>
<td>ELED 323</td>
<td>PRINCIPLES AND PRACTICES OF INSTRUCTION IN READING AND LANGUAGE ARTS</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 417</td>
<td>CHILDREN'S LITERATURE AND OTHER MATERIALS FOR READING AND LANGUAGE ARTS IN ELEMENTARY SCHOOL</td>
<td>3</td>
</tr>
</tbody>
</table>

**Second Term, Spring (15 Units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 430</td>
<td>INFORMAL TESTS AND MEASUREMENTS FOR STUDENTS WITH DISABILITIES (K-12)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 441</td>
<td>CURRICULUM/METHODS OF INSTRUCTION FOR STUDENTS WITH DISABILITIES (K-12)</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 403</td>
<td>INFANT AND CHILD DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td>SPED 425</td>
<td>FORMAL TESTS AND MEASUREMENTS FOR STUDENTS WITH DISABILITIES (K-12)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 427</td>
<td>CURRICULUM/METHODS OF SOCIAL EMOTIONAL AND MOTOR DEVELOPMENT FOR STUDENTS WITH DISABILITIES K-12</td>
<td>3</td>
</tr>
</tbody>
</table>

**Third Term, Fall (14 Units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 491</td>
<td>INTERNSHIP: STUDENTS WITH DISABILITIES IN ELEMENTARY/MIDDLE GRADES</td>
<td>3</td>
</tr>
<tr>
<td>ELED 429</td>
<td>PRINCIPLES AND PRACTICES OF ASSESSMENT IN READING AND LANGUAGE ARTS</td>
<td>3</td>
</tr>
<tr>
<td>SPED 429</td>
<td>CURRICULUM/METHODS OF CLASSROOM MANAGEMENT FOR STUDENTS WITH DISABILITIES</td>
<td>3</td>
</tr>
<tr>
<td>MATH 323</td>
<td>TEACHING MATHEMATICS IN ELEMENTARY SCHOOL</td>
<td>3</td>
</tr>
<tr>
<td>MATH 324</td>
<td>SUPERVISED OBSERVATION/PARTICIPATION IN ELEMENTARY SCHOOL MATHEMATICS</td>
<td>2</td>
</tr>
</tbody>
</table>

**Fourth Term, Spring (15 Units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 498</td>
<td>INTERNSHIP: SPECIAL EDUCATION</td>
<td>12</td>
</tr>
<tr>
<td>SPED 493</td>
<td>SEMINAR IN INTERNSHIP</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units: 59

CEC Initial Preparation Standard 1: Learner Development and Individual Learning Differences

1 These Core Curriculum courses must be taken in a specific sequence: Metropolitan Perspectives (Core 10), Diversity and Difference (Core 13), Ethical Issues and Perspectives (Core 14).
1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

CEC Initial Preparation Standard 2 Learning Environments

2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

CEC Initial Preparation Standard 3 Curricular Content Knowledge

3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.

3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

CEC Initial Preparation Standard 4 Assessment

4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.

4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.

4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

CEC Initial Preparation Standard 5 Instructional Planning and Strategies

5.1 Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.

5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

5.6 Beginning special education professionals teach to mastery and promote generalization of learning.

5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

CEC Initial Preparation Standard 6 Professional Learning and Ethical Practice

6.0 Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.

6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.

6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

CEC Initial Preparation Standard 7 Collaboration

7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

7.1 Beginning special education professionals use the theory and elements of effective collaboration.

7.2 Beginning special education professionals serve as a collaborative resource to colleagues.

7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

Special Education - Secondary/Adult Track

Adviser: Charles Meyer
Hawkins Hall 120C, 410-704-3595

Students majoring in Secondary Special Education complete the Secondary/Adult Track (grade 6-adult). To meet the requirements of the College of Education and the Maryland State Department of Education, students must complete all required Core Curriculum and professional education courses for their concentration to earn a total of 127–135 units. Students must maintain an overall cumulative GPA of 2.75 or higher and a 3.00 GPA or higher in courses for their major.

Students majoring in Secondary Special Education must choose one of the following tracks: English, Math (Middle School or High School Concentration), Social Science or Middle School General Science.

ENGLISH TRACK

Academic Content (total 130 units)

At least 60 of the following units must be taken before formal admission to the professional education sequence:

English (21 Units)

ENGL 102 WRITING FOR A LIBERAL EDUCATION
ENGL 221  BRITISH LITERATURE TO 1798  3
or ENGL 222  BRITISH LITERATURE SINCE 1798
ENGL 233  SURVEY OF AFRICAN-AMERICAN LITERATURE  3
or ENGL 235  ETHNIC-AMERICAN LITERATURE
ENGL 230  MAIN CURRENTS IN AMERICAN LITERATURE  3
or ENGL 236  AMERICAN INDIAN LITERATURE, 1772-PRESENT
ENGL 251  APPLIED GRAMMAR  3
ENGL 283  INTRODUCTION TO CREATIVE WRITING  3
or ENGL 311  WRITING POETRY
ENGL 300  METHODS AND RESEARCH  3

Social Studies (6 Units)
HIST 145  HISTORY OF THE UNITED STATES TO THE CIVIL WAR  3
or HIST 146  HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR
GEOG 102  WORLD REGIONAL GEOGRAPHY  3
or GEOG 105  GEOGRAPHY OF INTERNATIONAL AFFAIRS

Science (8 Units)
BOL 120  PRINCIPLES OF BIOLOGY [LECTURE]  4
& 120L  and PRINCIPLES OF BIOLOGY [LAB] (Core 7)
PHSC 101  PHYSICAL SCIENCE I (Core 8)

Mathematics (8 Units)
MATH 204  MATHEMATICAL CONCEPTS AND STRUCTURES I (Core 7)
MATH 205  MATHEMATICAL CONCEPTS & STRUCTURES II  4

Art/Music (3 Units)
Select one ART or MUSC course (Core 4)

Psychology (3 Units)
PSYC 101  INTRODUCTION TO PSYCHOLOGY (Core 6)  3

Additional Required Courses (21 Units)
COMM 131  FUNDAMENTALS OF SPEECH COMMUNICATION (Core 5)
EDUC 202  HISTORICAL AND CONTEMPORARY PERSPECTIVES: AMERICA'S URBAN SCHOOLS
EDUC 203  TEACHING AND LEARNING IN A DIVERSE SOCIETY (Core 13)  3
EDUC 301  WRITING AND COMMUNICATION SKILLS FOR TEACHERS (Core 9)
SCED 305  ADOLESCENT LEARNING, DEVELOPMENT, AND DIVERSITY (Core 1)
SPED 301  INTRODUCTION TO SPECIAL EDUCATION  3
TSEM 102  TOWSON SEMINAR  3

Total Units  70

1 These Core Curriculum courses must be taken in a specific sequence: Metropolitan Perspectives (Core 10), Diversity and Difference (Core 13), Ethical Issues and Perspectives (Core 14).

Professional Education Courses

First Term, Fall (17 Units)
SPED 413  UNIVERSAL DESIGN FOR LEARNING: ADDRESSING LEARNER VARIABILITY  3
SCED 341  PRINCIPLES OF SECONDARY EDUCATION  4
SCED 460  USING READING AND WRITING IN THE SECONDARY SCHOOLS  4
SPED 428  WORKING WITH FAMILIES OF STUDENTS WITH DISABILITIES  3
SPED 441  CURRICULUM/METHODS OF INSTRUCTION FOR STUDENTS WITH DISABILITIES (K-12)  3

Second Term, Spring (18 Units)
SPED 430  INFORMAL TESTS AND MEASUREMENTS FOR STUDENTS WITH DISABILITIES (K-12)  3
SPED 425  FORMAL TESTS AND MEASUREMENTS FOR STUDENTS WITH DISABILITIES (K-12)  3
SCED 304  EDUCATION, ETHICS AND CHANGE  3
SPED 453  CURRICULUM/METHODS OF SECONDARY SPECIAL EDUCATION: PREVOCATIONAL AND VOCATIONAL INSTRUCTION
PSYC 404  ADOLESCENT PSYCHOLOGY  3
SCED 419  YOUNG ADULT LITERATURE  3

Third Term, Fall (15 Units)
SPED 496  INTERNSHIP: STUDENTS WITH DIABILITIES (SECONDARY/ADULT PROGRAMS)  3
SCED 461  TEACHING READING IN THE SECONDARY CONTENT AREAS  3
SPED 429  CURRICULUM/METHODS OF CLASSROOM MANAGEMENT FOR STUDENTS WITH DISABILITIES
SCED 357  TEACHING ENGLISH IN THE SECONDARY SCHOOL  3
ENGL XXX  English elective  3

Fourth Term, Spring (15 Units)
SPED 498  INTERNSHIP: SPECIAL EDUCATION  12
SPED 453  CURRICULUM/METHODS OF SECONDARY SPECIAL EDUCATION: PREVOCATIONAL AND VOCATIONAL INSTRUCTION

Total Units  65

MIDDLE SCHOOL GENERAL SCIENCE TRACK

Academic Content (total 128 units)

At least 60 of the following units must be taken before formal admission to the professional education sequence:

English (6 Units)
ENGL 102  WRITING FOR A LIBERAL EDUCATION (Core 2)  3
ENGL 233  SURVEY OF AFRICAN-AMERICAN LITERATURE  3
or ENGL 235  ETHNIC-AMERICAN LITERATURE

Social Studies (6 Units)
HIST 145  HISTORY OF THE UNITED STATES TO THE CIVIL WAR  3
or HIST 146  HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR
GEOG 102  WORLD REGIONAL GEOGRAPHY (Core 12)  3
or GEOG 105  GEOGRAPHY OF INTERNATIONAL AFFAIRS

Science (19 Units)
BOL 120  PRINCIPLES OF BIOLOGY [LECTURE]  4
& 120L  and PRINCIPLES OF BIOLOGY [LAB] (Core 7)
CHEM 131  GENERAL CHEMISTRY I LECTURE  4
& 131L  and GENERAL CHEMISTRY I LABORATORY
GEOL 121  PHYSICAL GEOLOGY  4
PHSC 101  PHYSICAL SCIENCE I (Core 8)  4
PHSC 303  EARTH SPACE SCIENCE  3

Mathematics (7 Units)
MATH 111  FINITE MATHEMATICS  3
MATH 237  ELEMENTARY BIOSTATISTICS (Core 3)  4

Art/Music (3 Units)
Professional Education Courses

First Term, Fall (17 Units)
- SPED 413 UNIVERSITY DESIGN FOR LEARNING: ADDRESSING LEARNER VARIABILITY 3
- SCED 341 PRINCIPLES OF SECONDARY EDUCATION 4
- SCED 460 USING READING AND WRITING IN THE SECONDARY SCHOOLS 4
- SPED 428 WORKING WITH FAMILIES OF STUDENTS WITH DISABILITIES 3
- SPED 441 CURRICULUM/METHODS OF INSTRUCTION FOR STUDENTS WITH DISABILITIES (K-12) 3

Second Term, Spring (18-19 Units)
- SPED 430 INFORMAL TESTS AND MEASUREMENTS FOR STUDENTS WITH DISABILITIES (K-12) 3
- SPED 425 FORMAL TESTS AND MEASUREMENTS FOR STUDENTS WITH DISABILITIES (K-12) 3
- SCED 304 EDUCATION, ETHICS AND CHANGE 3
- SCED 453 CURRICULUM/METHODS OF SECONDARY SPECIAL EDUCATION: PREVOCATIONAL AND VOCATIONAL INSTRUCTION 3
- PSYC 404 ADOLESCENT PSYCHOLOGY 3
- SCIE XXX Science course chosen from BIOL 115, PHSC 101, PHSC 303, CHEM 110, GEOG 121 3-4

Third Term, Fall (12 Units)
- SPED 496 INTERNSHIP: STUDENTS WITH DISABILITIES (SECONDARY/ADULT PROGRAMS) 3
- SCED 461 TEACHING READING IN THE SECONDARY CONTENT AREAS 3
- SPED 429 CURRICULUM/METHODS OF CLASSROOM MANAGEMENT FOR STUDENTS WITH DISABILITIES 3
- SCIE 380 TEACHING SCIENCE IN THE SECONDARY SCHOOLS 3
- SCIE XXX Approved science course

Fourth Term, Spring (15 Units)
- SPED 498 INTERNSHIP: SPECIAL EDUCATION 12
- SPED 453 CURRICULUM/METHODS OF SECONDARY SPECIAL EDUCATION: PREVOCATIONAL AND VOCATIONAL INSTRUCTION 3

Total Units 68

1 These Core Curriculum courses must be taken in a specific sequence: Metropolitan Perspectives (Core 10), Diversity and Difference (Core 13), Ethical Issues and Perspectives (Core 14).

Note: One math course (3-4 units) is taken during second term of the professional sequence. Math units are counted in academic content.

MATH TRACK—MIDDLE SCHOOL CONCENTRATION

Academic Content (total 126 units)

At least 60 of the following units must be taken before formal admission to the professional education sequence:

English (6 Units)
- ENGL 102 WRITING FOR A LIBERAL EDUCATION (Core 2) 3
- ENGL 233 SURVEY OF AFRICAN-AMERICAN LITERATURE 3
- or ENGL 235 ETHNIC-AMERICAN LITERATURE

Social Studies (6 Units)
- HIST 145 HISTORY OF THE UNITED STATES TO THE CIVIL WAR (Core 11) 3
- or HIST 146 HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR 3
- GEOG 102 WORLD REGIONAL GEOGRAPHY (Core 12) 3
- or GEOG 105 GEOGRAPHY OF INTERNATIONAL AFFAIRS

Science (8 Units)
- PHSC 101 PHYSICAL SCIENCE I (Core 8) 3
- and PRINCIPLES OF BIOLOGY [LECTURE] (Core 3) 4
- or PRINCIPLES OF BIOLOGY [LAB] (Core 7) 4
- MATH 119 PRE-CALCULUS (Core 3) 4
- MATH 225 ALGEBRA AND NUMBER CONCEPTS FOR MIDDLE SCHOOL TEACHERS 4
- MATH 235 STATISTICS AND PROBABILITY FOR THE MIDDLE SCHOOL TEACHER 4
- MATH 255 GEOMETRY FOR MIDDLE SCHOOL TEACHERS 4
- MATH 273 CALCULUS I 4
- MATH 325 MATHEMATICAL PROBLEM SOLVING FOR MIDDLE SCHOOL TEACHERS 4

Art/Music (3 Units)
- Select one ART or MUSC course (Core 4) 3

Psychology (3 Units)
- PSYC 101 INTRODUCTION TO PSYCHOLOGY (Core 6) 3

Additional Required Courses (24 Units)
- ISTC 301 INTEGRATING INSTRUCTIONAL TECHNOLOGY 3
- COMM 131 FUNDAMENTALS OF SPEECH COMMUNICATION (Core 5) 3
- EDUC 202 HISTORICAL AND CONTEMPORARY PERSPECTIVES: AMERICA’S URBAN SCHOOLS 3
- EDUC 301 WRITING AND COMMUNICATION SKILLS FOR TEACHERS (Core 9) 3
- EDUC 305 ADOLESCENT LEARNING, DEVELOPMENT, AND DIVERSITY 3
- EDUC 401 INTRODUCTION TO SPECIAL EDUCATION 3
- TSEM 102 TOWSON SEMINAR (Core 1) 3

Total Units 73
These Core Curriculum courses must be taken in a specific sequence: Metropolitan Perspectives (Core 10), Diversity and Difference (Core 13), Ethical Issues and Perspectives (Core 14).

Note: One Math course (3-4 units) is taken during both the second and third terms of the professional sequence. Math units are counted in academic content.

### Professional Education Courses

#### First Term, Fall (18 Units)
- **SPED 413** UNIVERSAL DESIGN FOR LEARNING: ADDRESSING LEARNER VARIABILITY (3)
- **MATH 255** GEOMETRY FOR MIDDLE SCHOOL TEACHERS (4)
- **SCED 341** PRINCIPLES OF SECONDARY EDUCATION (4)
- **SCED 460** USING READING AND WRITING IN THE SECONDARY SCHOOLS (4)
- **SPED 441** CURRICULUM/METHODS OF INSTRUCTION FOR STUDENTS WITH DISABILITIES (K-12) (3)

#### Second Term, Spring (21 Units)
- **SPED 430** INFORMAL TESTS AND MEASUREMENTS FOR STUDENTS WITH DISABILITIES (K-12) (3)
- **EDUC 202** HISTORICAL AND CONTEMPORARY PERSPECTIVES: AMERICA’S URBAN SCHOOLS (3)
- **SCED 304** EDUCATION, ETHICS AND CHANGE (3)
- **SPED 453** CURRICULUM/METHODS OF SECONDARY SPECIAL EDUCATION: PREVOCATIONAL AND VOCATIONAL INSTRUCTION (3)
- **SPED 425** FORMAL TESTS AND MEASUREMENTS FOR STUDENTS WITH DISABILITIES (K-12) (3)
- **PSYC 404** ADOLESCENT PSYCHOLOGY (3)
- **MATH 325** MATHEMATICAL PROBLEM SOLVING FOR MIDDLE SCHOOL TEACHERS (3)

#### Third Term, Fall (17 Units)
- **SPED 496** INTERNSHIP: STUDENTS WITH DISABILITIES (SECONDARY/ADULT PROGRAMS) (3)
- **SCED 461** TEACHING READING IN THE SECONDARY CONTENT AREAS (3)
- **SPED 429** CURRICULUM/METHODS OF CLASSROOM MANAGEMENT FOR STUDENTS WITH DISABILITIES (3)
- **MATH 425** MATHEMATICS TEACHING IN THE MIDDLE SCHOOL (3)
- **SPED 428** WORKING WITH FAMILIES OF STUDENTS WITH DISABILITIES (3)

#### Fourth Term, Spring (15 Units)
- **SPED 498** INTERNSHIP: SPECIAL EDUCATION (12)
- **SPED 453** CURRICULUM/METHODS OF SECONDARY SPECIAL EDUCATION: PREVOCATIONAL AND VOCATIONAL INSTRUCTION (3)

### Total Units: 69

1. All academic (Core curriculum) courses must be completed prior to student teaching.

### MATH TRACK—HIGH SCHOOL CONCENTRATION

#### Academic Content (total 135 units)

At least 60 of the following Academic Content units must be taken before formal admission to the professional education sequence:

1. These Core Curriculum courses must be taken in a specific sequence: Metropolitan Perspectives (Core 10), Diversity and Difference (Core 13), Ethical Issues and Perspectives (Core 14).

Note: One Math course (3-4 units) is taken during both the second and third terms of the professional sequence. Math units are counted in academic content.

### Professional Education Courses

#### First Term, Fall (17 Units)
- **SPED 413** UNIVERSAL DESIGN FOR LEARNING: ADDRESSING LEARNER VARIABILITY (3)
- **SCED 341** PRINCIPLES OF SECONDARY EDUCATION (4)
- **SCED 480** USING READING AND WRITING IN THE SECONDARY SCHOOLS (4)
SPED 428  WORKING WITH FAMILIES OF STUDENTS WITH DISABILITIES  3
SPED 441  CURRICULUM/METHODS OF INSTRUCTION FOR STUDENTS WITH DISABILITIES (K-12)  3

**Second Term, Spring (18-19 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 430</td>
<td>INFORMAL TESTS AND MEASUREMENTS FOR STUDENTS WITH DISABILITIES (K-12)</td>
<td>3</td>
</tr>
<tr>
<td>SCED 304</td>
<td>EDUCATION, ETHICS AND CHANGE</td>
<td>3</td>
</tr>
<tr>
<td>SPED 425</td>
<td>FORMAL TESTS AND MEASUREMENTS FOR STUDENTS WITH DISABILITIES (K-12)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 453</td>
<td>CURRICULUM/METHODS OF SECONDARY SPECIAL EDUCATION:PREVOCATIONAL AND VOCATIONAL INSTRUCTION</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 404</td>
<td>ADOLESCENT PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>MATH XXX</td>
<td>Math course from MATH 265, MATH 267, MATH 273, MATH 274, MATH 275, MATH 301, MATH 330, MATH 353</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**Third Term, Fall (15-16 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 496</td>
<td>INTERNSHIP: STUDENTS WITH DISABILITIES (SECONDARY/ADULT PROGRAMS)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 429</td>
<td>CURRICULUM/METHODS OF CLASSROOM MANAGEMENT FOR STUDENTS WITH DISABILITIES</td>
<td>3</td>
</tr>
<tr>
<td>SCED 461</td>
<td>TEACHING READING IN THE SECONDARY CONTENT AREAS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 423</td>
<td>TEACHING MATHEMATICS IN THE SECONDARY SCHOOLS</td>
<td>3</td>
</tr>
<tr>
<td>MATH XXX</td>
<td>Math course from MATH 265, MATH 267, MATH 273, MATH 274, MATH 275, MATH 301, MATH 330, MATH 353</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**Fourth Term, Spring (15 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 498</td>
<td>INTERNSHIP: SPECIAL EDUCATION</td>
<td>12</td>
</tr>
<tr>
<td>SPED 453</td>
<td>CURRICULUM/METHODS OF SECONDARY SPECIAL EDUCATION:PREVOCATIONAL AND VOCATIONAL INSTRUCTION</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Units**  65-67

1. All academic (Core Curriculum) courses must be completed prior to student teaching.

### SOCIAL SCIENCE TRACK

**Academic Content (total 127 units)**

At least 60 of the following units must be taken before formal admission to the professional education sequence:

**English (6 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102</td>
<td>WRITING FOR A LIBERAL EDUCATION (Core 2)</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 233</td>
<td>SURVEY OF AFRICAN-AMERICAN LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>or ENGL 235</td>
<td>ETHNIC-AMERICAN LITERATURE</td>
<td></td>
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</tbody>
</table>

**Social Studies (18 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 102</td>
<td>WORLD REGIONAL GEOGRAPHY (Core 12)</td>
<td>3</td>
</tr>
<tr>
<td>or GEOG 105</td>
<td>GEOGRAPHY OF INTERNATIONAL AFFAIRS</td>
<td></td>
</tr>
<tr>
<td>HIST 145</td>
<td>HISTORY OF THE UNITED STATES TO THE CIVIL WAR (Core 11)</td>
<td>3</td>
</tr>
<tr>
<td>or HIST 146</td>
<td>HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR</td>
<td></td>
</tr>
<tr>
<td>HIST 102</td>
<td>HISTORY OF EUROPEAN CIVILIZATION THROUGH THE 17TH CENTURY</td>
<td>3</td>
</tr>
<tr>
<td>HIST 103</td>
<td>HISTORY OF EUROPEAN CIVILIZATION FROM THE 17TH CENTURY</td>
<td>3</td>
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</tbody>
</table>

**Science (8 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 120</td>
<td>PRINCIPLES OF BIOLOGY [LECTURE]</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 120L</td>
<td>and PRINCIPLES OF BIOLOGY [LAB] (Core 7)</td>
<td></td>
</tr>
<tr>
<td>PHSC 101</td>
<td>PHYSICAL SCIENCE I (Core 8)</td>
<td>4</td>
</tr>
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</table>

**Mathematics (8 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 204</td>
<td>MATHEMATICAL CONCEPTS AND STRUCTURES I</td>
<td>4</td>
</tr>
<tr>
<td>or MATH 205</td>
<td>MATHEMATICAL CONCEPTS &amp; STRUCTURES II</td>
<td></td>
</tr>
</tbody>
</table>

**Art/Music (3 Units)**

Select one ART or MUSC course (Core 4)

**Psychology (3 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 101</td>
<td>INTRODUCTION TO PSYCHOLOGY (Core 6)</td>
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**Additional Required Courses (21 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>TSEM 102</td>
<td>TOWSON SEMINAR (Core 1)</td>
<td>3</td>
</tr>
<tr>
<td>COMM 131</td>
<td>FUNDAMENTALS OF SPEECH COMMUNICATION (Core 5)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 202</td>
<td>HISTORICAL AND CONTEMPORARY PERSPECTIVES: AMERICA'S URBAN SCHOOLS</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 301</td>
<td>WRITING AND COMMUNICATION SKILLS FOR TEACHERS (Core 9)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 203</td>
<td>TEACHING AND LEARNING IN A DIVERSE SOCIETY (Core 13)</td>
<td>3</td>
</tr>
<tr>
<td>SCED 305</td>
<td>ADOLESCENT LEARNING, DEVELOPMENT, AND DIVERSITY</td>
<td>3</td>
</tr>
<tr>
<td>SPED 301</td>
<td>INTRODUCTION TO SPECIAL EDUCATION</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Units**  67

1. These Core Curriculum courses must be taken in a specific sequence: Metropolitan Perspectives (Core 10), Diversity and Difference (Core 13), Ethical Issues and Perspectives (Core 14).

Note: 3 units of Social Studies are taken during both the second and third terms of the professional sequence. Social Studies units are counted under academic content and not recounted under the professional sequence.

### Professional Education Courses

**First Term, Fall (17 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 413</td>
<td>UNIVERSAL DESIGN FOR LEARNING: ADDRESSING LEARNER VARIABILITY</td>
<td>3</td>
</tr>
<tr>
<td>SCED 341</td>
<td>PRINCIPLES OF SECONDARY EDUCATION</td>
<td>4</td>
</tr>
<tr>
<td>SCED 460</td>
<td>USING READING AND WRITING IN THE SECONDARY SCHOOLS</td>
<td>4</td>
</tr>
<tr>
<td>SPED 428</td>
<td>WORKING WITH FAMILIES OF STUDENTS WITH DISABILITIES</td>
<td>3</td>
</tr>
<tr>
<td>SPED 441</td>
<td>CURRICULUM/METHODS OF INSTRUCTION FOR STUDENTS WITH DISABILITIES (K-12)</td>
<td>3</td>
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</table>

**Second Term, Spring (21 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>SPED 430</td>
<td>INFORMAL TESTS AND MEASUREMENTS FOR STUDENTS WITH DISABILITIES (K-12)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 453</td>
<td>CURRICULUM/METHODS OF SECONDARY SPECIAL EDUCATION:PREVOCATIONAL AND VOCATIONAL INSTRUCTION</td>
<td>3</td>
</tr>
<tr>
<td>SCED 304</td>
<td>EDUCATION, ETHICS AND CHANGE</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 202</td>
<td>HISTORICAL AND CONTEMPORARY PERSPECTIVES: AMERICA'S URBAN SCHOOLS</td>
<td>3</td>
</tr>
<tr>
<td>SPED 425</td>
<td>FORMAL TESTS AND MEASUREMENTS FOR STUDENTS WITH DISABILITIES (K-12)</td>
<td>3</td>
</tr>
</tbody>
</table>
PSYG 404  ADOLESCENT PSYCHOLOGY  3
Social Science course from GEOG 102, GEOG 105, HIST 145, HIST 146, SOC 101  3

Third Term, Fall (15 Units)
SPED 496  INTERNSHIP: STUDENTS WITH DISABILITIES  (SECONDARY/ADULT PROGRAMS)  3
SCED 461  TEACHING READING IN THE SECONDARY CONTENT AREAS  3
SPED 429  CURRICULUM/METHODS OF CLASSROOM MANAGEMENT FOR STUDENTS WITH DISABILITIES  3
SCED 355  TEACHING SOCIAL STUDIES IN THE SECONDARY SCHOOL  3
Select one Social Science course from ECON 201, ECON 202, GEOG 102, GEOG 105, HIST 102, HIST 145, HIST 146, POSC 103, SOCI 101, SOSC 401  3

Fourth Term, Spring (15 Units)
SPED 498  INTERNSHIP: SPECIAL EDUCATION  12
SPED 453  CURRICULUM/METHODS OF SECONDARY SPECIAL EDUCATION: PREVOCATIONAL AND VOCATIONAL INSTRUCTION  3

Total Units  68

CEC Initial Preparation Standard 1: Learner Development and Individual Learning Differences
1.0 Beginning special education professionals understand how exceptionalities interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

CEC Initial Preparation Standard 2 Learning Environments
2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

CEC Initial Preparation Standard 3 Curricular Content Knowledge
3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

CEC Initial Preparation Standard 4 Assessment
4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.
4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.
4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

CEC Initial Preparation Standard 5 Instructional Planning and Strategies
5.1 Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.
5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.
5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
5.6 Beginning special education professionals teach to mastery and promote generalization of learning.
5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

CEC Initial Preparation Standard 6 Professional Learning and Ethical Practice
6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.
6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.
6.6 Beginning special education professionals provide guidance and direction to paraprofessionals, tutors, and volunteers.

CEC Initial Preparation Standard 7 Collaboration
7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.
7.1 Beginning special education professionals use the theory and elements of effective collaboration.
7.2 Beginning special education professionals serve as a collaborative resource to colleagues.
7.3 Beginning special education professionals collaborate to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.
Integrated Early Childhood - Special Education Major

Coordinator: Laila Richman
Hawkins Hall 404A, 410-704-3892
Adviser: Elizabeth O’Hanlon
Hawkins Hall 404G, 410-704-5028

Students may elect to become certified in both Early Childhood and Special Education by selecting this integrated major. This program, specially designed to integrate both early childhood and special education, prepares students as early childhood classroom teachers, as well as infant/primary special education teachers.

The Integrated Early Childhood – Special Education program is provided at Towson University and Towson University in Northeastern Maryland (TUNE). The total program equals 130 units. Students must maintain an overall cumulative GPA of 2.75 or higher and a 3.00 GPA or higher in courses for the major.

ACADEMIC CONTENT (TOTAL 130 UNITS)

At least 60 of the following units must be taken before admission to the professional education sequence:

**English (6 Units)**

ENGL 102  WRITING FOR A LIBERAL EDUCATION (Core 2)  3

ENGL XXX  English elective (literature course preferred)  3

**Social Studies (9 Units)**

GEOG 102  WORLD REGIONAL GEOGRAPHY (Core 12)  3

or GEOG 105  GEOGRAPHY OF INTERNATIONAL AFFAIRS  3

HIST 145  HISTORY OF THE UNITED STATES TO THE CIVIL WAR (Core 11)  3

or HIST 146  HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR  3

PSYC 101  INTRODUCTION TO PSYCHOLOGY (Core 6)  3

**Science (8 Units)**

BIOL 120 & 120L  PRINCIPLES OF BIOLOGY [LECTURE] and PRINCIPLES OF BIOLOGY [LAB] (Core 7)  4

PHSC 101  PHYSICAL SCIENCE I (Core 8)  4

**Mathematics (12 Units)**

MATH 204  MATHEMATICAL CONCEPTS AND STRUCTURES I  4

MATH 205  MATHEMATICAL CONCEPTS & STRUCTURES II (Core 3)  4

MATH 251  ELEMENTS OF GEOMETRY  4

**Creativity and Creative Development (3 Units)**

Choose one course from Core 4  3

**Additional Required Courses (27 Units)**

ECED 103  INTRODUCTION TO EARLY CHILDHOOD EDUCATION  3

ECED 201  EARLY CHILDHOOD DEVELOPMENT AND INTERVENTION  3

SPED 301  INTRODUCTION TO SPECIAL EDUCATION  3

EDUC 203  TEACHING AND LEARNING IN A DIVERSE SOCIETY (Core 13)  3

ECED 321  FOUNDATION OF READING & LANGUAGE ARTS  3

COMM 131  FUNDAMENTALS OF SPEECH COMMUNICATION (Core 5)  3

TU Seminar (Core 1)  3

SCED 304  EDUCATION, ETHICS AND CHANGE (Core 14)  3

EDUC 202  HISTORICAL AND CONTEMPORARY PERSPECTIVES: AMERICA’S URBAN SCHOOLS (Core 10)  3

**Total Units** 65

1. These Core Curriculum courses must be taken in a specific sequence: Metropolitan Perspectives (Core 10), Diversity and Difference (Core 13), Ethical Issues and Perspectives (Core 14).

**MAJOR REQUIREMENTS (65 UNITS)**

**First Term, Fall (17 Units)**

SPPA 350  LANGUAGE DEVELOPMENT AND DISORDERS IN EDUCATIONAL SETTINGS  3

ECSE 429  SOCIAL COMPETENCE IN EARLY EDUCATION  3

ECSE 315  INFANT AND TODDLER DEVELOPMENT AND PROGRAMMING  3

ECSE 316  INFANT AND TODDLER INTERNSHIP  2

ECSE 428  FAMILIES AS PARTNERS IN EARLY CHILDHOOD/ SPECIAL EDUCATION  3

ECED 422  WRITING TECHNIQUES FOR TEACHERS IN EARLY CHILDHOOD EDUCATION (Core 9)  3

**Second Term, Spring (16 Units)**

ECED 461  TEACHING THE INTEGRATED ARTS IN EARLY CHILDHOOD  3

ECSE 341  PRE PRIMARY CURRICULUM & INSTRUCTION IN THE INCLUSIVE CLASSROOM I  3

ECSE 342  FIELD PLACEMENT IN THE PRE-PRIMARY INCLUSIVE CLASSROOM I  2

ECSE 360  EARLY LITERACY: BEST PRACTICES AND MATERIALS  3

ECSE 425  ASSESSMENT FOR INFANT / PRIMARY  3

SCIE 371  TEACHING SCIENCE IN EARLY CHILDHOOD  2

**Third Term, Fall (17 Units)**

ECSE 351  PRIMARY CURRICULUM AND INSTRUCTION IN THE INCLUSIVE CLASSROOM II  3

ECSE 352  FIELD PLACEMENT IN THE PRIMARY INCLUSIVE CLASSROOM II  2

ECSE 413  INSTRUCTIONAL TECHNOLOGY FOR YOUNG CHILDREN  3

ECED 361  TEACHING READING IN THE PRIMARY GRADES (1-3); BEST PRACTICES AND MATERIALS  3

ECED 429  PRINCIPLES AND PRACTICES OF READING AND LANGUAGE ARTS ASSESSMENT  3

MATH 312  TEACHING MATHEMATICS IN EARLY CHILDHOOD EDUCATION  3

**Fourth Term, Spring (15 Units)**

ECSE 451  INTERNSHIP IN EARLY CHILDHOOD / SPECIAL EDUCATION  12

ECSE 452  INTERNSHIP IN EARLY CHILDHOOD / SPECIAL EDUCATION SEMINAR  3

**Total Units** 65

CEC Initial Preparation Standard 1: Learner Development and Individual Learning Differences

1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

CEC Initial Preparation Standard 2 Learning Environments
2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
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7.1 Beginning special education professionals use the theory and elements of effective collaboration.
7.2 Beginning special education professionals serve as a collaborative resource to colleagues.
7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

Integrated Elementary Education - Special Education Dual Certification Program

Coordinator: Toni Guidi, 410-704-8016
Adviser: Michelle Pasko
Hawkins Hall 403B, 410-704-5594
Adviser: Darlene Fewster
Psychology Building 303, 410-704-2459

Students may elect to become certified in both Elementary and Special Education by selecting the integrated major. This program, specially designed to integrate both elementary and special education, prepares students as elementary classroom teachers and as elementary/middle special education teachers.

The Integrated Elementary Education-Special Education Dual Certification program is provided at Towson University, Towson University in Northeastern Maryland (TUNE), and the Universities at Shady Grove. The program is a screened program and major. The total program equals 127 units.

The following courses must be taken before formal admission to the professional education sequence:

**English (6 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102</td>
<td>WRITING FOR A LIBERAL EDUCATION (Core 2)</td>
<td>3</td>
</tr>
<tr>
<td>ENGL XXX</td>
<td>English elective (literature course preferred)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Social Studies (9 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEG 102</td>
<td>WORLD REGIONAL GEOGRAPHY (Core 12)</td>
<td>3</td>
</tr>
<tr>
<td>or GEG 105</td>
<td>GEOGRAPHY OF INTERNATIONAL AFFAIRS</td>
<td></td>
</tr>
<tr>
<td>HIST 145</td>
<td>HISTORY OF THE UNITED STATES TO THE CIVIL WAR (Core 11)</td>
<td>3</td>
</tr>
</tbody>
</table>

The following courses must be taken before formal admission to the professional education sequence:

---

**English (6 Units)**

- ENGL 102: WRITING FOR A LIBERAL EDUCATION (Core 2)
- ENGL XXX: English elective (literature course preferred)

**Social Studies (9 Units)**

- GEG 102: WORLD REGIONAL GEOGRAPHY (Core 12)
- or GEG 105: GEOGRAPHY OF INTERNATIONAL AFFAIRS
- HIST 145: HISTORY OF THE UNITED STATES TO THE CIVIL WAR (Core 11)
or HIST 146  HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR  3  
PSYC 101  INTRODUCTION TO PSYCHOLOGY (Core 6)  3  

Science (8 Units)  
BIOL 120 & 120L  PRINCIPLES OF BIOLOGY [LECTURE] and PRINCIPLES OF BIOLOGY [LAB] (Core 7)  4  
PHSC 101  PHYSICAL SCIENCE I (Core 8)  4  

Mathematics (12 Units)  
MATH 204  MATHEMATICAL CONCEPTS AND STRUCTURES I  4  
MATH 205  MATHEMATICAL CONCEPTS & STRUCTURES II  4  
MATH 251  ELEMENTS OF GEOMETRY  4  

Fine and Performing Arts (6 Units)  
Choose one course from Core 4  3  
MUSC 101  INTRODUCTION TO MUSIC OF THE WESTERN HERITAGE (Core 5)  3  

Psychology (6 Units)  
PSYC 101  INTRODUCTION TO PSYCHOLOGY (Core 6)  3  
PSYC 201  EDUCATIONAL PSYCHOLOGY  3  

Additional Required Courses (18 Units)  
EDUC 202  HISTORICAL AND CONTEMPORARY PERSPECTIVES: AMERICA’S URBAN SCHOOLS (Core 10)  3  
SCED 304  EDUCATION, ETHICS AND CHANGE (Core 14)  3  
SPED 301  INTRODUCTION TO SPECIAL EDUCATION  3  
EDUC 203  TEACHING AND LEARNING IN A DIVERSE SOCIETY (Core 13)  3  
ELED 322  FOUNDATIONS OF READING AND OTHER LANGUAGE ARTS  3  
TSEM 102  TOWSON SEMINAR (Core 1)  3  

Total Units 65  
1  These Core Curriculum courses must be taken in a specific sequence: Metropolitan Perspectives (Core 10), Diversity and Difference (Core 13), Ethical Issues and Perspectives (Core 14).

PROFESSIONAL EDUCATION COURSES

First Term, Fall (17 Units)  
MATH 323  TEACHING MATHEMATICS IN ELEMENTARY SCHOOL  3  
MATH 324  SUPERVISED OBSERVATION/PARTICIPATION IN ELEMENTARY SCHOOL MATHEMATICS  2  
Select one of the following:  3  
Biol 303  LIFE SCIENCES  
BIOL 382  ENVIRONMENTAL EDUCATION AND SERVICE LEARNING IN THE TROPICS  
PHSC 303  EARTH SPACE SCIENCE  
SCIE 376  TEACHING SCIENCE IN ELEMENTARY SCHOOL  
SPED 425  FORMAL TESTS AND MEASUREMENTS FOR STUDENTS WITH DISABILITIES (K-12)  3  
SPED 441  CURRICULUM/METHODS OF INSTRUCTION FOR STUDENTS WITH DISABILITIES (K-12)  3  

Second Term, Spring (18 Units)  
ELED 363  LANGUAGE AND LITERACY INTERNSHIP  3  
ELED 320  WRITING FOR ELEMENTARY EDUCATORS (Core 9)  3  
ECED 201  EARLY CHILDHOOD DEVELOPMENT AND INTERVENTION  3  
SPED 413  UNIVERSAL DESIGN FOR LEARNING: ADDRESSING LEARNER VARIABILITY  3  
EDUC 417  CHILDREN'S LITERATURE AND OTHER MATERIALS FOR READING AND LANGUAGE ARTS IN ELEMENTARY SCHOOL  3  
ELED 323  PRINCIPLES AND PRACTICES OF INSTRUCTION IN READING AND LANGUAGE ARTS  3  

Total Units 35  

Model A

Third Term, Fall (12-15 Units)  
EESE 474  ELEMENTARY EDUCATION / SPECIAL EDUCATION  3-6  
INTERNSHIP I  
ELED 429  PRINCIPLES AND PRACTICES OF ASSESSMENT IN READING AND LANGUAGE ARTS  3  
SPED 429  CURRICULUM/METHODS OF CLASSROOM MANAGEMENT FOR STUDENTS WITH DISABILITIES  3  
SPED 469  COLLABORATIVE TEACHING IN THE ELEMENTARY SCHOOL  3  

Fourth Term, Spring (9-15 Units)  
EESE 476  ELEMENTARY EDUCATION/ SPECIAL EDUCATION  6-12  
INTERNSHIP II  
EESE 485  SEMINAR IN EESE  3  

Total Units 21-30  

Model B

Third Term, Fall (15-24 Units)  
EESE 474  ELEMENTARY EDUCATION / SPECIAL EDUCATION  3-6  
INTERNSHIP I  
ELED 429  PRINCIPLES AND PRACTICES OF ASSESSMENT IN READING AND LANGUAGE ARTS  3  
EESE 430  METHODS OF CLASSROOM MANAGEMENT AND COLLABORATION I  3  
EESE 476  ELEMENTARY EDUCATION/ SPECIAL EDUCATION  6-12  
INTERNSHIP II  

Fourth Term, Spring (18-30 Units)  
EESE 476  ELEMENTARY EDUCATION/ SPECIAL EDUCATION  6-12  
INTERNSHIP II  
EESE 431  METHODS OF CLASSROOM MANAGEMENT AND COLLABORATION II  3  
EESE 476  ELEMENTARY EDUCATION/ SPECIAL EDUCATION  6-12  
INTERNSHIP II  
EESE 485  SEMINAR IN EESE  3  

Total Units 33-54  

Minimum total of 128 units needed to graduate. All academic content courses must be completed prior to the Internship II.

CEC Initial Preparation Standard 1: Learner Development and Individual Learning Differences  
1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

CEC Initial Preparation Standard 2 Learning Environments
Program Outcomes

All Teacher Education programs utilize the Interstate Teacher Assessment and Support Consortium Principles and program-specific professional association standards as performance-based outcomes for teacher candidates.

Standards for Students Enrolled in Teacher Education Programs

The Teacher Education Executive Board (TEEB) representing all Teacher Education Programs in Teacher Education Programs at Towson University adopted the following minimum requirements as conditions for entrance into Teacher Education programs and formal entry into internship.

**PROCEDURES AND REQUIREMENTS FOR ADMISSION TO ALL PROFESSIONAL EDUCATION PROGRAMS**

1. Completion of a notarized self-disclosure form of criminal background to be filed in each program department's office.

**PROCEDURES AND REQUIREMENTS FOR ADMISSION TO ALL COLLEGE OF EDUCATION PROFESSIONAL EDUCATION PROGRAMS**

1. Completion of a written application for formal admission to the program
3. Completion of speech and hearing screening
4. Completion of English 102/190 or equivalent course with a grade of “C” or better; Secondary Education also requires an admission essay.
5. All College of Education departments require a passing score (as determined by the Maryland State Department of Education) on Praxis I, or submit evidence of minimum score on the one of the following standardized tests:
   a. SAT taken after 2005, math and critical reading composite score of 1100
   b. SAT taken between 4/95 and 2005, math and verbal composite score of 1100;
   c. SAT taken prior to 4/95, math and verbal composite score of 1000;
   d. ACT composite score of 24;
   e. GRE math and verbal composite score of 1000.

6. Students seeking admission to Teacher Education programs in Art, Dance, Health Education, Music and Physical Education must contact their department chair for procedures and requirements for admission to professional education programs.

PROCEDURES AND REQUIREMENTS FOR ENTRY INTO INTERNSHIP FOR ALL PROFESSIONAL EDUCATION PROGRAMS

1. Completion of a criminal background check. The criminal background check results must be completed prior to entry into Term I of the Professional Year.
2. Minimum of 75 units completed for K-12 programs; 90 units completed for Early Childhood Education, Elementary Education, and Special Education; for Secondary Education
3. Completion of electronic application for internship
4. Minimum GPA of 2.75 in Secondary Education and K-12 programs; 2.75 in Early Childhood Education, Elementary Education, Special Education, and Art Education
5. Minimum average of 2.75 in academic major applicable only in programs requiring an academic major
6. Minimum average 3.00 in professional education courses for Early Childhood Education, Elementary Education, Middle School Education, Secondary Education, Special Education, and Art Education; of 2.75 for remaining K-12 programs.
7. Prior to applying for internship, all K-12 programs require a passing score (as determined by the Maryland State Department of Education) on Praxis I.

PROFESSIONAL BEHAVIOR

The Teacher Education Executive Board (TEEB) reserves the right for each department/program to refuse, deny or revoke the application for admission to professional education programs or continuation in professional education programs of any student whose observed conduct is deemed incongruent with established guidelines of professional behavior.

As a professional discipline, education is "vested by the public with a trust and responsibility requiring the highest ideals of professional service." All Teacher Education students agree to accept "the responsibility to adhere to the highest ethical standards of professional behavior." Placing the importance of professional behavior and duties above one's own convenience is the cornerstone of professionalism.

All Teacher Education students are responsible for understanding unit, department- and program-specific professional expectations. In addition to fulfilling all academic requirements, successful completion of all field experiences requires demonstrated professional behavior including, but not limited to, punctuality, attendance, professional attire, discretion, respect for confidentiality, effective and appropriate communication with university and school-based students and personnel, and acceptance of diversity.

All Teacher Education students must exhibit behavior that is consistent with the university's Code of Conduct, the Unit's Professional Behavior Policy, and established professional practice in educational and clinical settings. Successful completion of all field experiences is a requirement for continuation in the education program.


Admission to Teacher Education

Admission to all university Teacher Education programs is governed by the Teacher Education Executive Board "Standards for Students Enrolled in Teacher Education Programs."

The College of Education admits students either as freshmen or as undergraduate transfer students from accredited, post-secondary institutions. During the freshman and sophomore years, students are generally engaged in pre-professional courses or courses that fulfill Core Curriculum requirements, as well as all identified prerequisites (e.g., specific and sequential courses in Core Curriculum) for admission to COE screened majors and programs.

Reflecting commitment to the university's academic advising program, all College of Education undergraduate programs are screened majors. As an integral part of the teaching/learning experience, students work with advisers in a strategic planning process across all years at the university. Accordingly, to support student success, all COE students are required to confer prior to registration each term with their assigned advisers.

ADVISING AND SCREENING

Students who plan to enter Teacher Education programs must go online and declare a major (onestop.towson.edu). The program that was declared will contact the student via email for follow-up directions which include:

- Completion of a criminal history disclosure statement
- Assigning an adviser according to the chosen major
- Obtaining information about the required speech and hearing screening
- Obtaining information about the required Praxis I Tests or other identified standardized tests

ADMISSION TO PROFESSIONAL EDUCATION PROGRAMS

Admission to the professional program requires the following:

- Completion of an application for formal admission to the program
- Minimum overall GPA of 2.75 in Early Childhood and Integrated Early Childhood and Special Education, Elementary Education and Integrated Elementary Education and Special Education, Middle School Education, Secondary Education, and Special Education. Students in Art Education, Dance Education, Health Education, Music Education and Physical Education should contact their department chair for procedures and requirements for admission to these programs.
- Completion of speech and hearing screening
- Completion of ENGL 102 or ENGL 190 or equivalent course with grade equivalent of 2.00 or higher; Secondary Education also requires an admission essay.
• Successful completion of Praxis I Academic Skills Assessments or other identified standardized test, such as SAT, GRE, ACT; qualifying scores must be submitted to their major program.
• All students applying for admission to a Teacher Education program at Towson University are required to complete a Criminal History Disclosure Form. This form may be obtained from the major departments. The form is to be notarized and kept in the student’s folder. Most departments offer a notary.

In addition to the undergraduate program, the College of Education offers approved, post-baccalaureate “certification only” programs for baccalaureate graduates seeking Maryland state certification. “Certification Only” students must document a passing score (as determined by the Maryland State Department of Education) on Praxis I, SAT, GRE, ACT and attain the required GPA prior to admission.

ADMISSION TO THE PROFESSIONAL YEAR OF TEACHING

Students must attend an orientation meeting in preparation for the Professional Year Term 1 Internship. This meeting is held early in the term prior to the final term, and provides directions for completing the online Teacher Internship Management System (TIMS) application. See additional requirements for Admission to the Professional Year of Teaching under the heading Standards for Students Enrolled in Teacher Education Programs, III. Programs. Because some of Towson University’s Teacher Education programs have selected additional requirements for admission to the teaching internship, students should refer to the section of this catalog related to their specific majors.

Field and Clinical Experience Placements

Each Teacher Education student who has reached the appropriate level of competency will have a series of progressively responsible field experiences. TU has implemented a Network of Professional Development Schools to provide all students with an intensive and extensive internship.

Reflecting the Professional Education Mission and Vision statements, students are assigned by their department and/or the Center for Professional Practice to field and clinical experience placements that are diverse and inclusive. Placements are made in schools that provide the best experiences for future success as a teacher and that enable the Teacher Education Unit to meet state and national accreditation mandates. All professional year placements will be in identified Professional Development Schools, based on ongoing and systematic PDS partnership agreements with school systems. These mandates and the size and scope of our education program do not always permit personal preference or geographic convenience in placements.

Students enrolled in the professional year internships are charged a lab fee. This fee is used for remuneration to mentor teachers in schools where field experiences are completed.

Center for Professional Practice

Hawkins Hall 303, 410-704-2567
Director: M. Lynn Brown

The Center for Professional Practice is a resource and service office working with all education programs at Towson University. The major purpose of the center is to assist programs in placing students in a variety of settings for field experiences and internships and to develop, support and sustain Professional Development Schools.

Specific operations include:

• facilitate school system placements – field experiences and internships
• develop and monitor Professional Development Schools

Maryland Writing Project

Director: Diane Wood, dwood@towson.edu
Co-Director: Leslie Goetsch, lgoetsch@towson.edu

The Maryland Writing Project (MWP), a site of the National Writing Project, is housed in and supported by Towson University’s College of Education.

Established in Baltimore in 1981, the MWP is a teacher-driven professional development organization for teachers across the content areas in grades pre-K through university. Its mission is to identify, train and support excellent teachers so they can share their knowledge and experience in teaching writing and using writing as a learning tool. Teachers participate in an invitational summer institute to become Teacher Consultants. They research, develop and share best writing practices to effect change in their classrooms, schools, and school systems.

The MWP offers both undergraduate and graduate courses. MWP Teacher Consultants serve as instructors for EDUC 301. At the graduate level, MWP-trained Teacher Consultants have taught EDUC 605, EDUC 734, EDUC 667 and EDUC 661.
College of Fine Arts and Communication

The College of Fine Arts and Communication (COFAC) is composed of the departments of Art + Design, Art History, Art Education; Dance; Electronic Media and Film; Mass Communication and Communication Studies; Music; and Theatre Arts. Through classroom and experiential preparation, COFAC's programs prepare graduates for exciting careers and/or graduate study. The broad liberal education we offer, along with specialized professional training in their respective fields, enables students to develop creative and analytical abilities tailored to their future aspirations. In fact, we not only provide intensive study for our majors and minors; we also offer all TU students the opportunity to participate in an exciting variety of academic and artistic experiences.

The students and faculty of the College of Fine Arts and Communication are active in the Media Center, Van Bokkelen Hall, the Center for the Arts, and Stephens Hall. The Media Center is home of the departments of Electronic Media & Film and Mass Communication & Communication Studies. The Media Center also houses journalism laboratories, XTSR-AM, digital media laboratories/studios, and the television station WMJF-TV. Van Bokkelen is home to film screenings and media festivals. The Center for the Arts is home of the departments of Art + Design, Art History, Art Education; Dance; Music; and Theatre Arts. The Center for the Arts provides multiple facilities for students, including the Kaplan concert hall; a music recital hall; the Holtzman M.F.A. art gallery; a digital object lab; four theaters, including the Dreyer M.F.A. lab and the Ruth Marder studio theatre; a collaborative interdisciplinary lab; and four dance studios, including a dance-theatre space. The Center for the Arts also houses the Asian Arts & Culture Center gallery and the Center for the Arts Gallery. Stephens Hall houses a large performance space for dance, opera, and musicals.

Recognized as a center for arts, media and communication in Maryland, the college continues to pursue its mission to enhance communication, media, and the fine and performing arts, and contribute to the cultural life of Towson and Greater Baltimore through an annual program of events that includes more than 100 music performances; at least 100 student films; seven dance events; numerous debates, lectures and workshops; no fewer than four mainstage plays as well as exciting original student works; a campus television show; more than 10 art exhibitions; four film series; and a variety of festivals.

The college also sponsors international exchange programs with schools in China, Germany, Ireland, Korea, Russia, Italy, Poland, Costa Rica, Turkey and the United Kingdom.

COFAC is a vibrant and busy college. Please visit our website to see all the many programs, activities and events that COFAC has to offer, www.towson.edu/cofac

Susan E. Piccinich, Dean  
Greg Faller, Associate Dean

- Acting (p. 146)  
- Art + Design (p. 95)  
- Art Education (p. 95)  
- Art History (p. 95)  
- Communication Studies (p. 126)  
- Dance (p. 116)  
- Dance with K-12 Certification (p. 119)  
- Electronic Media and Film (p. 120)  
- Mass Communication (p. 125)  
- Music (p. 132)  
- Music Composition (p. 133)  
- Music Education (p. 142)

Department of Art + Design, Art History, Art Education

OFFICE
Center for the Arts 3001, 410-704-3288  
artdepartment@towson.edu

PROGRAMS OF THE DEPARTMENT
The Department of Art + Design, Art History, Art Education (DADAA) offers a comprehensive Art + Design major comprising the following concentrations: Digital Art and Design, Graphic Design, Illustration offers the B.F.A. plan only; Ceramics, Interdisciplinary Object Design, Metalsmithing and Jewelry, Painting/ Drawing/ Printmaking, Photo Imaging, Sculpture offers two degree options: B.F.A. and B.S./B.A. plans. The Fine Arts and Design Studies tracks offer the B.S./B.A. plan only. The department also offers the major in Art Education, the major in Art History, the minor in Art History, the minor in Museum Studies, the Master of Education in Art Education, the Master of Fine Arts in Studio Art, the Master of Arts in Professional Studies: Art History Concentration, the Post-Baccalaureate Interactive Media Design Certificate Program and the Art Education Post Baccalaureate Certification Program.

DADAA encourages internships and study abroad as an integral part of the curriculum. Opportunities are available worldwide. Non-credit art instruction is offered throughout the year for children and adults through the Community Art Center.

FACILITIES
The facilities available to undergraduate and graduate students are extensive. They are designed to encourage and fully support the creative endeavors of students. Each concentration has the equipment necessary to ensure that students reach their potential.

The Department of Art + Design strongly recommends that first-year students obtain a laptop. For the most current recommendations see http://www.towson.edu/art/facilitiesandresources/index.asp

TRANSFER CREDIT POLICY
The Department of Art + Design, Art History, Art Education accepts art credits from other accredited colleges and universities. Portfolio evaluation and transfer credit sheets form a basis for course evaluation. Admission into Towson University and declaration of a Art + Design B.S./B.A. concentration does not guarantee acceptance into screened programs.

DEPARTMENT OF ART DESIGN, ART HISTORY, ART EDUCATION HONORS PROGRAMS

Art + Design Honors Program
Art + Design offers majors the opportunity to complete a departmental honors program. Interested students typically apply to the program during the second term of the junior year. Students spend one year completing an honors project that is focused on a theme or idea of investigation. Successful completion of the project and paper allows students to create a body of work, build a strong portfolio and train for graduate school. Completion of the honors program will be noted on the student's diploma.
Requirements

- overall GPA of 3.25
- major GPA of 3.5
- Sequential courses: ART 414, ART 415 or ART 416 and ART 499
- Honors-level work
- Substantial body of work and exhibition of body of work
- Written paper, 8–10 pages in length
- Defense
- Committee consisting of faculty adviser, honors department coordinator or Honors College representative, a departmental faculty member, and usually someone outside of the department/university

For more information, contact the Art + Design Honors Faculty Coordinator, Nora Sturges.

Art History Honors Program

Art History offers majors the opportunity to complete a departmental honors program. Interested students typically apply to the program during the second term of the junior year. Students spend one year completing an honors research and writing project that is focused on an avenue of investigation. Successful completion of the paper, along with the defense, allows students to learn advanced research and writing skills, train for careers in art history, and prepare for graduate school. Completion of the honors program will be noted on the student’s diploma.

Requirements

- overall GPA of 3.25
- major GPA of 3.50
- Sequential courses: ARTH 495, ARTH 496 or ARTH 497 and ARTH 499
- Honors level work
- Written research paper, 30 pages in length
- Defense
- Committee consisting of faculty adviser, honors department coordinator or Honors College representative, a departmental faculty member, and usually someone outside of the department/university

For more information, contact the Art History Honors Faculty Coordinator, Dr. Nancy Siegel.

CAREER OPPORTUNITIES

Towson University’s Department of Art + Design, Art History and Art Education has a long tradition of preparing students as highly qualified teachers, designers and professional artists. The department, in conjunction with the Career Center, has developed internships with various studios, schools, colleges, design firms and museums. These internships provide students with the experience necessary for achieving success in their fields, including Web page design, graphic design, illustration, advertising, photography, and metalsmithing and jewelry. Design is at the crux of many professional opportunities.

REQUIREMENTS FOR ADMISSION TO THE MAJOR IN ART EDUCATION

To continue within the professional sequences and be eligible to enter the internship, students must fulfill the following requirements:

1. Receive a grade of B or better in all art education courses
2. Maintain a 2.75 average in the professional course sequence
3. Pass the Praxis I (reading, writing and math) prior to enrollment in Media and Techniques courses (ARED 381–ARED 383)
4. Undergo a criminal background check and speech and hearing test prior to student teaching

REQUIREMENTS FOR APPLICATION AND ADMISSION TO THE B.F.A. PROGRAM IN ART + DESIGN

- Successful completion of first-level foundations and second-level foundations or a minimum of 39 units in the major
- A 2.67 GPA in ART courses.
- A portfolio review (students obtain portfolio requirements for each B.F.A. concentration from the department office or their adviser)

Students should obtain application forms, deadlines, and other screening information from the department office (CA 3103) at the beginning of the term in which they will become eligible to apply. Students not granted admission may reapply once.

MAJORS IN ART + DESIGN, ART HISTORY, AND ART EDUCATION

- B.S./B.A. Degree Options in the Art + Design Major (p. 96)
- Design Studies (p. 97)
- Fine Arts (p. 98)
- Ceramics (p. 97)
- Interdisciplinary Object Design (p. 99)
- Metalsmithing and Jewelry (p. 100)
- Painting, Drawing, Printmaking (p. 101)
- Photo Imaging (p. 100)
- Sculpture (p. 102)
- Bachelor of Fine Arts Degree, Major in Art + Design (Screened Program) (p. 103)
- Art History - Research Concentration (p. 113)
- Art History - Research/Studio Concentration (p. 114)
- Art Education (Screened Major) (p. 111)

MINORS IN ART + DESIGN, ART HISTORY, AND ART EDUCATION

- Art History (p. 115)
- Museum Studies (p. 116)

B.S./B.A. Degree Options in the Art + Design Major

B.S./B.A. Degree in Art + Design with tracks or concentrations in:

- Design Studies (p. 97)
- Fine Arts (p. 98)
- Ceramics (p. 97)
- Interdisciplinary Object Design (p. 99)
- Metalsmithing and Jewelry (p. 100)
- Painting, Drawing, Printmaking (p. 101)
• Photo Imaging (p. 100)
• Sculpture (p. 102)

1. In the production of art and/or design work, students will demonstrate a working knowledge of the elements of art and the principles of design.
2. In the production of art and/or design work, students will demonstrate a comprehensive understanding of the materials and processes of their chosen discipline.
3. In creating and/or evaluating art and design work, students will recognize and demonstrate understanding of perspectives of people from cultures and situations other than their own.
4. Students will articulate, through writing, verbally and through the production of a body of work, their personal aesthetic and/or professional direction

B.S./B.A. in Art + Design - Ceramics Concentration

REQUIREMENTS FOR ALL ART + DESIGN MAJORS

First-Level Foundation

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>ART 101</td>
<td>DIGITAL TOOLS AND CONCEPTS</td>
<td>3</td>
</tr>
<tr>
<td>ART 103</td>
<td>2D PROCESS</td>
<td>3</td>
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<tr>
<td>ART 104</td>
<td>3D PROCESS</td>
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<tr>
<td>ART 211</td>
<td>DRAWING: OBSERVATION AND INVENTION</td>
<td>3</td>
</tr>
<tr>
<td>ART 212</td>
<td>VISUAL CONCEPTS</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 221</td>
<td>SURVEY OF WESTERN ART I</td>
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</tr>
<tr>
<td>ARTH 222</td>
<td>SURVEY OF WESTERN ART II</td>
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Total Units: 21

CERAMICS CONCENTRATION REQUATEMENTS

Second Level Foundation (15 Units)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ART 217</td>
<td>DIGITAL CONCEPTS: IMAGE AND SURFACE</td>
<td>3</td>
</tr>
<tr>
<td>ART 229</td>
<td>PAINTING I</td>
<td>3</td>
</tr>
<tr>
<td>ART 231</td>
<td>CERAMICS I</td>
<td>3</td>
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<tr>
<td>ART 241</td>
<td>SCULPTURE I</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 3xx/4xx</td>
<td>Any 300-400 level art history course</td>
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Required Courses (18 Units)

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<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>ART 205</td>
<td>THE HUMAN FIGURE</td>
<td>3</td>
</tr>
<tr>
<td>ART 232</td>
<td>CERAMIC SURFACE DECORATION</td>
<td>3</td>
</tr>
<tr>
<td>ART 309</td>
<td>CERAMICS: THE POTTER'S WHEEL</td>
<td>3</td>
</tr>
<tr>
<td>ART 310</td>
<td>CERAMICS: HANDBUILDING</td>
<td>3</td>
</tr>
<tr>
<td>ART 361</td>
<td>DIGITAL OBJECT DESIGN</td>
<td>3</td>
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<tr>
<td>ART 497</td>
<td>SENIOR PROJECT</td>
<td>3</td>
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Total Units: 33

1. ART 217 can be replaced with any 3-unit ART 2xx/3xx Crafts Course.

CERAMICS CONCENTRATION SUGGESTED FOUR-YEAR PLAN

**Freshman**

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<tr>
<th>Term</th>
<th>Units Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
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<tr>
<td>ART 101</td>
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<td>ART 211</td>
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<td>ART 103</td>
<td>3</td>
<td>ART 212</td>
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<td>ART 104</td>
<td>3</td>
<td>ART 231</td>
<td>3</td>
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<tr>
<td>ARTH 221</td>
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<td>MATH (Core 3)</td>
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**Sophomore**

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<th>Term 1</th>
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<tr>
<td>ART 217 or ART 2xx/3xx Any Crafts Course</td>
<td>3</td>
<td>ART 241</td>
</tr>
<tr>
<td>ARTH 222</td>
<td>3</td>
<td>ART 309</td>
</tr>
<tr>
<td>ART 229</td>
<td>3</td>
<td>ART 3xx/4xx Any Art History Course</td>
</tr>
<tr>
<td>ART 232</td>
<td>3</td>
<td>ART 351 or ENGL 317 (Core 9)</td>
</tr>
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<td>Core</td>
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Total: 15

**Junior**

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<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
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<tbody>
<tr>
<td>ART 205</td>
<td>3</td>
<td>ART 310</td>
</tr>
<tr>
<td>ART 361</td>
<td>3</td>
<td>Non-Major Elective</td>
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<td>Non-Major Elective</td>
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<tr>
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Total: 15

**Senior**

<table>
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<tr>
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<th>Units</th>
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<tbody>
<tr>
<td>ART 2xx/3xx/4xx Any ART Elective</td>
<td>3</td>
<td>ART 497</td>
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<tr>
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<tr>
<td>Core</td>
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</table>

Total: 15

Total Units: 120

B.S./B.A. in Art + Design - Design Studies Track

The Design Studies track is meant for students who seek to become engaged in design but do not intend to become designers (those seeking specialization and professional preparation needed for a career as a designer should consider the Graphic Design or Digital Art and Design concentrations in the BFA degree programs instead). The shorter degree track (42 required units compared with 81 for the BFA) accommodates students who wish to pursue a broader-based liberal arts degree program; the 30-plus structured elective units allow for a customized plan of study, whether applied to a second major, minor or other sequence in consultation with an adviser. The Design Studies track seeks to produce students who combine cross-disciplinary perspectives with excellent research skills, a high level of visual literacy, and the creative thinking and problem solving skills central to design. Toward that end, Design Studies is well suited for students who wish to combine study of design with a major in Mass Communication, Computer Science, Business, Electronic Media and Film, or English.

Art majors in the Design Studies track complete 42 units, including 21 units in first-level foundation courses, 12 units in second-level foundation courses and 9 units in design electives courses. 24 units of ART and ARTH courses must be completed at Towson.

REQUIREMENTS FOR ALL ART + DESIGN MAJORS

First-Level Foundation
B.S./B.A. in Art + Design - Fine Arts Track

The Fine Arts track is meant for students who seek a wide, interdisciplinary exposure to the various fine arts disciplines represented in the department rather than individual specialization in a single area. The shorter degree track (42 required units compared with 81 for the BFA or 54-60 units for the B.S./B.A. in a fine art concentration) accommodates students who wish to pursue a broader-based liberal arts degree program, and allows for a customized plan of study, whether through the addition of a second major, minor or elective sequence in consultation with an adviser. The Fine Arts track seeks to produce students who are equipped to address visual ideas in a range of media, and who confidently explore and connect with ideas from outside visual art disciplines through art making.

Art majors in the Fine Arts track complete 42 units, including 21 units in first-level foundations courses, 15 units in required courses, and 6 units in elective courses. 24 of those units in ART and ARTH courses must be completed at Towson.

### REQUIREMENTS FOR ALL ART + DESIGN MAJORS

#### First-Level Foundation

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>ART 101 DIGITAL TOOLS AND CONCEPTS</td>
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<tr>
<td>ART 103 2D PROCESS</td>
<td>3</td>
</tr>
<tr>
<td>ART 104 3D PROCESS</td>
<td>3</td>
</tr>
<tr>
<td>ART 211 DRAWING: OBSERVATION AND INVENTION</td>
<td>3</td>
</tr>
<tr>
<td>ART 212 VISUAL CONCEPTS</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 221 SURVEY OF WESTERN ART I</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 222 SURVEY OF WESTERN ART II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
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</table>

#### DESIGN STUDIES TRACK SUGGESTED FOUR-YEAR PLAN

**Freshman**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
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<tbody>
<tr>
<td>ART 101</td>
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<td>ART 103</td>
<td>3 ART 212</td>
<td>3</td>
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<tr>
<td>ART 104</td>
<td>3 ART 217</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 221</td>
<td>3 MATH (Core 3)</td>
<td>3</td>
</tr>
<tr>
<td>TSEM 102 (Core 1)</td>
<td>3 ENGL 102 (Core 2)</td>
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**Sophomore**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>ART 219</td>
<td>3 ART 234 or 235</td>
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</tr>
<tr>
<td>ART 3xx/4xx Any Design Elective</td>
<td>3 ART 317</td>
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<td>ARTH 222</td>
<td>3 ART 3xx/4xx Any Design Elective</td>
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<tr>
<td>Non-Major Elective</td>
<td>3 Core</td>
<td>3</td>
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<td>Core</td>
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### DESIGN STUDIES TRACK REQUIREMENTS

**Required Courses (15 Units)**

Select five of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>ART 205 THE HUMAN FIGURE</td>
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</tr>
<tr>
<td>ART 218 METALS + JEWELRY I</td>
<td></td>
</tr>
<tr>
<td>ART 229 PAINTING I</td>
<td></td>
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</table>

**Total Units: 120**
ART 234  PHOTOSHOP - INTERMEDIA
or ART 235  PHOTOSHOP - CREATIVITY
ART 241  SCULPTURE I
ART 2xx/3xx: Any Ceramics Course
ART 2xx/3xx: Any Printmaking Course
ART 372  ADVANCED DRAWING I

Electives (6 Units)
ART 2xx/3xx: Any two Fine Arts courses  6

Total Units  21

FINE ARTS TRACK SUGGESTED FOUR-YEAR PLAN

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Term 1</th>
<th>Units</th>
<th>Term 2</th>
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<tbody>
<tr>
<td>ART 101</td>
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<td>ART 103</td>
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<td>ART 212</td>
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<tr>
<td>ART 104</td>
<td>3</td>
<td>ART 2xx/3xx/4xx Required Course</td>
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<td>ARTH 221</td>
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<td>TSEM 102 (Core 1)</td>
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Sophomore

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<th>Term 1</th>
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<tbody>
<tr>
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<td>ART 3xx/4xx Any Fine Arts Elective</td>
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<tr>
<td>Core</td>
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Junior

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<tr>
<th>Term 1</th>
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<tbody>
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<td>ART 3xx/4xx Any Fine Arts Elective</td>
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<td>ART 351 or ENGL 317 (Core 9)</td>
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Senior

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<tr>
<th>Term 1</th>
<th>Units Term 2</th>
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<td>15</td>
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</tbody>
</table>

Total Units: 120

B.S./B.A. in Art + Design - Interdisciplinary Object Design Concentration

REQUIREMENTS FOR ALL ART + DESIGN MAJORS

First-Level Foundation

| ART 101 | DIGITAL TOOLS AND CONCEPTS | 3 |
| ART 103 | 2D PROCESS | 3 |
| ART 104 | 3D PROCESS | 3 |
| ART 211 | DRAWING: OBSERVATION AND INVENTION | 3 |
| ART 212 | VISUAL CONCEPTS | 3 |
| ARTH 221 | SURVEY OF WESTERN ART I | 3 |
| ARTH 222 | SURVEY OF WESTERN ART II | 3 |

Total Units  21

INTERDISCIPLINARY OBJECT DESIGN CONCENTRATION REQUIREMENTS

Second-Level Foundation (18 Units)

| ART 217 | DIGITAL CONCEPTS: IMAGE AND SURFACE | 3 |
| ART 218 | METALS + JEWELRY I | 3 |
| ART 231 | CERAMICS I | 3 |
| ART 311 | WOOD: CONCEPT AND PROCESS | 3 |
| ART 361 | DIGITAL OBJECT DESIGN | 3 |
| ARTH 327 | HISTORY OF MODERN DESIGN | 3 |

Required Courses (15 Units)

| ART 307 | MATERIALS: CONCEPT AND PROCESS | 3 |
| ART 315 | CASTING: MATERIALS AND PROCESS | 3 |
| ART 3xx/4xx | Any 3D media course | 3 |
| ART 422 | DESIGNING FOR PRODUCTION | 3 |
| ART 497 | SENIOR PROJECT | 3 |

Total Units  33

INTERDISCIPLINARY OBJECT DESIGN CONCENTRATION SUGGESTED FOUR-YEAR PLAN

Freshman

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
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<tbody>
<tr>
<td>ART 101</td>
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<td>ART 211</td>
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<tr>
<td>ART 103</td>
<td>3</td>
<td>ART 212</td>
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<tr>
<td>ART 104</td>
<td>3</td>
<td>ART 2xx/3xx/4xx Required Course</td>
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<td>ARTH 221</td>
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<td>MATH (Core 3)</td>
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<td>TSEM 102 (Core 1)</td>
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<td>ENGL 102 (Core 2)</td>
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Sophomore

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<tr>
<td>ART 218</td>
<td>3</td>
<td>ART 311</td>
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<td>ART 2xx/3xx Any 3D Media Course</td>
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<td>Core</td>
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Junior

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Senior

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Total Units: 120

B.S./B.A. in Art + Design - Interdisciplinary Object Design Concentration

<table>
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<tr>
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<tbody>
<tr>
<td>ART 307</td>
<td>3</td>
<td>ART 315</td>
</tr>
<tr>
<td>ARTH 327</td>
<td>3</td>
<td>ART 3x/4xx Any 3D Media Course</td>
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</table>

Total Units: 120
### B.S./B.A. in Art + Design - Metalsmithing and Jewelry Concentration

**REQUIREMENTS FOR ALL ART + DESIGN MAJORS**

**First-Level Foundation**
- ART 101  DIGITAL TOOLS AND CONCEPTS  3
- ART 103  2D PROCESS  3
- ART 104  3D PROCESS  3
- ART 211  DRAWING: OBSERVATION AND INVENTION  3
- ART 212  VISUAL CONCEPTS  3
- ARTH 221  SURVEY OF WESTERN ART I  3
- ARTH 222  SURVEY OF WESTERN ART II  3

**Total Units**: 21

**METALSMITHING AND JEWELRY CONCENTRATION REQUIREMENTS**

**Second-Level Foundation (18 Units)**
- ART 217  DIGITAL CONCEPTS: IMAGE AND SURFACE  3
- ART 218  METALS + JEWELRY I  3
- ART 241  SCULPTURE I  3
- ART 313  ENAMELING: GLASS ON METAL  3
- ART 361  DIGITAL OBJECT DESIGN  3
- ARTH 327  HISTORY OF MODERN DESIGN  3

**Required Courses (15 Units)**
- ART 315  CASTING: MATERIALS AND PROCESS  3
- ART 318  METALS + JEWELRY II  3
- ART 365  DESIGN FOR THE WWW  3
- ART 419  METALS + JEWELRY III  3
- ART 497  SENIOR PROJECT  3

**Total Units**: 33

**METALSMITHING AND JEWELRY CONCENTRATION SUGGESTED FOUR-YEAR PLAN**

**Freshman**

**Term 1**
- ART 101  3
- ART 211  3

**Sophomore**

**Term 1**
- ART 217  3
- ART 218  3
- ARTH 222  3
- Core  3

**Junior**

**Term 1**
- ART 315  3
- ART 361  3
- ARTH 327  3
- Non-Major Elective  3
- Core  3

**Senior**

**Term 1**
- ART 419  3
- ART 497  3
- Non-Major Elective  3
- Non-Major Elective  3
- Core  3

**Total Units**: 120

---

### B.S./B.A. in Art + Design - Photo Imaging Concentration

**REQUIREMENTS FOR ALL ART + DESIGN MAJORS**

**First-Level Foundation**
- ART 101  DIGITAL TOOLS AND CONCEPTS  3
- ART 103  2D PROCESS  3
- ART 104  3D PROCESS  3
- ART 211  DRAWING: OBSERVATION AND INVENTION  3
- ART 212  VISUAL CONCEPTS  3
- ARTH 221  SURVEY OF WESTERN ART I  3
- ARTH 222  SURVEY OF WESTERN ART II  3

**Total Units**: 21

**PHOTO IMAGING CONCENTRATION REQUIREMENTS**

**Second-Level Foundation (12 Units)**
- ART 217  DIGITAL CONCEPTS: IMAGE AND SURFACE  3
- ART 235  PHOTO IMAGING - CREATIVE WORKFLOW  3
- ART 365  DESIGN FOR THE WWW  3
- ARTH 351  HISTORY OF PHOTOGRAPHY  3

**Total Units**: 33
Required Courses (27 Units)
ART 236 PHOTO IMAGING - LIGHT 3
ART 238 PHOTO IMAGING - MOTION 3
ART 258 PHOTO IMAGING - DIGITAL I 3
ART 334 PHOTO IMAGING - CONCEPTS I 3
ART 335 PHOTO IMAGING - CONCEPTS II 3
ART 357 PHOTO IMAGING - FORMATS 3
ART 358 PHOTO IMAGING - DIGITAL II 3
ART 435 PHOTO IMAGING - PORTFOLIO 3
ART 497 SENIOR PROJECT 3
Total Units 39

PHOTO IMAGING CONCENTRATION
SUGGESTED FOUR-YEAR PLAN

Freshman
Term 1 Units Term 2 Units
ART 101 3 ART 211 3
ART 103 3 ART 212 3
ART 104 3 ART 235 3
ARTH 221 3 MATH (Core 3) 3
TSEM 102 (Core 1) 3 ENGL 102 (Core 2) 3
Total Units: 15 15

Sophomore
Term 1 Units Term 2 Units
ART 217 3 ART 238 3
ART 236 3 ART 365 3
ART 258 3 ART 351 or ENGL 317 (Core 9)
ARTH 222 3 Non-Major Elective 3
Core 3 Core 3
Total Units: 15 15

Junior
Term 1 Units Term 2 Units
ART 334 3 ART 335 3
ART 357 3 ART 358 3
Non-Major Elective 3 ARTH 351 3
Core 3 Non-Major Elective 3
Core 3 Core 3
Total Units: 15 15

Senior
Term 1 Units Term 2 Units
ART 435 3 ART 497 3
Non-Major Elective 3 Non-Major Elective 3
Non-Major Elective 3 Non-Major Elective 3
Core 3 Core 3
Core 3 Core 3
Total Units: 15 15

Total Units: 120

B.S./B.A. in Art + Design - Printing, Drawing, Printmaking Concentration

Requirements for All Art + Design Majors

First-Level Foundation
ART 101 DIGITAL TOOLS AND CONCEPTS 3
ART 103 2D PROCESS 3
ART 104 3D PROCESS 3
ART 211 DRAWING: OBSERVATION AND INVENTION 3
ART 212 VISUAL CONCEPTS 3
ARTH 221 SURVEY OF WESTERN ART I 3
ARTH 222 SURVEY OF WESTERN ART II 3
Total Units: 21

Painting, Drawing, Printmaking Concentration Requirements

Required Courses
ART 229 PAINTING I 3
ART 241 SCULPTURE I 3
ART 245 INTRODUCTION TO PRINTMAKING 3
ART 344 EXPERIMENTAL DRAWING AND PAINTING 3
ART 372 ADVANCED DRAWING I 3
ART 497 SENIOR PROJECT 3
Select two of the following: 6
ART 323 PERCEPTUAL PAINTING
ART 324 ABSTRACT PAINTING
ART 325 PAINTING MEANING: EXPRESSION, NARRATIVE, AND PERSONAL CONTENT
ART 402 LIFE DRAWING AND ANATOMY I
Select two of the following: 6
ART 345 NEW DIRECTIONS/PRINT
ART 347 SCREEN PROCESS I
ART 348 ARTIST PRINT
ART 349 RELIEF PROCESS I
ART 350 ETCHING AND INTAGLIO PROCESSES
ART 353 LITHOGRAPHIC PROCESS I
ART 356 ARTIST BOOKS
Select one of the following: 3
ARTH 324 MODERN ART II
ARTH 328 ART, CULTURE AND POLITICS
ARTH 338 ART AND ARCHITECTURE OF THE U.S.: II: 1900 TO PRESENT
ARTH 339 LATIN AMERICAN ART: 1800 TO PRESENT
ARTH 350 HISTORY OF PRINTS IN AMERICA
Select one of the following: 3
ART 348 ARTIST PRINT
ART 436 PERSONAL DIRECTION IN PAINTING
ART 447 SCREEN PROCESS II
ART 472 ADVANCED DRAWING II
ART 4xx Any 400-level printmaking class
Total Units: 36
## PAINTING, DRAWING, PRINTMAKING CONCENTRATION SUGGESTED FOUR-YEAR PLAN

### Freshman

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<thead>
<tr>
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<td>MATH (Core 3)</td>
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<td>TSEM 102 (Core 1)</td>
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### Sophomore

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<tr>
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<td>ART 241</td>
<td>3</td>
<td>ART 323, 324, or 325</td>
<td>3</td>
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<tr>
<td>Non-Major Elective</td>
<td>3</td>
<td>ART 351 or ENGL 317 (Core 9)</td>
<td>3</td>
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<tr>
<td>Core</td>
<td>3</td>
<td>Non-Major Elective</td>
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<td>Core</td>
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### Junior

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<td>3</td>
<td>ART 3xx Any Printmaking Course</td>
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<td>Non-Major Elective</td>
<td>3</td>
<td>ARTH 3xx Any ARTH Course</td>
<td>3</td>
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<tr>
<td>Non-Major Elective</td>
<td>3</td>
<td>Non-Major Elective</td>
<td>3</td>
</tr>
<tr>
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### Senior

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<td>ART 497</td>
<td>3</td>
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<td>ART 3xx/4xx Any Painting, Drawing or Printmaking, Elective</td>
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<td>3</td>
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<td>3</td>
</tr>
<tr>
<td>Core</td>
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**Total Units: 120**

## SCULPTURE CONCENTRATION REQUIREMENTS

### Required Courses (24 Units)

<table>
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<td>ART 217</td>
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<td>ART 241</td>
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<td>ART 311</td>
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<td>ART 339</td>
<td>3</td>
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<td>ART 342</td>
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<td>ART 361</td>
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</tr>
<tr>
<td>ART 441</td>
<td>3</td>
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</table>

### Options (9 Units)

- Remaining courses to be chosen from either the Fine Arts or the Design Option

### Sculpture: Fine Art Option

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<tr>
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</tr>
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### Sculpture: Design Option

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<td>ART 368</td>
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<td>ART 366</td>
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<td>ARTH 327</td>
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**Total Units: 33**

## SCULPTURE CONCENTRATION SUGGESTED FOUR-YEAR PLAN

### Freshman

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<td>ART 103</td>
<td>3</td>
<td>ART 212</td>
<td>3</td>
</tr>
<tr>
<td>ART 104</td>
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<tr>
<td>ARTH 221</td>
<td>3</td>
<td>MATH (Core 3)</td>
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<td>TSEM 102 (Core 1)</td>
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<td>ENGL 102 (Core 2)</td>
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### Sophomore

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<td>3</td>
<td>ART 323, 324, or 325</td>
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<td>Non-Major Elective</td>
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<td>ART 351 or ENGL 317 (Core 9)</td>
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<tr>
<td>Core</td>
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<td>Non-Major Elective</td>
<td>3</td>
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<tr>
<td>Core</td>
<td>3</td>
<td>Core</td>
<td>3</td>
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<td>ART 217</td>
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<td>ARTH 222</td>
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<td>MATH (Core 3)</td>
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<td>TSEM 102 (Core 1)</td>
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<td>ENGL 102 (Core 2)</td>
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### Senior

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<td>ART 245</td>
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<tr>
<td>ART 241</td>
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<td>ART 323, 324, or 325</td>
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<td>Non-Major Elective</td>
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<td>ART 351 or ENGL 317 (Core 9)</td>
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**Total Units: 120**

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**B.S./B.A. in Art + Design - Sculpture Concentration**

### REQUIREMENTS FOR ALL ART + DESIGN MAJORS

#### First-Level Foundation

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>ART 101</td>
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<td>ART 103</td>
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<td>ART 104</td>
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<tr>
<td>ART 211</td>
<td>3</td>
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<tr>
<td>ARTH 221</td>
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</table>

**Total Units: 21**

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**B.S./B.A. in Art + Design - Sculpture Concentration**

### REQUIREMENTS FOR ALL ART + DESIGN MAJORS

#### First-Level Foundation

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>ART 101</td>
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<td>ART 211</td>
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<tr>
<td>ARTH 221</td>
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</table>

**Total Units: 21**
Bachelor of Fine Arts Degree, Major in Art + Design

This is a screened program.

B.F.A. Screening

Students intending to pursue the B.F.A. must first declare a major in the Art + Design B.S. program, then, when eligible, apply for admission to a concentration in the B.F.A. program. The B.F.A in Art + Design is a competitive and screened major. Interested students declare a B.S. concentration in their first year, and undergo screening by the specific B.F.A. concentration at the end of the term in which the screening prerequisites will be completed (usually in the student’s fourth term). Admission into Towson University and declaration of an Art + Design B.S./B.A. concentration does not guarantee acceptance into the B.F.A. Program. In some concentrations the number selected will be on a space-available basis.

Bachelor of Fine Arts in Art + Design with concentrations in:
- Ceramics (p. 103)
- Digital Art and Design (p. 104)
- Graphic Design (p. 105)
- Illustration (p. 106)
- Interdisciplinary Object Design (p. 107)
- Metalsmithing and Jewelry (p. 108)
- Painting, Drawing, Printmaking (p. 108)
- Photo Imaging (p. 110)
- Sculpture (p. 110)

1. Students will demonstrate a working knowledge of the elements of art and the principles of design, as well as a comprehensive understanding of the materials and processes of their chosen discipline, in the production of art and/or design work.
2. Students will articulate, verbally and through the production of a body of work, their personal aesthetic and professional direction.
3. In creating and/or evaluating art and design work, students will recognize and demonstrate understanding of perspectives of people from cultures and situations other than their own.

B.F.A. in Art + Design - Ceramics Concentration

CERAMICS CONCENTRATION (81 UNITS)

REQUIREMENTS FOR ALL ART + DESIGN MAJORS

First-Level Foundation

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Second Level Foundation (21 Units)

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<td>ART 231</td>
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<td>ART 241</td>
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<td>ART 245</td>
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<td>ARTH 3xx-4xx</td>
<td>Any two ARTH 300-400 level courses</td>
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Required Courses (33 Units)

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<td>ARTH 338</td>
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<td>ARTH 390</td>
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<td>ART 312</td>
<td>3</td>
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<td>Electives (6 Units)</td>
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CERAMICS CONCENTRATION SUGGESTED FOUR-YEAR PLAN

Freshman

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<td>ART 103 (Core 4)</td>
<td>3 ART 212</td>
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<td>ART 104</td>
<td>3 ART 231</td>
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<td>ARTH 221 (Core 5)</td>
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<td>3 ENGL 102 (Core 2)</td>
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Sophomore

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<td>ART 217</td>
<td>3 ART 312</td>
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<tr>
<td>ART 229</td>
<td>3 ART 351 (Core 9)</td>
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<tr>
<td>ARTH 222</td>
<td>3 ARTH 3xx/4xx Any Art History Elective</td>
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B.F.A. in Art + Design - Digital Art and Design Concentration

REQUIREMENTS FOR ALL ART + DESIGN MAJORS

First-Level Foundation

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Total Units: 21

DIGITAL ART AND DESIGN CONCENTRATION REQUIREMENTS

Digital Art and Design Concentration Required Courses

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<td>ART 373</td>
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Total Units: 21

IDA Core Courses (24 Units)

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Screening occurs at the end of this term.

Junior Term 1

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Screening occurs at the end of this term.

Senior Term 1

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Total Units: 63

DIGITAL ART AND DESIGN CONCENTRATION SUGGESTED FOUR-YEAR PLAN

Freshman

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Total Units: 15

Sophomore

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Screening occurs at the end of this term.

Junior Term 1

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Screening occurs at the end of this term.

Senior Term 1

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<tr>
<td>ART 219</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ART 234 or 235</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ART 351 or 352</td>
<td>3</td>
<td>3</td>
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<tr>
<td>ART 476</td>
<td>3</td>
<td>3</td>
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<tr>
<td>ART 477</td>
<td>3</td>
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Digital Arts

<table>
<thead>
<tr>
<th>Course</th>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 219</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ART 351 or 352</td>
<td>3</td>
<td>3</td>
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<tr>
<td>ART 476</td>
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<td>3</td>
</tr>
<tr>
<td>ART 477</td>
<td>3</td>
<td>3</td>
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</tbody>
</table>

Experimental

<table>
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<tr>
<th>Course</th>
<th>Term 1</th>
<th>Term 2</th>
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<tbody>
<tr>
<td>ART 351 or 352</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ART 476</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ART 477</td>
<td>3</td>
<td>3</td>
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</tbody>
</table>

DAD Electives (12 Units)

Select 12 units of ART courses determined with consent of Art + Design adviser.

Total Units: 63
B.F.A. in Art + Design - Graphic Design Concentration

REQUIREMENTS FOR ALL ART + DESIGN MAJORS

First-Level Foundation

<table>
<thead>
<tr>
<th>Course</th>
<th>Term 1 Units</th>
<th>Term 2 Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101 Digital Tools and Concepts</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 103 2D Process</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 104 3D Process</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 211 Drawing: Observation and Invention</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 212 Visual Concepts</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ARTH 221 Survey of Western Art I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ARTH 222 Survey of Western Art II</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Units: 21

GRAPHIC DESIGN CONCENTRATION REQUIREMENTS

Second-Level Foundation (21 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Term 1 Units</th>
<th>Term 2 Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 217 Digital Concepts: Image and Surface</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 219 Digital Concepts: Structure</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 317 Graphic Design I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 355 Typography</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 365 Design for the WWW</td>
<td>3</td>
<td></td>
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</tbody>
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Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Term 1 Units</th>
<th>Term 2 Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 218 Metals + Jewelry I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 229 Painting I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 241 Sculpture I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 347 Screen Process I</td>
<td>3</td>
<td></td>
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<tr>
<td>ART 377 Exhibit Design</td>
<td>3</td>
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Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Term 1 Units</th>
<th>Term 2 Units</th>
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</thead>
<tbody>
<tr>
<td>ART 234 Photo Imaging - Film</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 235 Photo Imaging - Creative Workflow</td>
<td>3</td>
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</tbody>
</table>

Required Courses (39 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Term 1 Units</th>
<th>Term 2 Units</th>
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<tbody>
<tr>
<td>ART 373 Illustration Principles for Designers and Illustrators 1</td>
<td>3</td>
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</tr>
<tr>
<td>ART 417 Graphic Design II</td>
<td>3</td>
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<tr>
<td>ART 456 Typography II</td>
<td>3</td>
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<tr>
<td>ART 466 Design for the WWW II</td>
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<tr>
<td>ART 457 Graphic Design III</td>
<td>3</td>
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Select one of the following:

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<thead>
<tr>
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<th>Term 2 Units</th>
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<tbody>
<tr>
<td>ARTH 327 History of Modern Design</td>
<td>3</td>
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</tr>
<tr>
<td>ARTH 324 Modern Art II</td>
<td>3</td>
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<tr>
<td>ARTH 325 History of Modern Architecture</td>
<td>3</td>
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</tr>
<tr>
<td>ARTH 338 Art and Architecture of the U.S. II: 1900 to Present</td>
<td>3</td>
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<tr>
<td>ARTH 339 Latin American Art: 1800 to Present</td>
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<tr>
<td>ARTH 341 Women in Art</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ARTH 350 History of Prints in America</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ARTH 351 History of Photography</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ARTH 352 History of New Media</td>
<td>3</td>
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<tr>
<td>ARTH 494 Study Abroad</td>
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Total Units: 60

1 Students must pass Graphic Design screening before taking ART 417. ART 417 is a required course for the Graphic Design Concentration.

GRAPHIC DESIGN CONCENTRATION SUGGESTED FOUR-YEAR PLAN

Freshman

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>3 ART 211</td>
<td>3</td>
</tr>
<tr>
<td>ART 103 (Core 4)</td>
<td>3 ART 212</td>
<td>3</td>
</tr>
<tr>
<td>ART 104</td>
<td>3 ARTH 222</td>
<td>3</td>
</tr>
<tr>
<td>ART 377 (Core 5)</td>
<td>3 Core 3</td>
<td>3</td>
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<tr>
<td>TSEM 102 (Core 1)</td>
<td>3 ENGL 102 (Core 2)</td>
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Total: 15

Sophomore

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ART 217</td>
<td>3 ART 317</td>
<td>3</td>
</tr>
<tr>
<td>ART 219</td>
<td>3 ART 355</td>
<td>3</td>
</tr>
<tr>
<td>ART 234 or 235</td>
<td>3 ART 365</td>
<td>3</td>
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<tr>
<td>Core</td>
<td>3 Core</td>
<td>3</td>
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<tr>
<td>Core</td>
<td>3 Core</td>
<td>3</td>
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</table>

Total: 15
B.F.A. in Art + Design - Illustration Concentration

REQUIREMENTS FOR ALL ART + DESIGN MAJORS

First-Level Foundation

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>ART 101</td>
<td>DIGITAL TOOLS AND CONCEPTS</td>
</tr>
<tr>
<td>ART 103</td>
<td>2D PROCESS</td>
</tr>
<tr>
<td>ART 104</td>
<td>3D PROCESS</td>
</tr>
<tr>
<td>ART 211</td>
<td>DRAWING: OBSERVATION AND INVENTION</td>
</tr>
<tr>
<td>ART 212</td>
<td>VISUAL CONCEPTS</td>
</tr>
<tr>
<td>ARTH 221</td>
<td>SURVEY OF WESTERN ART I</td>
</tr>
<tr>
<td>ARTH 222</td>
<td>SURVEY OF WESTERN ART II</td>
</tr>
</tbody>
</table>

Total Units: 21

ILLUSTRATION CONCENTRATION REQUIREMENTS

IDA Core Courses (24 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 217</td>
<td>DIGITAL CONCEPTS: IMAGE AND SURFACE</td>
</tr>
<tr>
<td>ART 229</td>
<td>PAINTING I</td>
</tr>
<tr>
<td>ART 322</td>
<td>DIGITAL CONCEPTS: MOTION</td>
</tr>
<tr>
<td>ART 360</td>
<td>DIGITAL ART: 2D</td>
</tr>
<tr>
<td>ART 362</td>
<td>DIGITAL ART: 3D</td>
</tr>
<tr>
<td>ART 373</td>
<td>ILLUSTRATION PRINCIPLES FOR DESIGNERS AND ILLUSTRATORS</td>
</tr>
<tr>
<td>ART 473</td>
<td>ILLUSTRATION CONCEPTS FOR DESIGNERS AND ILLUSTRATORS</td>
</tr>
<tr>
<td>ART 498</td>
<td>BFA PROJECT</td>
</tr>
</tbody>
</table>

Illustration Required Courses (21 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>ART 205</td>
<td>THE HUMAN FIGURE</td>
</tr>
<tr>
<td>ART 323</td>
<td>PERCEPTUAL PAINTING</td>
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Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>ARTH 324</td>
<td>MODERN ART II</td>
</tr>
<tr>
<td>ARTH 328</td>
<td>ART, CULTURE AND POLITICS</td>
</tr>
<tr>
<td>ARTH 338</td>
<td>ART AND ARCHITECTURE OF THE U.S. II: 1900 TO PRESENT</td>
</tr>
<tr>
<td>ARTH 339</td>
<td>LATIN AMERICAN ART: 1800 TO PRESENT</td>
</tr>
<tr>
<td>ARTH 352</td>
<td>HISTORY OF NEW MEDIA</td>
</tr>
<tr>
<td>ARTH 350</td>
<td>HISTORY OF PRINTS IN AMERICA</td>
</tr>
</tbody>
</table>

Electives (15 Units)

Select 15 units of the following with consent of Art+Design adviser:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>ART 2xx/3xx/4xx</td>
<td>3</td>
</tr>
<tr>
<td>Any 3xx/4xx ARTH course approved by adviser</td>
<td>3</td>
</tr>
<tr>
<td>Core</td>
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</table>

Total Units: 60

ILLUSTRATION CONCENTRATION SUGGESTED FOUR-YEAR PLAN

Freshman

Term 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>ART 101</td>
<td>3</td>
</tr>
<tr>
<td>ART 103 (Core 4)</td>
<td>3</td>
</tr>
<tr>
<td>ART 104</td>
<td>3</td>
</tr>
<tr>
<td>ART 211</td>
<td>3</td>
</tr>
<tr>
<td>ART 221 (Core 5)</td>
<td>3</td>
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<tr>
<td>TSEM 102 (Core 1)</td>
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Total Units: 15

Junior

Term 1

<table>
<thead>
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<th>Units</th>
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<tbody>
<tr>
<td>ART 362</td>
<td>3</td>
</tr>
<tr>
<td>ART 402 or 372</td>
<td>3</td>
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<tr>
<td>ART 473</td>
<td>3</td>
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<tr>
<td>Core</td>
<td>3</td>
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</table>

Total Units: 15

Screening occurs at the end of this term.

Senior

Term 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>ART 3xx course as approved by adviser</td>
<td>3</td>
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<tr>
<td>ART 3xx/4xx Art Elective</td>
<td>3</td>
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<tr>
<td>Core</td>
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</table>

Total Units: 15

or ART 325

PAINTING MEANING: EXPRESSION, NARRATIVE, AND PERSONAL CONTENT

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>ART 402</td>
<td>LIFE DRAWING AND ANATOMY I</td>
</tr>
<tr>
<td>ART 372</td>
<td>ADVANCED DRAWING I</td>
</tr>
<tr>
<td>ART 462</td>
<td>DIGITAL ILLUSTRATION</td>
</tr>
<tr>
<td>ART 474</td>
<td>ADVANCED ILLUSTRATION</td>
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</tbody>
</table>

Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ARTH 324</td>
<td>MODERN ART II</td>
</tr>
<tr>
<td>ARTH 328</td>
<td>ART, CULTURE AND POLITICS</td>
</tr>
<tr>
<td>ARTH 338</td>
<td>ART AND ARCHITECTURE OF THE U.S. II: 1900 TO PRESENT</td>
</tr>
<tr>
<td>ARTH 339</td>
<td>LATIN AMERICAN ART: 1800 TO PRESENT</td>
</tr>
<tr>
<td>ARTH 352</td>
<td>HISTORY OF NEW MEDIA</td>
</tr>
<tr>
<td>ARTH 350</td>
<td>HISTORY OF PRINTS IN AMERICA</td>
</tr>
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Screening occurs at the end of this term.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>ART 3xx/4xx</td>
<td>15</td>
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<tr>
<td>Any 300- or 400-level ART course</td>
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</table>

Total Units: 60
### B.F.A. in Art + Design - Interdisciplinary Object Design Concentration

#### REQUIREMENTS FOR ALL ART + DESIGN MAJORS

**First-Level Foundation**

- **ART 101** DIGITAL TOOLS AND CONCEPTS 3
- **ART 103** 2D PROCESS 3
- **ART 104** 3D PROCESS 3
- **ART 211** DRAWING: OBSERVATION AND INVENTION 3
- **ARTH 221** SURVEY OF WESTERN ART I 3

**Required Courses (33 Units)**

- **ART 218** METALS + JEWELRY I 3
- **ART 231** CERAMICS I 3
- **ART 307** MATERIALS: CONCEPT AND PROCESS 3
- **ART 311** WOOD: CONCEPT AND PROCESS 3
- **ART 315** CASTING: MATERIALS AND PROCESS 3
- **ART 340** MODELING: CONCEPT & PROCESS 3
- **ART 422** DESIGNING FOR PRODUCTION 3
- **ART 461** DIGITAL OBJECT DESIGN II 3
- **ART 490** INTERNSHIP IN ART 3
- **ART 498** BFA PROJECT 3

**Core** 3 Elective 3

**Total Units: 21**

#### INTERDISCIPLINARY OBJECT DESIGN CONCENTRATION REQUIREMENTS

**Second-Level Foundation (9 Units)**

- **ART 217** DIGITAL CONCEPTS: IMAGE AND SURFACE 3
- **ART 361** DIGITAL OBJECT DESIGN 3
- **ARTH 327** HISTORY OF MODERN DESIGN 3

**Required Courses (33 Units)**

- **ART 217** DIGITAL CONCEPTS: IMAGE AND SURFACE 3
- **ART 218** METALS + JEWELRY I 3
- **ART 231** CERAMICS I 3
- **ART 307** MATERIALS: CONCEPT AND PROCESS 3
- **ART 311** WOOD: CONCEPT AND PROCESS 3
- **ART 315** CASTING: MATERIALS AND PROCESS 3
- **ART 340** MODELING: CONCEPT & PROCESS 3
- **ART 422** DESIGNING FOR PRODUCTION 3
- **ART 461** DIGITAL OBJECT DESIGN II 3
- **ART 490** INTERNSHIP IN ART 3
- **ART 498** BFA PROJECT 3
- **ARTH 328** ART, CULTURE AND POLITICS 3
- **ART 485** SEMINAR IN ART HISTORY 3

**Advanced Materials and Technique Courses (15 Units)**

Select 5 courses from the groups below: 15

- **Group 1**
  - ART 313 ENAMELING: GLASS ON METAL
  - ART 318 METALS + JEWELRY II
  - ART 319 METALSMITHING
  - ART 327 DESIGN AND SOCIAL ENTREPRENEURSHIP
  - ART 410 ELECTROFORMING AND ENAMELING
  - ART 419 METALS + JEWELRY III

- **Group 2**
  - ART 232 CERAMIC SURFACE DECORATION
  - ART 241 SCULPTURE I
  - ART 327 DESIGN AND SOCIAL ENTREPRENEURSHIP
  - ART 339 METAL: CONCEPT & PROCESS
  - ART 342 CARVING: CONCEPT & PROCESS

**Total Units: 60**

#### INTERDISCIPLINARY OBJECT DESIGN CONCENTRATION SUGGESTED FOUR-YEAR PLAN

**Freshman**

**Term 1**
- **Units Term 2**
  - ART 101 3
  - ART 103 (Core 4) 3
  - ART 104 3
  - ARTH 222 (Core 5) 3
  - TSEM 102 (Core 1) 3

**Sophomore**

**Term 1**
- **Units Term 2**
  - ART 217 3
  - ART 218 3
  - ART 231 3
  - ART 2xx/3xx/4xx Any Advanced Materials and Technique Course 3

**Junior**

**Term 1**
- **Units Term 2**
  - ART 307 3
  - ART 327 3
  - ART 2xx/3xx/4xx Any Advanced Materials and Technique Course 3

**Senior**

**Term 1**
- **Units Term 2**
  - ART 422 3
  - ART 490 2-3

**Elective (3 Units)**

- ART 2xx/3xx/4xx Any 200-, 300- or 400-level studio course 3
B.F.A. in Art + Design - Metalsmithing and Jewelry Concentration

REQUIREMENTS FOR ALL ART + DESIGN MAJORS

First-Level Foundation

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>ART 101</td>
<td>DIGITAL TOOLS AND CONCEPTS</td>
<td>3</td>
</tr>
<tr>
<td>ART 103</td>
<td>2D PROCESS</td>
<td>3</td>
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<tr>
<td>ART 104</td>
<td>3D PROCESS</td>
<td>3</td>
</tr>
<tr>
<td>ART 211</td>
<td>DRAWING: OBSERVATION AND INVENTION</td>
<td>3</td>
</tr>
<tr>
<td>ART 212</td>
<td>VISUAL CONCEPTS</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 221</td>
<td>SURVEY OF WESTERN ART I</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 222</td>
<td>SURVEY OF WESTERN ART II</td>
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</tbody>
</table>

Total Units: 21

METALSMITHING AND JEWELRY CONCENTRATION REQUIREMENTS

Second-Level Foundation (18 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>ART 217</td>
<td>DIGITAL CONCEPTS: IMAGE AND SURFACE</td>
<td>3</td>
</tr>
<tr>
<td>ART 218</td>
<td>METALS + JEWELRY I</td>
<td>3</td>
</tr>
<tr>
<td>ART 241</td>
<td>SCULPTURE I</td>
<td>3</td>
</tr>
<tr>
<td>ART 318</td>
<td>METALS + JEWELRY II</td>
<td>3</td>
</tr>
<tr>
<td>ART 361</td>
<td>DIGITAL OBJECT DESIGN</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 327</td>
<td>HISTORY OF MODERN DESIGN</td>
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Required Courses (24 Units)

Select eight of the following: 24

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>ART 307</td>
<td>MATERIALS: CONCEPT AND PROCESS</td>
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</tr>
<tr>
<td>ART 315</td>
<td>CASTING: MATERIALS AND PROCESS</td>
<td></td>
</tr>
<tr>
<td>ART 319</td>
<td>METALSMITHING</td>
<td></td>
</tr>
<tr>
<td>ART 365</td>
<td>DESIGN FOR THE WWW</td>
<td></td>
</tr>
<tr>
<td>ART 419</td>
<td>METALS + JEWELRY III</td>
<td></td>
</tr>
<tr>
<td>ART 422</td>
<td>DESIGNING FOR PRODUCTION</td>
<td></td>
</tr>
<tr>
<td>ART 490</td>
<td>INTERNSHIP IN ART</td>
<td></td>
</tr>
<tr>
<td>ART 498</td>
<td>BFA PROJECT</td>
<td></td>
</tr>
<tr>
<td>ARTH 328</td>
<td>ART, CULTURE AND POLITICS AND ART HISTORY</td>
<td></td>
</tr>
<tr>
<td>or ARTH 485</td>
<td>SEMINAR IN ART HISTORY</td>
<td></td>
</tr>
</tbody>
</table>

Electives (18 Units)

Select six of the following: 18

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 307</td>
<td>MATERIALS: CONCEPT AND PROCESS</td>
<td></td>
</tr>
<tr>
<td>ART 313</td>
<td>ENAMELING: GLASS ON METAL</td>
<td></td>
</tr>
<tr>
<td>ART 327</td>
<td>DESIGN AND SOCIAL ENTREPRENEURSHIP</td>
<td></td>
</tr>
<tr>
<td>ART 410</td>
<td>ELECTROFORMING AND ENAMELING</td>
<td></td>
</tr>
<tr>
<td>ART 414</td>
<td>ADVANCED STUDIO</td>
<td></td>
</tr>
<tr>
<td>ART 438</td>
<td>HOLLOWWARE AND FORGING</td>
<td></td>
</tr>
<tr>
<td>ART 2xx/3xx/4xx</td>
<td>Any Jewelry Elective (to 6 units, no more than 3 units may be 200 level)</td>
<td></td>
</tr>
</tbody>
</table>

Total Units: 60

METALSMITHING AND JEWELRY CONCENTRATION SUGGESTED FOUR-YEAR PLAN

Freshman

<table>
<thead>
<tr>
<th>Term</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>ART 101</td>
<td>3</td>
<td>ART 211</td>
</tr>
<tr>
<td>ART 103 (Core 4)</td>
<td>3</td>
<td>ART 212</td>
</tr>
<tr>
<td>ART 104</td>
<td>3</td>
<td>ART 218</td>
</tr>
<tr>
<td>ARTH 221 (Core 5)</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>TSEM 102 (Core 1)</td>
<td>3</td>
<td>ENGL 102 (Core 2)</td>
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Total: 15

Sophomore

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<tr>
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<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ART 217</td>
<td>3</td>
<td>ART 307</td>
</tr>
<tr>
<td>ART 241</td>
<td>3</td>
<td>ART 318</td>
</tr>
<tr>
<td>ARTH 222</td>
<td>3</td>
<td>ART 361</td>
</tr>
<tr>
<td>Core</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>Core</td>
<td>3</td>
<td>Core</td>
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</table>

Screening occurs at the end of this term.

Total: 15

Junior

<table>
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<tr>
<th>Term</th>
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<th>Units</th>
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<tbody>
<tr>
<td>ART 315</td>
<td>3</td>
<td>ART 490</td>
</tr>
<tr>
<td>ART 319</td>
<td>3</td>
<td>ART 2xx/3xx/4xx</td>
</tr>
<tr>
<td>ART 365</td>
<td>3</td>
<td>ART 2xx/3xx/4xx</td>
</tr>
<tr>
<td>ARTH 327</td>
<td>3</td>
<td>ART 2xx/3xx/4xx</td>
</tr>
<tr>
<td>ART 351 or ENGL 317 (Core 9)</td>
<td>3</td>
<td>Core</td>
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Total: 15

Senior

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<thead>
<tr>
<th>Term</th>
<th>Units Term 2</th>
<th>Units</th>
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<tbody>
<tr>
<td>ART 419</td>
<td>3</td>
<td>ART 498</td>
</tr>
<tr>
<td>ART 422</td>
<td>3</td>
<td>ART 2xx/3xx/4xx</td>
</tr>
<tr>
<td>ARTH 328 or 485</td>
<td>3</td>
<td>ART 2xx/3xx/4xx</td>
</tr>
<tr>
<td>ART 2xx/3xx/4xx</td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td>Core</td>
<td>3</td>
<td>Core</td>
</tr>
</tbody>
</table>

Total: 14-15

Total Units: 119-120

B.F.A. in Art + Design - Painting, Drawing, Printmaking Concentration

REQUIREMENTS FOR ALL ART + DESIGN MAJORS

First-Level Foundation

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>DIGITAL TOOLS AND CONCEPTS</td>
<td>3</td>
</tr>
<tr>
<td>ART 103</td>
<td>2D PROCESS</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units: 60
### ART 104
3D PROCESS

### ART 211
DRAWING: OBSERVATION AND INVENTION

### ART 212
VISUAL CONCEPTS

### ARTH 221
SURVEY OF WESTERN ART I

### ARTH 222
SURVEY OF WESTERN ART II

**Total Units:** 21

#### PAINTING, DRAWING, PRINTMAKING CONCENTRATION REQUIREMENTS

**Required Courses (39 Units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 229</td>
<td>PAINTING I</td>
<td>3</td>
</tr>
<tr>
<td>ART 241</td>
<td>SCULPTURE I</td>
<td>3</td>
</tr>
<tr>
<td>ART 245</td>
<td>INTRODUCTION TO PRINTMAKING</td>
<td>3</td>
</tr>
<tr>
<td>ART 344</td>
<td>EXPERIMENTAL DRAWING AND PAINTING</td>
<td>3</td>
</tr>
<tr>
<td>ART 372</td>
<td>ADVANCED DRAWING I</td>
<td>3</td>
</tr>
<tr>
<td>ART 402</td>
<td>LIFE DRAWING AND ANATOMY I</td>
<td>3</td>
</tr>
<tr>
<td>ART 498</td>
<td>BFA PROJECT</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 323</td>
<td>PERCEPTUAL PAINTING</td>
<td>3</td>
</tr>
<tr>
<td>ART 324</td>
<td>ABSTRACT PAINTING</td>
<td>3</td>
</tr>
<tr>
<td>ART 325</td>
<td>PAINTING MEANING: EXPRESSION, NARRATIVE, AND PERSONAL CONTENT</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 345</td>
<td>NEW DIRECTIONS/PRINT</td>
<td>3</td>
</tr>
<tr>
<td>ART 347</td>
<td>SCREEN PROCESS I</td>
<td>3</td>
</tr>
<tr>
<td>ART 348</td>
<td>ARTIST PRINT</td>
<td>3</td>
</tr>
<tr>
<td>ART 349</td>
<td>RELIEF PROCESS I</td>
<td>3</td>
</tr>
<tr>
<td>ART 350</td>
<td>ETCHING AND INTAGLIO PROCESSES</td>
<td>3</td>
</tr>
<tr>
<td>ART 353</td>
<td>LITHOGRAPHIC PROCESS I</td>
<td>3</td>
</tr>
<tr>
<td>ART 356</td>
<td>ARTIST BOOKS</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 324</td>
<td>MODERN ART II</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 328</td>
<td>ART. CULTURE AND POLITICS</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 338</td>
<td>ART AND ARCHITECTURE OF THE U.S. II: 1900 TO PRESENT</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 339</td>
<td>LATIN AMERICAN ART: 1800 TO PRESENT</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 350</td>
<td>HISTORY OF PRINTS IN AMERICA</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 3xx/4xx</td>
<td>Any 300- or 400-level ARTH course</td>
<td>3</td>
</tr>
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</table>

**Electives (6 Units)**

Select two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 234</td>
<td>PHOTO IMAGING - FILM</td>
<td>3</td>
</tr>
<tr>
<td>ART 235</td>
<td>PHOTO IMAGING - CREATIVE WORKFLOW</td>
<td>3</td>
</tr>
<tr>
<td>ART 445</td>
<td>EXPERIMENTAL DIRECTIONS</td>
<td>3</td>
</tr>
<tr>
<td>ART 3xx/4xx</td>
<td>Any 300- or 400-level studio art course</td>
<td>3</td>
</tr>
</tbody>
</table>

**Area of Focus Courses (15 Units)**

Students must complete 15 units in one of the following focus areas:

**Painting Area of Focus**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 436</td>
<td>PERSONAL DIRECTION IN PAINTING</td>
<td>3</td>
</tr>
<tr>
<td>ART 472</td>
<td>ADVANCED DRAWING II</td>
<td>3</td>
</tr>
<tr>
<td>ART 346</td>
<td>NEW DIRECTIONS IN PAINTING, EXPERIMENTAL MEDIA AND ART I</td>
<td>3</td>
</tr>
<tr>
<td>ART 356</td>
<td>ARTIST BOOKS</td>
<td>3</td>
</tr>
<tr>
<td>ART 3xx</td>
<td>Any additional painting course</td>
<td>3</td>
</tr>
</tbody>
</table>

**Drawing Area of Focus**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 472</td>
<td>ADVANCED DRAWING II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Printmaking Area of Focus**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 346</td>
<td>NEW DIRECTIONS IN PAINTING, EXPERIMENTAL MEDIA AND ART I</td>
<td>3</td>
</tr>
<tr>
<td>ART 436</td>
<td>PERSONAL DIRECTION IN PAINTING</td>
<td>3</td>
</tr>
<tr>
<td>ART 356</td>
<td>ARTIST BOOKS</td>
<td>3</td>
</tr>
<tr>
<td>ART 3xx/4xx</td>
<td>Any additional painting course</td>
<td>3</td>
</tr>
<tr>
<td>ART 3xx/4xx</td>
<td>Any four additional printmaking courses</td>
<td>3</td>
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</tbody>
</table>

**Total Units:** 60

### PAINTING, DRAWING, PRINTMAKING CONCENTRATION SUGGESTED FOUR-YEAR PLAN

#### Freshman

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>3</td>
<td>ART 211</td>
<td>3</td>
</tr>
<tr>
<td>ART 103 (Core 4)</td>
<td>3</td>
<td>ART 212</td>
<td>3</td>
</tr>
<tr>
<td>ART 104</td>
<td>3</td>
<td>ART 222</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 221 (Core 5)</td>
<td>3</td>
<td>Core</td>
<td>3</td>
</tr>
<tr>
<td>TSEM 102 (Core 1)</td>
<td>3</td>
<td>ENGL 102 (Core 2)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
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</tbody>
</table>

#### Sophomore

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 229</td>
<td>3</td>
<td>ART 323, 324, or 325</td>
<td>3</td>
</tr>
<tr>
<td>ART 241</td>
<td>3</td>
<td>ART 351 or ENGL 317 (Core 9)</td>
<td>3</td>
</tr>
<tr>
<td>ART 245</td>
<td>3</td>
<td>ART 372</td>
<td>3</td>
</tr>
<tr>
<td>Core</td>
<td>3</td>
<td>Core</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
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#### Junior

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 323, 324, 325, or 344</td>
<td>3</td>
<td>ART 3xx Any Printmaking Course</td>
<td>3</td>
</tr>
<tr>
<td>ART 402</td>
<td>3</td>
<td>ART 3xx Area of Focus Course</td>
<td>3</td>
</tr>
<tr>
<td>ART 346</td>
<td>3</td>
<td>ART 3xx Area of Focus Course</td>
<td>3</td>
</tr>
<tr>
<td>ART 3xx/4xx Art Elective</td>
<td>3</td>
<td>ART 3xx/4xx Any Art History Course</td>
<td>3</td>
</tr>
<tr>
<td>Core</td>
<td>3</td>
<td>Core</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
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#### Senior

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units</th>
<th>Term 2</th>
<th>Units</th>
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<tbody>
<tr>
<td>ART 3xx/4xx Area of Focus Course</td>
<td>3</td>
<td>ART 498</td>
<td>3</td>
</tr>
<tr>
<td>ART 3xx/4xx Area of Focus Course</td>
<td>3</td>
<td>ART 3xx/4xx Area of Focus Course</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 3xx/4xx Any Art History Course</td>
<td>3</td>
<td>ART 3xx/4xx Art Elective</td>
<td>3</td>
</tr>
<tr>
<td>Core</td>
<td>3</td>
<td>ART 3xx/4xx Art Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>
### B.F.A. in Art + Design - Photo Imaging Concentration

#### REQUIREMENTS FOR ALL ART + DESIGN MAJORS

**First-Level Foundation**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>3</td>
</tr>
<tr>
<td>ART 103</td>
<td>3</td>
</tr>
<tr>
<td>ART 104</td>
<td>3</td>
</tr>
<tr>
<td>ART 211</td>
<td>3</td>
</tr>
<tr>
<td>ART 212</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 221</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 222</td>
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</tbody>
</table>

**Total Units:** 21

**PHOTO IMAGING CONCENTRATION REQUIREMENTS**

**Second-Level Foundation (18 Units)**

<table>
<thead>
<tr>
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<th>Units</th>
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<tbody>
<tr>
<td>ART 2xx/3xx</td>
<td>3</td>
</tr>
<tr>
<td>ART 217</td>
<td>3</td>
</tr>
<tr>
<td>ART 365</td>
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</tr>
<tr>
<td>ARTH 221</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 352</td>
<td>3</td>
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**Required Concentration (36 Units)**

<table>
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<tr>
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<th>Units</th>
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</thead>
<tbody>
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<tr>
<td>ART 235</td>
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<tr>
<td>ART 236</td>
<td>3</td>
</tr>
<tr>
<td>ART 237</td>
<td>3</td>
</tr>
<tr>
<td>ART 258</td>
<td>3</td>
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<tr>
<td>ART 334</td>
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<td>ART 335</td>
<td>3</td>
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<td>ART 357</td>
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</tr>
<tr>
<td>ART 358</td>
<td>3</td>
</tr>
<tr>
<td>ART 498</td>
<td>3</td>
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</table>

**Electives (6 Units)**

Select 6 units of upper-level Art Studio/Art History electives.

**Total Units:** 60

### SUGGESTED FOUR-YEAR PLAN

#### Freshman

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>3 ART 211</td>
<td>3</td>
</tr>
<tr>
<td>ART 103 (Core 4)</td>
<td>3 ART 212</td>
<td>3</td>
</tr>
<tr>
<td>ART 104</td>
<td>3 ART 217</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 221 (Core 5)</td>
<td>3 Core 3</td>
<td>3</td>
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</tbody>
</table>

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#### Sophomore

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 234</td>
<td>3 ART 237</td>
<td>3</td>
</tr>
<tr>
<td>ART 235</td>
<td>3 ART 238</td>
<td>3</td>
</tr>
<tr>
<td>ART 236</td>
<td>3 ART 258</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 222</td>
<td>3 ART 2xx/3xx Any Painting or Printmaking Course</td>
<td>3</td>
</tr>
</tbody>
</table>

**Core** | 3 Core | 3

Screening occurs at the end of this term.

**Total Units:** 15

---

#### Junior

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ART 334</td>
<td>3 ART 335</td>
<td>3</td>
</tr>
<tr>
<td>ART 351 or ENGL 317 (Core 9)</td>
<td>3 ART 358</td>
<td>3</td>
</tr>
<tr>
<td>ART 357</td>
<td>3 ART 352</td>
<td>3</td>
</tr>
<tr>
<td>ART 365</td>
<td>3 Core</td>
<td>3</td>
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</tbody>
</table>

**Core** | 3 Core | 3

**Total Units:** 15

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#### Senior

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 2xx/3xx Any Sculpture or Craft Course</td>
<td>3 ART 498</td>
<td>3</td>
</tr>
<tr>
<td>ART 435</td>
<td>3 ART/ARTH 3xx/4xx Art Elective</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 351</td>
<td>3 ART/ARTH 3xx/4xx Art Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Core** | 3 Elective | 3

**Core** | 3 Core | 3

**Total Units:** 15

---

### B.F.A. in Art + Design - Sculpture Concentration

#### REQUIREMENTS FOR ALL ART + DESIGN MAJORS

**First-Level Foundation**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>3</td>
</tr>
<tr>
<td>ART 103</td>
<td>3</td>
</tr>
<tr>
<td>ART 104</td>
<td>3</td>
</tr>
<tr>
<td>ART 211</td>
<td>3</td>
</tr>
<tr>
<td>ART 212</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 221</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 222</td>
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</tr>
</tbody>
</table>

**Total Units:** 21

### SCULPTURE CONCENTRATION REQUIREMENTS

**Second-Level Foundation (12 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ART 217</td>
<td>3</td>
</tr>
<tr>
<td>ART 205</td>
<td>3</td>
</tr>
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**Total Units:** 15
ART 229  PAINTING I  3  
ART 241  SCULPTURE I  3  

**Required Courses (24 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ART 311</td>
<td>WOOD: CONCEPT AND PROCESS</td>
<td>3</td>
</tr>
<tr>
<td>ART 339</td>
<td>METAL: CONCEPT &amp; PROCESS</td>
<td>3</td>
</tr>
<tr>
<td>ART 340</td>
<td>MODELING: CONCEPT &amp; PROCESS</td>
<td>3</td>
</tr>
<tr>
<td>ART 342</td>
<td>CARVING: CONCEPT &amp; PROCESS</td>
<td>3</td>
</tr>
<tr>
<td>ART 361</td>
<td>DIGITAL OBJECT DESIGN</td>
<td>3</td>
</tr>
<tr>
<td>ART 441</td>
<td>ADVANCED SCULPTURE I</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 3xx/4xx</td>
<td>Any 300- or 400-level Art History course (with consent of adviser)</td>
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<tr>
<td>ART 498</td>
<td>BFA PROJECT</td>
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<table>
<thead>
<tr>
<th>Options (24 Units)</th>
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<tbody>
<tr>
<td>Remaining courses to be chosen from either the Fine Art or the Design Option</td>
<td>24</td>
</tr>
<tr>
<td>Sculpture: Fine Art Option</td>
<td></td>
</tr>
<tr>
<td>ARTH 3xx/4xx</td>
<td>Any 300- or 400-level Art History course (with consent of adviser)</td>
</tr>
<tr>
<td>ART 443</td>
<td>ADVANCED SCULPTURE</td>
</tr>
<tr>
<td>ART 445</td>
<td>EXPERIMENTAL DIRECTIONS</td>
</tr>
<tr>
<td>ART 372</td>
<td>ADVANCED DRAWING I</td>
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<tr>
<td>Select four of the following:</td>
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<tr>
<td>ART 407</td>
<td>CERAMIC: CLAY SCULPTURE</td>
</tr>
<tr>
<td>ART 218</td>
<td>METALS + JEWELRY I</td>
</tr>
<tr>
<td>ART 461</td>
<td>DIGITAL OBJECT DESIGN II</td>
</tr>
<tr>
<td>ART 490</td>
<td>INTERNSHIP IN ART</td>
</tr>
<tr>
<td>ART 3xx/4xx</td>
<td>Any 300- or 400-level studio art course</td>
</tr>
<tr>
<td>Sculpture: Design Option</td>
<td></td>
</tr>
<tr>
<td>ARTH 327</td>
<td>HISTORY OF MODERN DESIGN</td>
</tr>
<tr>
<td>ART 461</td>
<td>DIGITAL OBJECT DESIGN II</td>
</tr>
<tr>
<td>ART 366</td>
<td>CONCEPT MODEL MAKING</td>
</tr>
<tr>
<td>ART 367</td>
<td>THEORY AND APPLICATION OF MATERIALS AND PROCESSES FOR INDUSTRIAL DESIGN</td>
</tr>
<tr>
<td>ART 368</td>
<td>INDUSTRIAL DESIGN I</td>
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<tr>
<td>ART 490</td>
<td>INTERNSHIP IN ART</td>
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<td>Select two of the following:</td>
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<td>ART 218</td>
<td>METALS + JEWELRY I</td>
</tr>
<tr>
<td>ART 231</td>
<td>CERAMICS I</td>
</tr>
<tr>
<td>ART 3xx/4xx</td>
<td>Any 300- or 400-level studio art course</td>
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</table>

**Total Units: 60**

### SCULPTURE CONCENTRATION SUGGESTED FOUR-YEAR PLAN

#### Freshman

**Term 1**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>DIGITAL TOOLS AND CONCEPTS</td>
<td>3</td>
</tr>
<tr>
<td>ART 103 (Core 4)</td>
<td>2D PROCESS</td>
<td>3</td>
</tr>
<tr>
<td>ART 104</td>
<td>3D PROCESS</td>
<td>3</td>
</tr>
<tr>
<td>ART 221 (Core 5)</td>
<td>DRAWING: OBSERVATION AND INVENTION</td>
<td>3</td>
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<tr>
<td>TSEM 102 (Core 1)</td>
<td>VISUAL CONCEPTS</td>
<td>3</td>
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<tr>
<td>ENGL 102 (Core 2)</td>
<td>SURVEY OF WESTERN ART I</td>
<td>3</td>
</tr>
<tr>
<td>Core</td>
<td>3</td>
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<td>Elective</td>
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**Units**

**Term 2**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>ART 205</td>
<td>PAINTING I</td>
<td>3</td>
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<td>ART 217</td>
<td>METALS + JEWELRY I</td>
<td>3</td>
</tr>
<tr>
<td>ART 222</td>
<td>CERAMICS I</td>
<td>3</td>
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<tr>
<td>ART 351 or ENGL 317 (Core 9)</td>
<td>Any 300- or 400-level Art History course</td>
<td>3</td>
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<tr>
<td>Core</td>
<td>3</td>
<td></td>
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</tbody>
</table>

**Total Units: 120**

### Major in Art Education

This is a Screened Major.

Students in the Art Education program receive dual certification enabling them to teach art in Maryland in grades K-12. In addition to meeting the Core Curriculum requirements (45 units), students complete art education and professional education requirements for 97 units. The entire program is approximately 142 units and takes five years to complete. The art education block is taken in the last three terms of the program.

#### First-Level Foundation (21 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>DIGITAL TOOLS AND CONCEPTS</td>
<td>3</td>
</tr>
<tr>
<td>ART 103</td>
<td>2D PROCESS</td>
<td>3</td>
</tr>
<tr>
<td>ART 104</td>
<td>3D PROCESS</td>
<td>3</td>
</tr>
<tr>
<td>ART 211</td>
<td>DRAWING: OBSERVATION AND INVENTION</td>
<td>3</td>
</tr>
<tr>
<td>ART 212</td>
<td>VISUAL CONCEPTS</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 221</td>
<td>SURVEY OF WESTERN ART I</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 222</td>
<td>SURVEY OF WESTERN ART II</td>
<td>3</td>
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</table>

#### Second-Level Foundation (15 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ART 229</td>
<td>PAINTING I</td>
<td>3</td>
</tr>
<tr>
<td>ART 234</td>
<td>PHOTO IMAGING - FILM</td>
<td>3</td>
</tr>
<tr>
<td>or ART 235</td>
<td>PHOTO IMAGING - CREATIVE WORKFLOW</td>
<td>3</td>
</tr>
<tr>
<td>ART 241</td>
<td>SCULPTURE I</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 3xx/4xx</td>
<td>Any 300- or 400-level Art History course</td>
<td>6</td>
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</tbody>
</table>

#### Studio Requirements (12 Units)

<table>
<thead>
<tr>
<th>Course</th>
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<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ART 231</td>
<td>CERAMICS I</td>
<td>3</td>
</tr>
<tr>
<td>ART 2xx/3xx</td>
<td>Any 200- or 300-level Printmaking course</td>
<td>3</td>
</tr>
<tr>
<td>ART 2xx/3xx</td>
<td>Any 200- or 300-level Studio Electives</td>
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#### Art Education Courses (31 Units)

<table>
<thead>
<tr>
<th>Course</th>
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<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ART 3xx/4xx</td>
<td>Any 300- or 400-level studio art course</td>
<td>6</td>
</tr>
<tr>
<td>Core</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Total Units: 120**
Major in Art Education

First Term:
ARED 381 MEDIA AND TECHNIQUES FOR ART 3
ARED 383 MEDIA AND TECHNIQUES FOR ART 3

Second Term:
ARED 467 FIELD EXPERIENCE IN ART EDUCATION:ELEMENTARY 2
ARED 468 FIELD EXPERIENCE IN ART EDUCATION:SECONDARY 2
ARED 475 METHODS OF TEACHING ART:ELEMENTARY 3
ARED 479 METHODS OF TEACHING ART:SECONDARY 3

Third Term:
ARED 481 INTERNSHIP IN ELEMENTARY EDUCATION-ART 6
ARED 483 INTERNSHIP IN SECONDARY EDUCATION - ART 6
ARED 485 PRO-SEMINAR IN TEACHING OF ART 3

Professional Courses (19 Units)
PSYC 201 EDUCATIONAL PSYCHOLOGY 3
SCED 341 PRINCIPLES OF SECONDARY EDUCATION 4
SCED 200 FOUNDATIONS OF EDUCATION 3
SPED 301 INTRODUCTION TO SPECIAL EDUCATION 3
ARED 463 AUTHOR-ILLUSTRATOR:INTEGRATION OF VISUAL AND LANGUAGE ARTS AT THE ELEMENTARY LEVEL 3
ARED 464 AUTHOR-ILLUSTRATOR:INTEGRATION OF VISUAL AND LANGUAGE ARTS AT THE SECONDARY LEVEL 3

Additional Required Courses (taken as Core Curriculum) (9 Units)
PSYC 101 INTRODUCTION TO PSYCHOLOGY 3
HIST 145 HISTORY OF THE UNITED STATES TO THE CIVIL WAR 3
or HIST 146 HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR 3
COMM 131 FUNDAMENTALS OF SPEECH COMMUNICATION 3

Total Units 107

Prerequisite: passing score on Praxis I.

SUGGESTED FOUR-YEAR PLAN

Freshman

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>3 ART 211</td>
<td>3</td>
</tr>
<tr>
<td>ART 103 (Core 4)</td>
<td>3 ART 212</td>
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</tr>
<tr>
<td>ART 104</td>
<td>3 ARTH 222</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 22 (Core 5)</td>
<td>3 MATH (Core 3)</td>
<td>3</td>
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<tr>
<td>TSEM 102 (Core 1)</td>
<td>3 ENGL 102 (Core 1)</td>
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15 15

Sophomore

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<tr>
<th>Term 1</th>
<th>Units Term 2</th>
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<tbody>
<tr>
<td>ART 229</td>
<td>3 ART 241</td>
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</tr>
<tr>
<td>ART 231</td>
<td>3 ART 2xx/3xx Any Printmaking Course</td>
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12 12

Senior

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<td>3 ARED 467</td>
<td>2 ARED 481</td>
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<td>ART 46</td>
<td>3 ARTH 3xx/4xx Any ARTH Course</td>
<td>3 ARED 46</td>
<td>2 ARED 48</td>
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<td>EDUC 301 (Core 9)</td>
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<td>3 ARED 475</td>
<td>3 ARED 485</td>
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<td>Non-Major Elective</td>
<td>3 Core</td>
<td>3 ARED 47</td>
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</table>

Total Units: 143

1. (NAEA Standard I) Visual arts educators have a thorough understanding of the visual arts standards
2. (NAEA Standard II) Visual arts educators understand student characteristics
3. (NAEA Standard III) Visual arts educators understand diverse social and cultural constructions of identity
4. (NAEA Standard IV) Visual arts educators make informed selections of art content and curricula
5. (NAEA Standard V) Visual arts educators use knowledge of students as learners to plan appropriate instruction
6. (NAEA Standard VI) Visual arts educators use contemporary technology to enhance teaching and learning
7. (NAEA Standard VII) Visual arts educators conduct meaningful and appropriate assessments of student learning
8. (NAEA Standard VIII) Visual arts educators systematically reflect on their own teaching practice
9. (NAEA Standard IX) Visual arts educators assess program effectiveness
10. (NAEA Standard XXII) Visual arts educators participate in professional development opportunities
Major in Art History - Research Concentration

Students may select one of two concentrations in Art History:

1. Research or
2. Research/Studio

Most students who plan to go on to graduate school in Art History choose the Research Concentration while students planning on a career in the gallery or conservation fields often choose the Research/Studio Concentration. Both concentrations require the two-course capstone experience: Research Methods in Art History and Seminar in Art History. In both of these options, advanced research skills, knowledge of the use of technology in both research and presentation, and well-developed writing skills are required. The optional honors thesis also allows those students with a qualifying grade point average to pursue an individual research project with a faculty adviser which will result in the thesis. Students may also undertake ARTH 498, which allows them the opportunity to gain practical experience in the community. Towson has been successful in placing Art History students in such venues as the Baltimore Museum of Art, the Walters Art Gallery, Maryland Historical Society, Maryland Art Place and the Contemporary Museum. Both concentrations within the Art History major require 15 units of required courses (including two 200-level prerequisites for the 300-level courses). The Research Concentration requires 36 units beyond the 15 units of required courses; the Research/Studio Concentration requires 51 units beyond the 15 units of required courses.

REQUIRED COURSES FOR BOTH CONCENTRATIONS (15 UNITS)

Introductory Courses (6 Units)
ARTH 221 SURVEY OF WESTERN ART I 3
ARTH 222 SURVEY OF WESTERN ART II 3

Multicultural Requirement (3 Units)
Select one of the following: 3

ARTH 305 IMAGES OF WOMEN IN ANCIENT EGYPTIAN, GREEK, AND ROMAN ART
ARTH 330 EAST ASIAN ART AND ARCHITECTURE
ARTH 331 ART OF CHINA
ARTH 333 ART OF JAPAN
ARTH 335 AFRICAN-AMERICAN ART
ARTH 339 LATIN AMERICAN ART: 1800 TO PRESENT
ARTH 341 WOMEN IN ART

Capstone Experience (6 Units)
ARTH 391 RESEARCH METHODS OF ART HISTORY 3
ARTH 485 SEMINAR IN ART HISTORY 3

Total Units 15

RESEARCH CONCENTRATION REQUIREMENTS

This concentration is for those students who want to work in the curatorial, educational, public relations or registration areas of a museum or gallery or who wish to go on to graduate school in the art history field.

Art History Electives (27 Units)
Select nine of the following: 27

ARTH 300 INTRODUCTION TO MUSEUM STUDIES
ARTH 301 ORIGINS OF WESTERN ART

ARTH 302 MUSEUM AND COMMUNITY
ARTH 303 MYTHS AND LEGENDS IN GREEK ART
ARTH 305 IMAGES OF WOMEN IN ANCIENT EGYPTIAN, GREEK, AND ROMAN ART
ARTH 306 ART & ARCHITECTURE OF THE CLASSICAL WORLD
ARTH 307 MEDIEVAL ART
ARTH 309 ITALIAN RENAISSANCE ART AND ARCHITECTURE
ARTH 311 NORTHERN RENAISSANCE ART AND ARCHITECTURE
ARTH 313 BAROQUE ART & ARCHITECTURE
ARTH 322 MODERN ART I
ARTH 324 MODERN ART II
ARTH 325 HISTORY OF MODERN ARCHITECTURE
ARTH 326 A HISTORY OF MODERN INTERIORS
ARTH 327 HISTORY OF MODERN DESIGN
ARTH 328 ART, CULTURE AND POLITICS
ARTH 329 RACE, SEXUALITY, AND GENDER IN ART
ARTH 330 EAST ASIAN ART AND ARCHITECTURE
ARTH 331 ART OF CHINA
ARTH 333 ART OF JAPAN
ARTH 335 AFRICAN-AMERICAN ART
ARTH 337 ART AND ARCHITECTURE OF THE UNITED STATES I: COLONIAL TO 1900
ARTH 338 ART AND ARCHITECTURE OF THE UNITED STATES II: 1900 TO PRESENT
ARTH 339 LATIN AMERICAN ART: 1800 TO PRESENT
ARTH 341 WOMEN IN ART
ARTH 350 HISTORY OF PRINTS IN AMERICA
ARTH 351 HISTORY OF PHOTOGRAPHY
ARTH 352 HISTORY OF NEW MEDIA
ARTH 370 SPECIAL TOPICS IN ART HISTORY
ARTH 371 SPECIAL TOPICS IN ART HISTORY
ARTH 485 SEMINAR IN ART HISTORY (repeatable)
ARTH 494 STUDY ABROAD
ARTH 495 INDEPENDENT STUDY IN ART HISTORY
ARTH 496 INDEPENDENT STUDY IN ART HISTORY
ARTH 497 INDEPENDENT STUDY IN ART HISTORY
ARTH 498 INTERNSHIP IN ART HISTORY
ARTH 499 HONORS THESIS IN ART HISTORY

Upper-Level Courses (9 Units)
Upper-level courses in allied disciplines such as Anthropology, English, History and Philosophy in consultation with adviser.

Foreign Language (0 Units)
Two years of either German or French are strongly recommended but not required.

Total Units 36

SUGGESTED FOUR-YEAR PLAN

Freshman

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 221 (Core 5)</td>
<td>3 ARTH 222</td>
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<tr>
<td>TSEM 102 (Core 1)</td>
<td>3 ENGL 102 (Core 2)</td>
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</tr>
<tr>
<td>MATH (Core 3)</td>
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</table>
Major in Art History - Research/Studio Concentration

Students may select one of two concentrations in Art History:
1. Research or
2. Research/Studio

Most students who plan to go on to graduate school in Art History choose the Research Concentration while students planning on a career in the gallery or conservation fields often choose the Research/Studio Concentration.

Both concentrations require the two-course capstone experience: Research Methods in Art History and Seminar in Art History. In both of these options, advanced research skills, knowledge of the use of technology in both research and presentation, and well-developed writing skills are required. The optional honors thesis also allows those students with a qualifying grade point average to pursue an individual research project with a faculty adviser which will result in the thesis. Students may also undertake ARTH 498 which allows them the opportunity to gain practical experience in the community. Towson has been successful in placing Art History students in such venues as the Baltimore Museum of Art, the Walters Art Gallery, Maryland Historical Society, Maryland Art Place and the Contemporary Museum. Both concentrations within the Art History major require 15 units of required courses (including two 200-level prerequisites for the 300-level courses). The Research Concentration requires 36 units beyond the 15 units of required courses; the Research/Studio Concentration requires 51 units beyond the 15 units of required courses.

REQUIRED COURSES FOR BOTH CONCENTRATIONS (15 UNITS)

Introductory Courses (6 Units)
- ARTH 221 SURVEY OF WESTERN ART I 3
- ARTH 222 SURVEY OF WESTERN ART II 3

Multicultural Requirement (3 Units)
Select one of the following:
- ARTH 305 IMAGES OF WOMEN IN ANCIENT EGYPTIAN, GREEK, AND ROMAN ART
- ARTH 330 EAST ASIAN ART AND ARCHITECTURE
- ARTH 331 ART OF CHINA
- ARTH 333 ART OF JAPAN
- ARTH 335 AFRICAN-AMERICAN ART
- ARTH 339 LATIN AMERICAN ART: 1800 TO PRESENT
- ARTH 341 WOMEN IN ART

Capstone Experience (6 Units)
- ARTH 391 RESEARCH METHODS OF ART HISTORY 3
- ARTH 485 SEMINAR IN ART HISTORY 3

RESEARCH/STUDIO CONCENTRATION REQUIREMENTS

This concentration is for those students who plan to pursue careers in art conservation, museum exhibition preparation and exhibition design, museum education and gallery work. Students following the Research/Studio Concentration must take both studio and advanced art history courses.

Electives (24 Units)
Select eight of the following:
- ARTH 300 INTRODUCTION TO MUSEUM STUDIES
- ARTH 301 ORIGINS OF WESTERN ART
- ARTH 302 MUSEUM AND COMMUNITY
- ARTH 303 MYTHS AND LEGENDS IN GREEK ART
- ARTH 305 IMAGES OF WOMEN IN ANCIENT EGYPTIAN, GREEK, AND ROMAN ART
- ARTH 306 ART & ARCHITECTURE OF THE CLASSICAL WORLD
- ARTH 307 MEDIEVAL ART
- ARTH 309 ITALIAN RENAISSANCE ART AND ARCHITECTURE
- ARTH 311 NORTHERN RENAISSANCE ART AND ARCHITECTURE
- ARTH 313 BAROQUE ART & ARCHITECTURE
- ARTH 323 MODERN ART I

<table>
<thead>
<tr>
<th>Sophomore Term 1</th>
<th>Units Term 2</th>
<th>Units Term 2</th>
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<tbody>
<tr>
<td>ARTH 3xx Any Multicultural Requirement</td>
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<td>ARTH 3xx Any ARTH Elective</td>
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<tr>
<td>ARTH 3xx Any ARTH Elective</td>
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<td>ARTH 3xx Any ARTH Elective</td>
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<tr>
<td>ARTH 3xx Any ARTH Elective</td>
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<td>Core</td>
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<td>ART 351 (Core 9)</td>
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<tbody>
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<td>ART 3xx Any ARTH Elective</td>
<td>3</td>
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<td>ARTH 3xx Any ARTH Elective</td>
<td>3</td>
<td>ART 3xx Any ARTH Elective</td>
<td>3</td>
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<tr>
<td>Any 3xx/4xx Allied Disciplines (ANTH, ENGL, HIST or PHIL) as approved by adviser</td>
<td>3</td>
<td>ART 3xx Any ARTH Elective</td>
<td>3</td>
</tr>
<tr>
<td>Core</td>
<td>3</td>
<td>Non-Major Elective</td>
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</tr>
<tr>
<td>Non-Major Elective</td>
<td>3</td>
<td>Any 3xx/4xx Allied Disciplines (ANTH, ENGL, HIST or PHIL) as approved by adviser</td>
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<tr>
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<table>
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<tr>
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<th>Units Term 2</th>
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<tr>
<td>ARTH 391</td>
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<td>ARTH 485</td>
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<td>Non-Major Elective</td>
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<tr>
<td>Non-Major Elective</td>
<td>3</td>
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<tr>
<td>Non-Major Elective</td>
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<tr>
<td>Total Units: 15</td>
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Total Units: 120

1. Students will demonstrate a fundamental knowledge of the history of art, including artists, titles, and dates of key works, as well as knowledge of the broader artistic circumstances from which those works emerged, and of the interrelationship of those circumstances.
2. Students will demonstrate visual literacy (the ability to interpret the visual, formal aspects of an artwork) in the perception and discussion of art.
3. Students will demonstrate an understanding of the cultural contexts from which art has emerged.
4. Students will demonstrate knowledge of the cross-cultural and multicultural interaction that has influenced the development of artistic forms throughout the history of art and up to the present day.
5. Students will prepare for career fields specific to art history, such as teaching, curatorship, and preservation.
6. In written and oral work, students will demonstrate general skills associated with a liberal-arts education, such as the ability to find relevant sources, to use Chicago Manual or MLA guidelines or other well-established criteria in correctly formatting and citing information, to structure writing in a clear and logical manner, and to provide specific examples when necessary.
## SUGGESTED FOUR-YEAR PLAN

### Freshman

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units</th>
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<th>Units</th>
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<tbody>
<tr>
<td>ART 101</td>
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<td>ART 211</td>
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<tr>
<td>ART 103 (Core 4)</td>
<td>3</td>
<td>ART 212</td>
<td>3</td>
</tr>
<tr>
<td>ART 104</td>
<td>3</td>
<td>ART 222</td>
<td>3</td>
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<tr>
<td>ARTH 221 (Core 5)</td>
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<td>MATH (Core 3)</td>
<td>3</td>
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<td>TSEM 102 (Core 1)</td>
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<td>ENGL 102 (Core 2)</td>
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<td><strong>Total Units</strong></td>
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### Sophomore

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<tbody>
<tr>
<td>ART 2xx/3xx Printmaking or Crafts course</td>
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<td>ART 229</td>
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<tr>
<td>ART 3xx ARTH Multicultural Requirement</td>
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### Junior

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<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
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<td>3</td>
<td>Any 3xx ARTH Elective</td>
<td>3</td>
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</tr>
<tr>
<td>ART 234 or 235</td>
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<td>ART 241</td>
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<tr>
<td>Core</td>
<td>3</td>
<td>Non-Major Elective</td>
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<td><strong>Total Units</strong></td>
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### Senior

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<th>Units</th>
<th>Term 2</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>ARTH 391</td>
<td>3</td>
<td>ARTH 3xx Any ARTH Elective</td>
<td>3</td>
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<tr>
<td>ARTH 485</td>
<td>3</td>
<td>ARTH 3xx Any ARTH Elective</td>
<td>3</td>
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<tr>
<td>ARTH 3xx Any ARTH Elective</td>
<td>3</td>
<td>Any 3xx/4xx Allied Disciplines (ANTH, ENGL, HIST or PHIL) as approved by adviser</td>
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<tr>
<td>Any 3xx/4xx Allied Disciplines (ANTH, ENGL, HIST or PHIL) as approved by adviser</td>
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<td>Core</td>
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</tr>
<tr>
<td>Core</td>
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<td>Non-Major Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td>15</td>
<td><strong>Total Units</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

### Total Units: 120

1. Students will demonstrate a fundamental knowledge of the history of art, including artists, titles, and dates of key works, as well as knowledge of the broader artistic circumstances from which those works emerged, and of the interrelationship of those circumstances.
2. Students will demonstrate visual literacy (the ability to interpret the visual, formal aspects of an artwork) in the perception and discussion of art.
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4. Students will demonstrate knowledge of the cross-cultural and multicultural interaction that has influenced the development of artistic forms throughout the history of art and up to the present day.
5. Students will prepare for career fields specific to art history, such as teaching, curatorship, and preservation.
6. In written and oral work, students will demonstrate general skills associated with a liberal-arts education, such as the ability to find relevant sources, to correctly formatting and citing information, to structure writing in a clear and logical manner, and to provide specific examples when necessary.

## Minor in Art History

### Introductory Courses (6 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 221</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 222</td>
<td>3</td>
</tr>
</tbody>
</table>

### Electives (12 Units)

Select four of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 300</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 301</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 302</td>
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<tr>
<td>ARTH 303</td>
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</tr>
<tr>
<td>ARTH 305</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 306</td>
<td>3</td>
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</tbody>
</table>

**Total Units: 12**
## Minor in Museum Studies

The minor in Museum Studies consists of 21 units of required and elective courses. Each of these courses must be completed with a grade equivalent of 2.00 or higher. Students are required to meet with the director of Museum Studies to develop a Program of Study listing all required and elective courses.

### Required Courses (6 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 300</td>
<td>INTRODUCTION TO MUSEUM STUDIES</td>
</tr>
<tr>
<td>ARTH 302</td>
<td>MUSEUM AND COMMUNITY</td>
</tr>
</tbody>
</table>

### Electives (12 Units)

Select four of the following (with the exception of Art History, no more than two courses may be taken in a single discipline):

- ANTH 370 | TOPICS IN ANTHROPOLOGY
- ANTH 381 | ARCHEOLOGICAL METHODS AND THEORY
- ANTH 382 | VISUAL ANTHROPOLOGY
- ART 377 | EXHIBIT DESIGN
- ARTH 403 | CARE AND HANDLING OF OBJECTS
- ARTH 404 | MUSEUM EDUCATION
- ARTH 405 | EXHIBITION DESIGN HISTORY AND THEORY
- ARTH 406 | MUSEUM MANAGEMENT
- ARTH 407 | COLLECTIONS MANAGEMENT
- ARTH 408 | CURATORIAL VISION AND PLANNING
- ARTH 409 | MARKETING AND PUBLIC RELATIONS FOR CULTURAL INSTITUTIONS
- ARTH 410 | DEVELOPMENT AND GRANTWRITING FOR CULTURAL INSTITUTIONS
- HIST 475 | PUBLIC HISTORY: THEORY & PRACTICE
- MCOM 323 | ADVERTISING MEDIA PLANNING
- MCOM 357 | PUBLIC RELATIONS WRITING
- MNGT 361 | LEADERSHIP AND MANAGEMENT
- MNGT 381 | HUMAN RESOURCE MANAGEMENT
- WRIT 375 | PUBLIC ADMINISTRATION
- or POSC 375 | PUBLIC ADMINISTRATION

### Capstone (3 Units)

Select one of the following:

- ANTH 495 | INDEPENDENT RESEARCH
- ARTH 495 | INDEPENDENT STUDY IN ART HISTORY
- HIST 496 | DIRECTED INDIVIDUAL RESEARCH

### Total Units

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 391</td>
<td>RESEARCH METHODS OF ART HISTORY</td>
</tr>
<tr>
<td>ARTH 485</td>
<td>SEMINAR IN ART HISTORY (repeatable)</td>
</tr>
<tr>
<td>ARTH 494</td>
<td>STUDY ABROAD</td>
</tr>
<tr>
<td>ARTH 495</td>
<td>INDEPENDENT STUDY IN ART HISTORY</td>
</tr>
<tr>
<td>ARTH 496</td>
<td>INDEPENDENT STUDY IN ART HISTORY</td>
</tr>
<tr>
<td>ARTH 497</td>
<td>INDEPENDENT STUDY IN ART HISTORY</td>
</tr>
<tr>
<td>ARTH 498</td>
<td>INTERNSHIP IN ART HISTORY</td>
</tr>
<tr>
<td>ARTH 499</td>
<td>HONORS THESIS IN ART HISTORY</td>
</tr>
</tbody>
</table>

| Total Units | 24 |

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## Department of Dance

### OFFICE

Center for the Arts 1002, 410-704-2760
Fax: 410-704-3752

### PROGRAMS OF THE DEPARTMENT

The Towson University Department of Dance advocates Dancing for a Lifetime by challenging students to examine and refine their approaches to the arts of dancing, choreography, and dance education. Students in the Bachelor of Fine Arts program in dance are expected to develop the knowledge, skills, concepts and sensitivities essential to the artist in the field of dance. To fulfill various professional responsibilities, the dance artist must exhibit not only technical competence, but also broad knowledge of dance and dance repertory, the ability to integrate dance-related knowledge and skills, sensitivity to dance and musical styles, and an insight into the role of dance intellectual, education, and cultural life.

B.F.A. majors in dance adhere to rigorous standards for merging technique with performance by maintaining a state of mind and body that is focused, purposeful and appropriately nuanced with expression. Majors learn a variety of approaches for taking dances from the studio to the stage that are somatically sound, choreographically consistent, and artistically excellent.

Towson University is accredited by the National Association of Schools of Dance (NASD) since 1984. It fulfills a state and national need for dance performers, choreographers and teachers trained in 21st-century skills. National and international artists bring their choreography and pedagogical practices as faculty and guest artists to prepare dancers for a lifetime of dancing.
As stated in the NASD Standards for Accreditation Handbook 2006: page 41 VIII.A.2 Purpose for all Professional Baccalaureate Degrees in Dance: “B.F.A. Students enrolled in professional undergraduate degrees in dance are expected to develop the knowledge, skills, concepts and sensitivities essential to the artist in the field of dance. To fulfill various professional responsibilities, the dance artist must exhibit not only technique competence, but also broad knowledge of dance and dance repertory, the ability to integrate dance-related knowledge and skills, sensitivity to dance and musical styles, and an insight into the role of dance intellectual, education and cultural alike.”

Auditioned Dance majors may elect to take courses that will enable them to meet university, college and Maryland teacher certification requirements in K-12 education.

The Department of Dance offers opportunities in leadership, entrepreneurial partnerships, internships, honors programs, national honors and service programs.

**TRANSFER CREDIT POLICY**

Students transferring from other institutions must complete a minimum of 20 units of their dance course requirements at Towson University.

**SCHOLARSHIPS**

To qualify for a dance recruitment scholarship, or for a COFAC Dean’s scholarship, students must audition, be accepted into the major, be full-time Dance majors, and be nominated by a dance faculty member.

The terms/criteria for automatic renewal of Dance Recruitment and COFAC Dean’s scholarships offered to Dance majors at Towson University are as follows:

1. For the Foundational First-Year Courses, a GPA of 3.00 or higher must be maintained.
2. For the B.F.A. in Dance Performance a 2.50 GPA in Dance major courses must be maintained.
3. For the B.F.A. in Dance Performance and Education (K-12) an overall GPA of 2.75 and a GPA of 3.00 in the major. Students whose GPA falls below this minimum requirement will automatically lose all scholarship awards. Once students have re-established an overall GPA of 2.75 and a GPA of 3.00 in the major, the remainder of their scholarships from that date forward to graduation will be reinstated.
4. Perform a minimum of once per year and be registered in DANC 481.
5. Demonstrate and exemplify a behavioral understanding of the relationship between rights and responsibilities within the classroom, rehearsal, and all other aspects of the profession.
6. Participate fully in all aspects of the major.
7. Annual scholarship renewal evaluation by the Department of Dance faculty.

**MAJORS IN DANCE**

- B.F.A. Major in Dance Performance and Choreography (p. 118)
- B.F.A. Major in Dance with K-12 Certification Concentration (p. 119)

**ADMISSION TO THE SCREENED MAJOR**

The Department of Dance accepts pre-Dance majors who have passed one of the auditions in October, November, February or March.

Students missing the auditions, choosing not to audition or not passing the audition by May 1 will be moved to the category of “open”. These students will be encouraged to take non-major dance classes and audition or re-audition in their freshman year to join a cohort with first-year pre-dance majors.

Foundational First-Year Dance Experience include the following courses:
B.F.A. Major in Dance Performance and Choreography

The major in Dance Performance and Choreography leads to the Bachelor of Fine Arts degree.

**Required Courses for all Majors (66 Units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 126</td>
<td>MUSICAL CONCEPTS FOR DANCERS ¹</td>
<td>3</td>
</tr>
<tr>
<td>DANC 223</td>
<td>LEVEL I BALLET ¹</td>
<td>2</td>
</tr>
<tr>
<td>DANC 227</td>
<td>LEVEL I MODERN ¹</td>
<td>2</td>
</tr>
<tr>
<td>DANC 245</td>
<td>SCIENTIFIC BASIS FOR MOVEMENT I ¹</td>
<td>3</td>
</tr>
<tr>
<td>DANC 216</td>
<td>SOPHOMORE CREW ³</td>
<td>1</td>
</tr>
<tr>
<td>DANC 224</td>
<td>LEVEL I BALLET ¹</td>
<td>2</td>
</tr>
<tr>
<td>DANC 228</td>
<td>LEVEL I MODERN ¹</td>
<td>2</td>
</tr>
<tr>
<td>DANC 235</td>
<td>DANCE COMPOSITION I ¹</td>
<td>3</td>
</tr>
<tr>
<td>DANC 263</td>
<td>DANCE DESIGN AND PRODUCTION</td>
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<tr>
<td>DANC 316</td>
<td>JUNIOR CREW</td>
<td>1</td>
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<tr>
<td>DANC 321</td>
<td>RESPONDING TO DANCE</td>
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<tr>
<td>DANC 335</td>
<td>DANCE COMPOSITION II</td>
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<tr>
<td>DANC 336</td>
<td>DANCE COMPOSITION III</td>
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</tr>
<tr>
<td>DANC 345</td>
<td>SCIENTIFIC BASIS FOR MOVEMENT II ¹</td>
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<tr>
<td>DANC 346</td>
<td>SCIENTIFIC BASIS OF ANALYSES OF MOVEMENT III</td>
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<tr>
<td>DANC 436</td>
<td>DANCE COMPOSITION IV: FOR THE PROSCENIUM</td>
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<tr>
<td>DANC 437</td>
<td>DANCE COMPOSITION V: FOR THE CAMERA</td>
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<tr>
<td>DANC 480</td>
<td>SENIOR PROJECT: SEMINAR</td>
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<tr>
<td>DANC 481</td>
<td>DANCE COMPANY</td>
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<tr>
<td>DANC XXX:: BALLET TECHNIQUE II (Must be taken twice for a total of 6 units.)</td>
<td>6</td>
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</tr>
<tr>
<td>DANC XXX:: MODERN DANCE TECHNIQUE II (Must be taken twice for a total of 6 units.)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>DANC XXX:: BALLET/MODERN DANCE TECHNIQUE (Must be taken three times for a total of 9 units)</td>
<td>9</td>
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</tr>
<tr>
<td>THEA 101</td>
<td>ACTING I</td>
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</table>

**Electives (15 Units)**

Of the 15 total units of electives required, 12 must be from DANC. For Performance majors, at least 6 units of electives must be in Modern Repertory, Ballet Repertory or Dance Company.

**Total Units**: 81

¹ Foundational courses

Students are encouraged to earn additional units in Repertory/Company for the required performance milestone.

When courses are repeated, content will be changed with each offering of the course.

**Juries**

As a mechanism for assessing progress toward the degree, all Dance majors will be evaluated by a jury of faculty members during the spring term of the sophomore year. The jury will consider a video portfolio of each student. Written and verbal assessment will be given to each student in relation to the expected student outcomes of the program.

**Special note**: All majors are required to be enrolled in a ballet and modern class each term prior to their scheduled jury and during their senior year.

**Lifetime Maintenance**

The maintenance of behaviors and attitudes set forth by Towson University's Conceptual Framework for Professional Education.

**Crews**

All Dance majors are required to register for and complete both DANC 216 and DANC 316. These assignments are made annually by the department. Successful completion of one crew course is a requirement prior to registering for DANC 480. Both crew courses and DANC 263 are required for graduation with the B.F.A.

**SUGGESTED FOUR-YEAR PLAN**

**Freshman**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
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<tbody>
<tr>
<td>DANC 216 ¹</td>
<td>DANC 126 ¹</td>
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</tr>
<tr>
<td>DANC 223 ¹</td>
<td>DANC 224 ¹</td>
<td>2</td>
</tr>
<tr>
<td>DANC 227 ¹</td>
<td>DANC 228 ¹</td>
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<td>DANC 245 ¹</td>
<td>DANC 235 ¹</td>
<td>3</td>
</tr>
<tr>
<td>TSEM 102</td>
<td>DANC 345 ¹</td>
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</tr>
<tr>
<td>Core 3 (Mathematics)</td>
<td>ENGL 102</td>
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<td>Core 6</td>
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**Sophomore**

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<th>Units Term 2</th>
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<tbody>
<tr>
<td>DANC 263</td>
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<tr>
<td>DANC 335</td>
<td>DANC 336</td>
<td>2</td>
</tr>
<tr>
<td>DANC XXX:: BALLET TECHNIQUE II</td>
<td>DANC XXX:: BALLET TECHNIQUE II</td>
<td>3</td>
</tr>
<tr>
<td>DANC XXX:: MODERN DANCE TECHNIQUE II</td>
<td>DANC XXX:: MODERN DANCE TECHNIQUE II</td>
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**Junior**

<table>
<thead>
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<th>Units Term 2</th>
<th>Units</th>
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<tbody>
<tr>
<td>DANC 321</td>
<td>DANC 437</td>
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</tr>
<tr>
<td>DANC 436</td>
<td>DANC XXX:: BALLET/ MODERN DANCE TECHNIQUE</td>
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</tr>
<tr>
<td>Core 7</td>
<td>4 Core 8</td>
<td>4</td>
</tr>
<tr>
<td>Elective - Company, Repertory or Performance</td>
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**Senior**

<table>
<thead>
<tr>
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<th>Units</th>
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<tr>
<td>DANC 480</td>
<td>DANC 491</td>
<td>3</td>
</tr>
<tr>
<td>DANC XXX:: BALLET/ MODERN DANCE TECHNIQUE</td>
<td>DANC XXX:: BALLET/ MODERN DANCE TECHNIQUE</td>
<td>3</td>
</tr>
<tr>
<td>THEA 101</td>
<td>Core 12</td>
<td>3</td>
</tr>
<tr>
<td>Core 10</td>
<td>3 Elective - Company or Repertory</td>
<td>3</td>
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</tbody>
</table>

**Core 11**

**Total Units**: 118
Developed based upon state certification and departmental requirements.

Performance opportunities include performing composition class assignments, dancing for Senior Seminar works and auditioning for Dance Major Performance Project (DMPP) concert.

Additional requirements during the freshman year include: Dub ballet and modern combinations from class and performances to use in sophomore juries, join a professional organization from the departmental approved list.

Additional requirements during the sophomore year: Dub practicums and jury information for sophomore jury in March/April.

Technique classes taken after completing major requirements are strongly encouraged.

At least 6 units of electives must be in Modern Repertory, Ballet Repertory or Dance Company.

**B.F.A. Major in Dance with K-12 Certification Concentration**

Dance majors may elect to obtain State Teacher Certification to teach dance at the elementary and secondary levels. Students in this program receive certification to teach dance in grades K-12 in the public schools in Maryland and reciprocal states. The program leads to the Bachelor of Fine Arts degree in Dance with K-12 Certification.

Students whose GPA falls below the minimum requirement will be given one term to improve their GPA. Failure to do so may result in suspension from the program.

The Teacher Education Executive Board (TEEB) reserves the right to refuse, deny or revoke the application for admission to professional education programs or entry into student teaching of any student whose observed conduct is deemed incongruent with established guidelines of student demeanor for those planning to enter the teaching profession as excerpted from the “Statement of Professional Behavior for Undergraduate and Graduate Teacher Education Students,” in the Towson State University Compass (1987 Student Handbook), and “NEA Code of Ethics” (1975), adopted by the College of Education Council in September 1988, and reaffirmed by TEEB in November 1990, October 1995, February 1996 and February 2000.

**POST-BACCALAUREATE CERTIFICATION OPTION**

For students who have completed a bachelor’s degree in dance, the Department of Dance offers a post-baccalaureate program leading to Maryland K-12 certification in dance. Prospective students interested in this option need to contact the department to set up an appointment with the program coordinator to have their transcript(s) analyzed and a program of study developed based upon state certification and departmental requirements.

<table>
<thead>
<tr>
<th>Required Courses for All Majors (66 Units)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN 126 MUSICAL CONCEPTS FOR DANCERS $^1$</td>
<td>3</td>
</tr>
<tr>
<td>DAN 223 LEVEL I BALLET $^1$</td>
<td>2</td>
</tr>
<tr>
<td>DAN 227 LEVEL I MODERN $^1$</td>
<td>2</td>
</tr>
<tr>
<td>DAN 245 SCIENTIFIC BASIS FOR MOVEMENT $^1$</td>
<td>3</td>
</tr>
<tr>
<td>DAN 216 SOPHOMORE CREW $^1$</td>
<td>1</td>
</tr>
<tr>
<td>DAN 224 LEVEL I BALLET $^1$</td>
<td>2</td>
</tr>
<tr>
<td>DAN 228 LEVEL I MODERN $^1$</td>
<td>2</td>
</tr>
<tr>
<td>DAN 235 DANCE COMPOSITION $^1$</td>
<td>3</td>
</tr>
<tr>
<td>DAN 263 DANCE DESIGN AND PRODUCTION</td>
<td>3</td>
</tr>
<tr>
<td>DAN 316 JUNIOR CREW</td>
<td>1</td>
</tr>
<tr>
<td>DAN 321 RESPONDING TO DANCE</td>
<td>3</td>
</tr>
<tr>
<td>DAN 335 DANCE COMPOSITION II</td>
<td>2</td>
</tr>
<tr>
<td>DAN 336 DANCE COMPOSITION III</td>
<td>2</td>
</tr>
<tr>
<td>DAN 345 SCIENTIFIC BASIS FOR MOVEMENT $^1$</td>
<td>2</td>
</tr>
<tr>
<td>DAN 346 SCIENTIFIC BASIS OF ANALYSES OF MOVEMENT II</td>
<td>1</td>
</tr>
<tr>
<td>DAN 346 DANCE COMPOSITION IV: FOR THE PROSCENIUM</td>
<td>2</td>
</tr>
<tr>
<td>DAN 347 DANCE COMPOSITION V: FOR THE CAMERA</td>
<td>3</td>
</tr>
<tr>
<td>DAN 480 SENIOR PROJECT: SEMINAR</td>
<td>2</td>
</tr>
<tr>
<td>DAN 481 DANCE COMPANY</td>
<td>3</td>
</tr>
<tr>
<td>DAN XXX BALLET TECHNIQUE II (Must be taken twice for a total of 6 units.)</td>
<td>6</td>
</tr>
<tr>
<td>DAN XXX MODERN DANCE TECHNIQUE II (Must be taken twice for a total of 6 units.)</td>
<td>6</td>
</tr>
<tr>
<td>DAN XXX BALLET/MODERN DANCE TECHNIQUE (Must be taken three times for a total of 9 units)</td>
<td>9</td>
</tr>
<tr>
<td>THEA 101 ACTING I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives (15 Units)**

Of the 15 total units of electives required, 12 must be from DAN.

For Performance majors, at least 6 units of electives must be in Modern Repertory, Ballet Repertory or Dance Company.

**Total Units** 81

1. Foundational courses

Students are encouraged to earn additional units in Repertory/Company for the required performance milestone.

When courses are repeated, content will be changed with each offering of the course.

**Professional Education Required Courses**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>DAN 201</td>
<td>DEVELOPMENTAL MOVEMENT</td>
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<tr>
<td>DAN 251</td>
<td>METHODS OF TEACHING DANCE</td>
<td>3</td>
</tr>
<tr>
<td>DAN 391</td>
<td>INTERNSHIP IN ELEMENTARY SCHOOL</td>
<td>6</td>
</tr>
<tr>
<td>DAN 392</td>
<td>INTERNSHIP IN SECONDARY SCHOOL</td>
<td>6</td>
</tr>
<tr>
<td>DAN 451</td>
<td>DANCE EDUCATION ON PUBLIC POLICIES</td>
<td>3</td>
</tr>
<tr>
<td>DAN 493</td>
<td>PRO-SEMINAR IN THE TEACHING OF DANCE</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 202</td>
<td>HISTORICAL AND CONTEMPORARY PERSPECTIVES: AMERICA’S URBAN SCHOOLS</td>
<td>3</td>
</tr>
<tr>
<td>ELED 324</td>
<td>INTEGRATING LITERACY IN K-12 CONTENT AREAS</td>
<td>3</td>
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<tr>
<td>PSYC 201</td>
<td>EDUCATIONAL PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>REED 365</td>
<td>READING AND WRITING IN THE CONTENT AREAS K-12</td>
<td>3</td>
</tr>
<tr>
<td>SPED 301</td>
<td>INTRODUCTION TO SPECIAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Units</strong></td>
<td>37</td>
</tr>
</tbody>
</table>

**PERFORMANCE REQUIREMENTS FOR MAJORS**

To fulfill performance requirements for graduation, K-12 Certification Dance majors who choose the Education Certification Option must audition for the TU Dance Company a minimum of two times during their tenure at Towson and must fulfill one of the following:

1. Perform with the TU Dance Company (3 units—audition required) or Ballet or Modern Repertory (3 units each) for a minimum total of 3 units, and 12 additional units of works in sections of Dance Composition III and IV for a total of 15 performance units, or
2. Transfer students must consult with the chairperson of the department to arrange equivalent performing experiences.

**SUGGESTED FOUR-YEAR PLAN**

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Unit</th>
<th>Term 2</th>
<th>Units</th>
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<tbody>
<tr>
<td>DANC 216</td>
<td>1 DANC 126</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DANC 223</td>
<td>2 DANC 224</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>DANC 227</td>
<td>2 DANC 228</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>DANC 245</td>
<td>3 DANC 235</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TSEM 102 (Core 1)</td>
<td>3 DANC 345</td>
<td>2</td>
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</tr>
<tr>
<td>Core 3</td>
<td>3 ENGL 102</td>
<td>3</td>
<td></td>
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<tr>
<td>Core 6</td>
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<tr>
<td>Orientation</td>
<td>0</td>
<td></td>
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<tr>
<td><strong>Total Units:</strong></td>
<td><strong>17</strong></td>
<td><strong>15</strong></td>
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<table>
<thead>
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<th>Unit</th>
<th>Term 2</th>
<th>Units</th>
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<tbody>
<tr>
<td>DANC 263</td>
<td>3 DANC 316</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>DANC 335</td>
<td>2 DANC 336</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>DANC XXX: BALLET TECHNIQUE II</td>
<td>3 DANC XXX: MODERN DANCE TECHNIQUE II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DANC XXX MODERN DANCE TECHNIQUE II</td>
<td>3 DANC XXX:: BALLET TECHNIQUE II</td>
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<tr>
<td>PSYC 201</td>
<td>3 Core 5</td>
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<td></td>
<td>Core 13</td>
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<td></td>
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<tr>
<td></td>
<td>DANC 201</td>
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<td><strong>Total Units:</strong></td>
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<table>
<thead>
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<tr>
<td>DANC 321</td>
<td>3 DANC 437</td>
<td>3</td>
<td></td>
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<tr>
<td>DANC 346</td>
<td>2 DANC 451</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Core 7</td>
<td>4 DANC XXX: BALLET MODERN DANCE TECHNIQUE</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DANC 251</td>
<td>3 Core 8</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>SPED 301</td>
<td>3 Core 14</td>
<td>3</td>
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<tr>
<td><strong>Total Units:</strong></td>
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<td><strong>16</strong></td>
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<table>
<thead>
<tr>
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<th>Unit</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Units</th>
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<tbody>
<tr>
<td>DANC 480</td>
<td>2 DANC 491</td>
<td>3 DANC 391</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>DANC XXX: BALLET MODERN DANCE TECHNIQUE</td>
<td>3 DANC XXX: BALLET MODERN DANCE TECHNIQUE</td>
<td>3 DANC 392</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>THEA 101</td>
<td>3 EDUC 202</td>
<td>3 DANC 493</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Core 10</td>
<td>3 REED 365</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 145 or 146 (Core 11)</td>
<td>3 Core 12</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REED 365</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Units:</strong></td>
<td><strong>17</strong></td>
<td><strong>15</strong></td>
<td><strong>13</strong></td>
<td></td>
</tr>
</tbody>
</table>

1. Foundational course

Students are encouraged to earn additional units in Repertory/Company for the required performance milestone.

Performance opportunities include performing composition class assignments, dancing for Senior Seminar works and auditioning for Dance Major Performance Project (DMPP) concert.

Additional requirements during the freshman year include: Dub ballet and modern combinations from class and performances to use in sophomore juries, join a professional organization from the departmental approved list.

Additional requirements during the sophomore year: Dub practicums and jury information for sophomore jury in March/April.

Technique classes taken after completing major requirements are strongly encouraged.

At least 6 units of electives must be in Modern Repertory, Ballet Repertory or Dance Company.

When courses are repeated, content will be changed with each offering of the course.

1. The students will synthesize expressive range, stylistic versatility, and high standard of rigor within healthy technical achievement and somatic understanding.
2. The students analyze, intuit, produce, deliver and evaluate the creative process for original dance choreography.
3. The students will demonstrate oral and written skills, critical thinking in aesthetic language, and historical/worldview perspectives.

**Department of Electronic Media and Film**

**OFFICE**

Media Center 103, 410-704-3184
Fax: 410-704-3337

**PROGRAMS OF THE DEPARTMENT**

The Electronic Media and Film major is an undergraduate degree program that balances liberal arts with professional training. The program leads to either the Bachelor of Arts or Bachelor of Science degree and is designed to prepare students for career positions in film, television, video, radio, audio, and other media—as well as graduate studies.

The Electronic Media and Film major focuses on the aesthetics, history, theory, and production of film, television, digital media, audio and radio. The major is divided into three concentrations: Film/Video/Digital Media, Radio/Audio, and Film and Media Studies. Within the concentrations, students are encouraged to develop skills in storytelling and writing, criticism and analysis, and media production.

The Department of Electronic Media and Film strives to inspire creativity and foster talent and skills in a constantly changing digital world. Students are encouraged to create collaborative and interdisciplinary partnerships; to discover real-world experiences through internships and service-learning opportunities; to explore artistic, social and cultural diversity through civic engagement; and to grow as enterprising and self-directed individuals who can practice creative entrepreneurship.

**GRADUATION REQUIREMENTS**

All major requirements must be completed with a grade equivalent of 2.00 or higher. The Pass grading option is not available for courses applicable toward the major. Only 12 units, in any combination of internship and/or directed study, can be applied toward graduation. Of these 12 units, 3 units may also be applied toward the Film/Video/Digital Media concentration; 6 units may also be
applied toward the Radio/Audio concentration; and 6 units may also be applied toward the Film & Media Studies concentration.

**BACHELOR OF ARTS DEGREE OPTION**

Students may earn a Bachelor of Arts degree in Electronic Media and Film by completing the intermediate (200) level of a foreign language.

**DEPARTMENTAL HONORS**

The department sponsors departmental honors where students pursue directed study leading to the completion of a thesis. Students interested in departmental honors should consult the chair of the department no later than the first term of their junior year. Honors are indicated on the graduate’s transcript and diploma.

**TRANSFER CREDIT POLICY**

Transfer students are required to complete 21 units in residence toward the Electronic Media and Film major. The department will accept up to 18 credits of compatible transfer courses.

**INTERNSHIPS**

Internship eligibility requirements for Electronic Media and Film are as follows:

1. Junior or senior status
2. Admitted to the EMF major
3. Completion of courses related to the area of internship concentration, specifically:
   - EMF 140 and EMF 222 prior to any video or television broadcast journalism-related placement
   - EMF 221 and EMF 222 prior to any film placement
   - EMF 140 and EMF 265 prior to any radio or radio broadcast journalism-related placement
   - Cumulative GPA requirement: 2.75 overall; 3.00 in the major. Waivers are considered by the department. Of the 12 units of internship (and/or directed study) that can be applied toward graduation, only 3 units may also be applied toward the Film/Video/Digital Media concentration; only 6 units may also be applied toward the Radio/Audio concentration; and only 6 units may also be applied toward the Film and Media Studies concentration.

For additional information, see Student Opportunities on the EMF website.

**SCHOLARSHIPS**

The Department of Electronic Media and Film offers several scholarships for majors. For more information, see Student Opportunities on the EMF website.

**DEPARTMENTAL ACTIVITIES**

Department activities include Annual Fall Film Series, the Annual Student Media Arts Festival, WAMM and other media events. Students are encouraged to participate in organizations such as The Movie Club, TAPS, Lambda Kappa Tau, NBS-AERho, XTSR radio, WMJF-TV, and the Digital Media Labs.

**ADMISSION REQUIREMENTS**

Admission to the EMF major is granted only by the department. Admission to the university does not constitute or guarantee admission to the major.

Students should file a Declaration of Major Form with the department and list themselves as a pre-EMF major (PEMF).

1. All students, before being considered for admission to the major, must attain a 3.00 GPA in the following three required courses:
   - EMF 120
   - EMF 140
   - EMF 221

Transfer students may complete the equivalent courses at their previous college or university, but they must attain the overall 3.00 GPA in the equivalent courses.

2. Students who have completed the required three courses with a 3.00 GPA must complete and submit a Declaration of Eligibility Form to become part of the student major pool. Successful completion of the EMF required courses does not guarantee admission to the EMF major. Admission to the EMF major is competitive and is determined by the satisfactory completion of the required courses, the cumulative GPA and the evaluation of a submitted creative essay. This policy will apply to native and transfer students.

3. Admission to the EMF major is based on:
   - The number of majors that the department can reasonably accept without compromising the quality of its educational experience. No fewer than 75 students will be admitted to the EMF major within an academic calendar year.
   - The satisfactory completion of the required admission courses, the student’s cumulative GPA and submitted creative essay. The candidates with the highest ranking GPA from the pool of applicants will be selected.
   - Creative Essay: As part of the admission process, students will be required to write a creative essay. All transfer students will also be required to submit an essay. Please tell us why you want to pursue a course of study in Electronic Media and Film. How have your life experiences, creative interests and professional goals influenced your choice of this major?

Compose and attach on separate pages the essay (no more than 500 words or approximately two pages double spaced, printed with 12-point font). The EMF Admissions Committee will use your essay to determine your ability to organize your thoughts and express yourself clearly. The committee evaluates the essays for originality, clarity, personal insight and creativity. The essay will be used to make decisions in cases where the applicant’s cumulative GPA is marginal. In such cases, it will be used to provide an additional means of evaluation for those who might not otherwise be admitted to the major. This policy is in effect for students entering Towson University as of July 1, 2007.

**MAJORS IN ELECTRONIC MEDIA AND FILM**

- Major in Electronic Media and Film with concentrations in:
  - Film/Video/Digital Media (p. 122)
  - Radio/Audio (p. 124)
  - Film and Media Studies (p. 121)

- Minor in Electronic Media and Film (p. 125)

**Film and Media Studies Concentration**

The Electronic Media and Film major requires the student to choose a concentration. The Electronic Media and Film major requires 42–48 units. Twenty-one units must be upper-division courses. Students cannot have more than one concentration in the EMF major. The major requires 9 units of common introductory courses and depending upon the concentration, 33–39 units of courses distributed between required courses and electives.

Students are reminded that it is their responsibility to check all prerequisites before registering for any course.

**Required Courses for All Majors**

**EMF 120 CONCEPT AND STORY**
Upon completion of the required courses, students must fulfill the requirements in one of the three concentrations.

**FILM AND MEDIA STUDIES CONCENTRATION (33 UNITS)**

<table>
<thead>
<tr>
<th>Requirements (9 Units)</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMF 311</td>
<td>3</td>
</tr>
<tr>
<td>EMF 313</td>
<td>3</td>
</tr>
<tr>
<td>EMF 364</td>
<td>3</td>
</tr>
</tbody>
</table>

**Media Studies Electives (6 Units)**

Select two of the following:

- EMF 368: GENRE THEORY AND CRITICISM
- EMF 377: BROADCAST/FILM WRITING
- EMF 385: RADIO, CULTURE, AND SOCIETY
- EMF 463: TOPICS IN INTERNATIONAL CINEMA
- EMF 475: FILM AND MEDIA ANALYSIS
- EMF 477: SPECIAL TOPICS IN FILM AND MEDIA STUDIES
- EMF 485: SEMINAR IN DIGITAL STUDIES

**Production Requirement (3 Units)**

EMF 222: FILM/VIDEO PRODUCTION

**Electives (15 Units)**

Select three of the following, two of which must be upper division:

- CLST 201: INTRODUCTION TO CULTURAL STUDIES
- CLST 202: HONORS INTRODUCTION TO CULTURAL STUDIES
- CLST 307: VISUAL CULTURE
- COMM 377: INTERCULTURAL COMMUNICATION
- EMF 205: WOMEN AND GENDER IN FILM AND MEDIA
- EMF 275: PRINCIPLES OF FILM AND VIDEO EDITING
- EMF 355: ELECTRONIC MEDIA AND FILM LAW AND REGULATION
- EMF 387: DEVELOPING THE SCREENPLAY
- EMF 405: SCREENWRITING
- IDFA 480: TOPICS IN ARTS, MEDIA, COMMUNICATION, AND SOCIAL ACTION
- MCOM 352: MEDIA CRITICISM
- MCOM 385: MASS MEDIA AND SOCIETY
- PHIL 330: PHILOSOPHY AND FILM

Select two additional EMF courses. The following are recommended, but not required:

- EMF 460: INTERNSHIP IN ELECTRONIC MEDIA AND FILM
- EMF 496: DIRECTED STUDY IN FILM & MEDIA STUDIES

**Total Units:** 33

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1. Options not taken in Media Studies electives (above) may also be taken.

**SUGGESTED FOUR-YEAR PLAN**

**Freshman**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units</th>
<th>Term 2</th>
<th>Units</th>
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<tbody>
<tr>
<td>TSEM 102 or ENGL 102 (Core 1 or 2)</td>
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<td>TSEM 102 or ENGL 102 (Core 1 or 2)</td>
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<td>Core</td>
<td>3</td>
<td>Core</td>
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**Sophomore**

<table>
<thead>
<tr>
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<th>Units</th>
<th>Term 2</th>
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<td>EMF 313</td>
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<td>Media Studies Elective 1</td>
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**Junior**

<table>
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<th>Units</th>
<th>Term 2</th>
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<td>Upper-Division Elective (EMF or other)</td>
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<td>Upper-Division Elective (EMF or other)</td>
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<td>Upper-Division Elective (EMF or other)</td>
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<td>Upper-Division Elective (EMF or other)</td>
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<td>Media Studies Elective 2</td>
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<td>TYCR Elective 2</td>
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<td>TYCR Production Course</td>
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<td>TYCR Elective 3</td>
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<td>Additional EMF Course</td>
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**Senior**

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<th>Units</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper-Division Elective (EMF or other)</td>
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<td>Upper-Division Elective (EMF or other)</td>
<td>3</td>
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<tr>
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<td>Upper-Division Elective (EMF or other)</td>
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<td>TYCR Elective 5</td>
<td>3</td>
<td>Additional EMF Course</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Units:** 120

1. Students will demonstrate production competence in his/her specific concentration (ILTC).
2. Students will demonstrate the ability to develop and articulate reasoned critical and aesthetic analysis about the media in their scholarly writing (ILTC).
3. Students will demonstrate proficiency in writing for electronic media/film.
Upon completion of the required courses, students must fulfill the requirements in one of the three concentrations.

**FILM/VIDEO/DIGITAL MEDIA CONCENTRATION (39 UNITS)**

**Required Courses (18 Units)**
- EMF 222 FILM/VIDEO PRODUCTION 3
- EMF 265 AUDIO PRODUCTION I 3
- EMF 275 PRINCIPLES OF FILM AND VIDEO EDITING 3
- EMF 377 PRINCIPLES OF FILM AND VIDEO EDITING 3
- EMF 367 NARRATIVE FILMMAKING: SYNC SOUND TECHNIQUES 3
- or EMF 373 ELECTRONIC FIELD PRODUCTION

**Media Electives (6 Units)**
Select two of the following:
- EMF 205 WOMEN AND GENDER IN FILM AND MEDIA 3
- EMF 331 BROADCAST/CABLE PROGRAMMING 3
- EMF 355 ELECTRONIC MEDIA AND FILM LAW AND REGULATION 3
- EMF 364 AESTHETICS OF FILM AND ELECTRONIC MEDIA 3
- EMF 368 GENRE THEORY AND CRITICISM 3
- EMF 463 TOPICS IN INTERNATIONAL CINEMA 3
- EMF 475 FILM AND MEDIA ANALYSIS 3
- EMF 477 SPECIAL TOPICS IN FILM AND MEDIA STUDIES 3
- EMF 485 SEMINAR IN DIGITAL STUDIES 3
- EMF 311 HISTORY OF ELECTRONIC MEDIA (if not used as a Required Course) 3
- or EMF 313 HISTORY OF FILM 3
- PHIL 330 PHILOSOPHY AND FILM 3

**Intermediate Production (6 Units)**
Select two of the following:
- EMF 340 LIGHTING FOR FILM AND VIDEO 3
- EMF 351 TELEVISION STATION OPERATIONS 3
- EMF 371 LIVE MULTI-CAMERA PRODUCTION 3
- EMF 366 SOUND IN MEDIA 3
- EMF 380 VISUAL EFFECTS I 3
- EMF 367 NARRATIVE FILMMAKING: SYNC SOUND TECHNIQUES (if not used as a Required Course) 3
- or EMF 373 ELECTRONIC FIELD PRODUCTION 3
- EMF 387 DEVELOPING THE SCREENPLAY 3
- IDFA 480 TOPICS IN ARTS, MEDIA, COMMUNICATION, AND SOCIAL ACTION 3

**Advanced Production (6 Units)**
Select one of the following:
- EMF 370 ELECTRONIC MEDIA NEWS PRODUCTION 3
- EMF 375 BROADCAST PERFORMANCE 3
- EMF 403 SPORTSCASTING 3
- EMF 405 SCREENWRITING 3
- EMF 430 THE MEDIA PRODUCER 3
- EMF 455 DIRECTING FOR FILM AND VIDEO 3

**Electives (3 Units)**
Select any 3 units in EMF. The following are recommended, but not required:
- EMF 460 INTERNSHIP IN ELECTRONIC MEDIA AND FILM PRODUCTION 3

**Total Units 39**

**SUGGESTED FOUR-YEAR PLAN**

**Freshman**

**Term 1**
- Core 3
- Core 3
- Core 3

**Term 2**
- Core 3
- Core 3
- Core 3

**Sophomore**

**Term 1**
- Core 3
- Core 3
- Core 3
- EMF 222 3
- EMF 265 3

**Term 2**
- Upper-Division Elective (EMF or other) 3
- Intermediate Production 1 3
- EMF 311 or 363 3
- EMF 367 or 373 3
- Media Elective 1 3

**Junior**

**Term 1**
- Upper-Division Elective (EMF or other) 3
- Intermediate Production 1 3
- EMF 311 or 363 3
- EMF 367 or 373 3
- Media Elective 1 3

**Total Units 15 15**
Radio/Audio Concentration

Senior
Term 1 | Units Term 2 | Units
--- | --- | ---
Upper-Division Elective (EMF or other) | 3 Upper-Division Elective (EMF or other) | 3
Upper-Division Elective (EMF or other) | 3 Upper-Division Elective (EMF or other) | 3
Upper-Division Elective (EMF or other) | 3 Upper-Division Elective (EMF or other) | 3
Upper-Division Elective (EMF or other) | 3 Advance Production 2 | 3
Advance Production 1 | 3 EMF Elective | 3

Total Units: 120

1. Students will demonstrate production competence in his/her specific concentration (ILTC).
2. Students will demonstrate the ability to develop and articulate reasoned critical and aesthetic analysis about the media in their scholarly writing (ILTC).
3. Students will demonstrate proficiency in writing for electronic media/film.

Radio/Audio Concentration

The Electronic Media and Film major requires the student to choose a concentration. The Electronic Media and Film major requires 42–48 units. Twenty-one units must be upper-division courses. Students cannot have more than one concentration in the EMF major. The major requires 9 units of common introductory courses and depending upon the concentration, 33–39 units of courses distributed between required courses and electives.

Students are reminded that it is their responsibility to check all prerequisites before registering for any course.

Required Courses for All Majors

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMF 120</td>
<td>CONCEPT AND STORY</td>
<td>3</td>
</tr>
<tr>
<td>EMF 140</td>
<td>INTRODUCTION TO ELECTRONIC MEDIA AND FILM</td>
<td>3</td>
</tr>
<tr>
<td>EMF 221</td>
<td>PRINCIPLES OF FILM AND MEDIA PRODUCTION</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units: 9

Upon completion of the required courses, students must fulfill the requirements in one of the three concentrations.

RADIO/AUDIO CONCENTRATION (39 UNITS)

Requirements (15 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMF 265</td>
<td>AUDIO PRODUCTION I</td>
<td>3</td>
</tr>
<tr>
<td>EMF 311</td>
<td>HISTORY OF ELECTRONIC MEDIA</td>
<td>3</td>
</tr>
<tr>
<td>EMF 355</td>
<td>ELECTRONIC MEDIA AND FILM LAW AND REGULATION</td>
<td>3</td>
</tr>
<tr>
<td>EMF 365</td>
<td>AUDIO PRODUCTION II</td>
<td>3</td>
</tr>
<tr>
<td>EMF 377</td>
<td>BROADCAST/FILM WRITING</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (24 Units)

Select six of the following, at least three of which must be EMF courses; plus two additional EMF courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMF 331</td>
<td>BROADCAST/CABLE PROGRAMMING</td>
<td>3</td>
</tr>
<tr>
<td>EMF 360</td>
<td>AUDIO DOCUMENTARY</td>
<td>3</td>
</tr>
<tr>
<td>EMF 366</td>
<td>SOUND IN MEDIA</td>
<td>3</td>
</tr>
<tr>
<td>EMF 370</td>
<td>ELECTRONIC MEDIA NEWS PRODUCTION</td>
<td>3</td>
</tr>
<tr>
<td>EMF 375</td>
<td>BROADCAST PERFORMANCE</td>
<td>3</td>
</tr>
<tr>
<td>EMF 385</td>
<td>RADIO, CULTURE, AND SOCIETY</td>
<td>3</td>
</tr>
<tr>
<td>EMF 403</td>
<td>SPORTSCASTING</td>
<td>3</td>
</tr>
</tbody>
</table>

EMF 421 | RADIO STATION OPERATIONS |
EMF 460 | INTERNSHIP IN ELECTRONIC MEDIA AND FILM |
EMF 476 | SPECIAL TOPICS IN ELECTRONIC MEDIA PRODUCTION |
EMF 477 | SPECIAL TOPICS IN FILM AND MEDIA STUDIES |
EMF 495 | DIRECTED STUDY IN ELECTRONIC MEDIA PRODUCTION |
IDFA 480 | TOPICS IN ARTS, MEDIA, COMMUNICATION, AND SOCIAL ACTION |
MCOM 440 | ADVERTISING MEDIA SALES |
MUSC 350 | MUSIC INDUSTRY: LIVE PERFORMANCE |
MUSC 382 | RECORDING TECHNIQUES I |
MUSC 450 | MUSIC INDUSTRY: RECORDING AND DIGITAL MEDIA |
MUSC 482 | RECORDING TECHNIQUES II |
THEA 209 | SOUND DESIGN |

TOTAL UNITS: 39

SUGGESTED FOUR-YEAR PLAN

Freshman

term 1 | units term 2 | units
--- | --- | ---
TSEM 102 or ENGL 102 (Core 1 or 2) | 3 TSEM 102 or ENGL 102 (Core 1 or 2) | 3
Core | 3 Core | 3
Core | 3 Core | 3
Core | 3 Select two of the following: | 6
Select one of the following: | 3 EMF 120 |
EMF 120 | EMF 140 |
EMF 140 | EMF 221 |

15 | 15

Sophomore

term 1 | units term 2 | units
--- | --- | ---
Core | 3 Core | 3
Core | 3 Core | 3
Core | 3 Core | 3
EMF 265 | 3 EMF 355 | 3
EMF 311 | 3 EMF 365 | 3

15 | 15

Junior

term 1 | units term 2 | units
--- | --- | ---
EMF 377 | 3 Upper-Division Elective (EMF or other) | 3
Upper-Division Elective (EMF or other) | 3 Upper-Division Elective (EMF or other) | 3
Upper-Division Elective (EMF or other) | 3 Radio Elective 3 | 3
Radio Elective 1 | 3 Radio Elective 4 | 3
Radio Elective 2 | 3 Radio Elective 5 | 3

15 | 15

Senior

term 1 | units term 2 | units
--- | --- | ---
Upper-Division Elective (EMF or other) | 3 Upper-Division Elective (EMF or other) | 3
Upper-Division Elective (EMF or other) | 3 Upper-Division Elective (EMF or other) | 3
Upper-Division Elective (EMF or other) | 3 Upper-Division Elective (EMF or other) | 3
Minor in Electronic Media and Film

The Electronic Media and Film minor requires a total of 24 units: 9 units in required courses, 3 units in media writing, 3 units in production and 9 units in elective courses. Six (6) of these 9 units in electives must be upper division.

**Required Courses (9 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMF 120</td>
<td>3</td>
</tr>
<tr>
<td>EMF 140</td>
<td>3</td>
</tr>
<tr>
<td>EMF 221</td>
<td>3</td>
</tr>
</tbody>
</table>

**Writing Requirement (3 Units)**

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMF 311</td>
<td>3</td>
</tr>
<tr>
<td>EMF 313</td>
<td>3</td>
</tr>
<tr>
<td>EMF 377</td>
<td>3</td>
</tr>
</tbody>
</table>

**Production Requirement (3 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMF 222</td>
<td>3</td>
</tr>
<tr>
<td>or EMF 265</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives (9 Units)**

Select three of the following, or any courses not taken in the requirements above:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMF 205</td>
<td>3</td>
</tr>
<tr>
<td>EMF 331</td>
<td>3</td>
</tr>
<tr>
<td>EMF 355</td>
<td>3</td>
</tr>
<tr>
<td>EMF 364</td>
<td>3</td>
</tr>
<tr>
<td>EMF 368</td>
<td>3</td>
</tr>
<tr>
<td>EMF 385</td>
<td>3</td>
</tr>
<tr>
<td>EMF 387</td>
<td>3</td>
</tr>
<tr>
<td>EMF 405</td>
<td>3</td>
</tr>
<tr>
<td>EMF 430</td>
<td>3</td>
</tr>
<tr>
<td>EMF 463</td>
<td>3</td>
</tr>
<tr>
<td>EMF 475</td>
<td>3</td>
</tr>
<tr>
<td>EMF 477</td>
<td>3</td>
</tr>
<tr>
<td>EMF 485</td>
<td>3</td>
</tr>
<tr>
<td>EMF 496</td>
<td>3</td>
</tr>
<tr>
<td>IDFA 480</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Units: 24**

1. Students will demonstrate production competence in his/her specific concentration (ILTC).
2. Students will demonstrate the ability to develop and articulate reasoned critical and aesthetic analysis about the media in their scholarly writing (ILTC).
3. Students will demonstrate proficiency in writing for electronic media/film.

**Department of Mass Communication and Communication Studies**

**OFFICE**

Media Center 114, 410-704-3431
Fax: 410-704-3656

**STUDENT SERVICE CENTER**

Media Center 009, 410-704-4917

**PROGRAMS OF THE DEPARTMENT**

The Department of Mass Communication and Communication Studies offers the following programs of study:

- Major in Communication Studies (p. 126)
- Major in Mass Communication (p. 127)
- Combined Major in Communication Studies and Mass Communication (p. 130)
- Combined Major in Communication Studies and Political Science (p. 130)
- Combined Major in Mass Communication and Political Science (p. 131)
- Minors in both Communication Studies (p. 131) and Mass Communication (p. 131)
- Master of Science in Communication Management (http://catalog.towson.edu/graduate/degree-certificate-programs/arts-communication/communication-management-ms)

In addition, the department participates in a multidisciplinary program offering a Master of Science in Human Resource Development.

The department focuses on the study of the structure, processes, aesthetics, functions and effects of human communication and mass media. In this, one of the most broad-based programs in Maryland and the region, students have the opportunity and flexibility to gain knowledge and skills in a wide array of communication fields. In addition, the study of human communication and mass media involves a strong practical content.

At the undergraduate level, the department seeks to contribute to a broad, liberal education for majors and non-majors by raising their level of oral, visual and written communication literacy, as well as their critical thinking abilities, by developing their understanding and appreciation of human message exchanges, and by recognizing how mass media and speech influence social, political, artistic and cultural existence. In addition, the department seeks to provide knowledge as well as skill needed for future employment in print and broadcast journalism, new media, advertising, and public relations and/or in business, law, government, education and consulting wherein communication skills are essential.

The faculty members of the department are committed to scholarly research and/or creative productions in the department's various areas of expertise. The department is pledged to provide service to the university and to a larger community in a variety of ways, such as through its speech and debate program, affiliation with Lambda Pi Eta, American Advertising Foundation, Public Relations Group, Society of Professional Journalists, as well as faculty and student presentations, workshops and professional networking.

**INTERNSHIP PROGRAM GUIDELINES**

The department has a highly successful internship program. Students who meet the requirements for participation are encouraged to consider taking an internship.
In order to be eligible for an internship, students must be admitted to the major, have obtained junior/senior status, and have met the following requirements. Refer to your Academic Requirements Report for your overall GPA and major GPA.

- COMM 490: COMM 300, a minimum GPA of 2.5 overall and 2.75 in the major
- MCOM 460: MCOM 214 or MCOM 253, a minimum GPA of 2.75 overall and 3.0 in the major
- MCOM 461: MCOM 258, a minimum GPA of 2.75 overall and 3.0 in the major

Visit the department website for information on the internship application and approval process. All internship worksites must be approved by the appropriate internship coordinators.

DEPARTMENTAL SCHOLARSHIPS

The Mass Communication and Communication Studies department is fortunate in being able to offer its majors a number of scholarship opportunities.

The Patrick John O’Connell Memorial Scholarship is available for Mass Communication students with a special interest in broadcast journalism, journalism, advertising or public relations. Other scholarships include the Eddie Ballard Award for Journalism, the Chrystal Marie Clifford Memorial Scholarship, the Sam Lacy Sports Communication Scholarship, the Steven and Laura Murfin Scholarship, the O’Connor Radio Broadcasting Scholarship, the Jamie Parker Memorial Scholarship, the George F. Rogers Jr. Memorial Scholarship, the Elizabeth Wainio Memorial Scholarship, the Public Relations Society of America Scholarship, the Reg Murphy Scholarship, and speech and debate program scholarships. For scholarship information and deadlines, contact the department scholarship coordinator or visit the department website.

DEPARTMENTAL ACTIVITIES

Department activities include support for the following student organizations: Speech and Debate Team, Pi Kappa Delta (national honorary forensic society), Lambda Pi Eta (national honorary society in communication), the American Advertising Federation Chapter, the Public Relations Student Group, and the Society for Professional Journalists.

HONORS PROGRAM

Through its departmental honors program, the mass communication faculty recognizes students for academic excellence. Mass Communication majors with an overall GPA of 3.25 and a 3.50 in their major are eligible to participate in the program. To graduate with honors in Mass Communication, students must complete 6 units in MCOM Independent Study and MCOM 499. In addition, the student is required to make an oral presentation to the Thesis Committee, which is open to the public. At graduation, students will be recognized for honors both on the diploma and permanent transcript. Students interested in departmental honors should consult with the department’s honors coordinator no later than the first term of their junior year.

GRADUATE PROGRAM

The department offers a master’s degree in Communication Management. Information regarding the master’s program is included in the Graduate Catalog (http://catalog.towson.edu/graduate).

Students interested in becoming undergraduate Mass Communication majors must first become Pre-Mass Communication students (PMCO) and enroll in three required screening courses:

- ENGL 102: WRITING FOR A LIBERAL EDUCATION 3
- COMM 131: FUNDAMENTALS OF SPEECH COMMUNICATION 3
- MCOM 101: INTRODUCTION TO MASS COMMUNICATION 3

Students cannot apply for MCOM as a major until they have completed these courses.

Note: This requirement applies to incoming freshmen, transfer students, currently enrolled Towson University students and students working on a second bachelor’s degree.

Admission to the MCOM major is highly competitive. Students are eligible to apply for admission to the Mass Communication (MCOM) major after completing at least 30 units at Towson University or elsewhere, and upon completion of the three courses named above earning a minimum GPA of B (3.00) in these courses. In addition, the overall GPA of all TU courses at the time of application must be B (3.00) or above. No more than one of the screening courses can be repeated for the purpose of determining eligibility. After the completion of the above courses, students should declare MCOM as their major by completing an online application. Several times a year, a group of eligible candidates will be able to declare Mass Communication as a major. Students who are denied may re-apply once. Appeals may be addressed to the department chair. All appeals should be in the form of a letter accompanied by a transcript.

MAJORS IN MASS COMMUNICATION AND COMMUNICATION STUDIES

- Major in Communication Studies (p. 126)
- Combined Major in Communication Studies and Mass Communication (p. 130)
- Combined Major in Communication Studies and Political Science (p. 130)
- Major in Mass Communication (p. 127)
- Combined Major in Mass Communication and Political Science (p. 131)
- Minor in Communication Studies (p. 131)
- Minor in Mass Communication (p. 131)

Major in Communication Studies

Communication Studies courses give students a foundation in communication theories and their interrelated contexts, the application of theories to contemporary issues and the scholarly methods of studying communication. The Communication Studies major has a three-fold function: First, it allows students a greater understanding of the role that communication plays in shaping culture and identity. Second, it looks at the ways in which the process of meaning-making (whether through the use of words, images, symbols or technology) is used strategically to influence human judgment and actions. Third, it sharpens students’ critical thinking abilities, thus enabling them to become ethical producers and consumers of messages. This three-fold function is accomplished through a theoretical and practical focus on argument development and through a close examination of the ways ideas are discussed, advocated and circulated in public and private life. These emphases give students the opportunity to develop speaking, writing and analytical thinking skills that will allow them to become better ethical participants in the process of creating, critiquing and disseminating meaning.

Graduates with majors in Communication Studies have gone on to graduate school or careers in the public sector, private industry, non-governmental organizations and education. Communication Studies alumni work in areas such as public affairs, corporate relations, law, religion, sales, lobbying, entertainment, human resources, conference and meeting management, training and development, health communication, teaching and consulting.

GRADUATION REQUIREMENTS

All major requirements must be completed with a grade equivalent of 2.00 or higher. The Pass grading option is not available for courses applicable toward the major.
BACHELOR OF ARTS DEGREE OPTION

Students may earn a Bachelor of Arts degree by completing the intermediate (202) level of a foreign language.

TRANSFER CREDIT POLICY

The department will accept up to 15 credits of compatible transfer courses.

REQUIREMENTS FOR THE MAJOR

The Communication Studies major requires a total of 36 units; 9 units of lower-level courses, 15 units of upper-level courses and 12 units of electives as listed below.

Required Core Courses (24 Units)

<table>
<thead>
<tr>
<th>Lower-Level Courses:</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 131 FUNDAMENTALS OF SPEECH COMMUNICATION</td>
<td>3</td>
</tr>
<tr>
<td>COMM 201 COMMUNICATION THEORY</td>
<td>3</td>
</tr>
<tr>
<td>COMM 215 INTERPERSONAL COMMUNICATION</td>
<td>3</td>
</tr>
<tr>
<td>Upper-Level Courses:</td>
<td></td>
</tr>
<tr>
<td>COMM 300 RESEARCH METHODS</td>
<td>3</td>
</tr>
<tr>
<td>COMM 311 RHETORICAL THEORY &amp; CRITICISM</td>
<td>3</td>
</tr>
<tr>
<td>COMM 331 ADVOC &amp; ARGUMT</td>
<td>3</td>
</tr>
<tr>
<td>COMM 377 INTERCULTURAL COMMUNICATION</td>
<td>3</td>
</tr>
<tr>
<td>COMM 419 ORGANIZATIONAL COMMUNICATION</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (12 Units)

Select 12 units from the following:

| COMM 231 NONVERBAL COMM                                      |       |
| COMM 249 SPEECH AND DEBATE I                                |       |
| COMM 250 SPEECH AND DEBATE II                               |       |
| COMM 303 ADV PUBL SPEAKING                                   |       |
| COMM 304 PERSUASION                                        |       |
| COMM 315 BUSIN & PROF COMM                                   |       |
| COMM 349 SPEECH AND DEBATE III                              |       |
| COMM 350 SPEECH AND DEBATE IV                               |       |
| COMM 440 COMMUNICATION AND GENDER                           |       |
| COMM 418 COMMUNICATION TRAINING AND DEVELOPMENT             |       |
| COMM 420 COMM/LEGAL PROC                                    |       |
| COMM 422 CONFERENCE AND MEETING MANAGEMENT                  |       |
| COMM 470 SPECIAL TOPIC COMM                                 |       |
| COMM 490 INTERN COMM STUDY 1                                |       |
| COMM 495 INDEPENDENT STUDY IN COMMUNICATION STUDIES 1       |       |
| MCOM 352 MEDIA CRITICISM                                    |       |
| IDFA 480 TOPICS IN ARTS, MEDIA, COMMUNICATION, AND SOCIAL ACTION | |

Total Units: 36

1. No more than 3 units of independent study and/or internships can be applied toward the Communication Studies major.

SUGGESTED FOUR-YEAR PLAN

Freshman Term

<table>
<thead>
<tr>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TSEM 102 (Core 1)</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102 (Core 2)</td>
<td>3</td>
</tr>
<tr>
<td>Core</td>
<td>3</td>
</tr>
<tr>
<td>Core</td>
<td>3</td>
</tr>
</tbody>
</table>

Sophomore Term 1

<table>
<thead>
<tr>
<th>Units Term 2</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>COMM Requirement (200-level)</td>
<td>3</td>
</tr>
<tr>
<td>COMM Requirement (200-level)</td>
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</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Junior Term 1

<table>
<thead>
<tr>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM Requirement (300-level)</td>
<td>3</td>
</tr>
<tr>
<td>COMM Elective</td>
<td>3</td>
</tr>
<tr>
<td>Core</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Senior Term 1

<table>
<thead>
<tr>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM Requirement (400-level)</td>
<td>3</td>
</tr>
<tr>
<td>COMM Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units: 120

1. The student should understand the principles of communication in interpersonal, organization and public settings.
2. Student should demonstrate proficiency in critical thinking, structuring and delivery in interpersonal and public settings.
3. Student should demonstrate an ability to conduct communication research.

Major in Mass Communication

PROGRAMS OF THE MAJOR

The Mass Communication major enables students to learn the practical application, structure, processes, aesthetics, responsibilities and effects of the mass media. The objectives of the Mass Communication major are 1) to provide students with appropriate training for careers in mass communication and 2) to help students become more critical consumers of the media.

Mass Communication majors are expected to develop and refine their visual and written skills; to think critically about ways in which the mass media influence society; and to recognize and appreciate the need for a broad and diverse liberal arts education.

Students who complete the Mass Communication major will have many career options, especially in the broadly defined fields of print and broadcast journalism, new media, advertising, strategic public relations and integrated communications. Majors are expected to learn how the various fields in mass communication are structured and function and to understand how the media are converging and the consequences of that convergence.

Students who complete the Mass Communication major are expected to:

• understand and apply relevant theories of mass communication
• understand and utilize research in mass communication
• understand legal issues, statutes and regulations affecting mass communication
• understand and apply ethical principles that can be used to prevent and resolve potential conflicts and dilemmas in the operation of the mass media
• demonstrate proficiency in writing for the mass media
• demonstrate competence in the student’s chosen track within the major

GRADUATION REQUIREMENTS

All major requirements must be completed with a grade equivalent of 2.00 or higher. The Pass (PS) grading option is not available for courses applied to the major. Students must complete at least 18 units of upper-level courses in the major.

BACHELOR OF ARTS DEGREE OPTION

Students may earn a Bachelor of Arts degree by completing the intermediate (202) level of a foreign language.

REQUIREMENTS FOR THE MAJOR

1. Mass Communication majors complete 36 units: 9 units in required courses, 6 units in elective courses and 21 units in track courses. Students must fulfill the requirements of one of the following tracks: Journalism and New Media, Advertising, or Strategic Public Relations and Integrated Communication. Students are reminded that it is their responsibility to check all prerequisites before registering for any course.

2. No more than 6 units of independent studies and/or internships can be applied to the Mass Communication major.

3. Students who wish to double major in Mass Communication and minor in Communication Studies may apply up to 9 units simultaneously for satisfaction of both majors. Students who wish to major in Mass Communication and minor in Communication Studies may apply up to 6 units simultaneously for satisfaction of both major and minor.

4. Transfer students are required to take 21 units in residence in their major area. The department will transfer up to 15 credits of compatible transfer courses.

Non-MCOM courses:
- COMM 304  PERSUASION
- COMM 315  BUSIN & PROF COMM
- COMM 377  INTERCULTURAL COMMUNICATION
- EMF 221  PRINCIPLES OF FILM AND MEDIA PRODUCTION
- IDFA 480  TOPICS IN ARTS, MEDIA, COMMUNICATION, AND SOCIAL ACTION

Track (21 Units)
Select one of the tracks listed below. 21

<table>
<thead>
<tr>
<th>Total Units</th>
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</thead>
<tbody>
<tr>
<td>36</td>
</tr>
</tbody>
</table>

Note: To begin this track, students should enroll in MCOM 257.

Advertising Track

Note: To begin this track, students should enroll in MCOM 214.

### Required Basic Courses (9 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCOM 214</td>
<td>PRINCIPLES OF ADVERTISING</td>
</tr>
<tr>
<td>MCOM 323</td>
<td>ADVERTISING MEDIA PLANNING</td>
</tr>
<tr>
<td>MCOM 447</td>
<td>ADVERTISING CAMPAIGNS</td>
</tr>
</tbody>
</table>

### Required Professional Skills Writing Courses (6 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCOM 256</td>
<td>WRITING FOR THE MEDIA</td>
</tr>
<tr>
<td>MCOM 325</td>
<td>ADVERTISING COPYWRITING</td>
</tr>
</tbody>
</table>

### Track Electives (6 Units) 2

Select two of the following or from any courses not already selected in the required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCOM 253</td>
<td>PRINCIPLES OF STRATEGIC PUBLIC RELATIONS AND INTEGRATED COMMUNICATION</td>
</tr>
<tr>
<td>MCOM 357</td>
<td>PUBLIC RELATIONS WRITING 1</td>
</tr>
</tbody>
</table>
MCOM 440 ADVERTISING MEDIA SALES
MCOM 443 INTERNATIONAL ADVERTISING AND PUBLIC RELATIONS
MCOM 451 PUBLIC RELATIONS FOR NONPROFIT ORGANIZATIONS
MCOM 453 STRATEGIC PUBLIC RELATIONS & INTEGRATED COMMUNICATIONS CAMPAIGNS.
MCOM 459 PROFESSIONAL ISSUES IN STRATEGIC PUBLIC RELATIONS AND INTEGRATED COMMUNICATIONS
COMM 419 ORGANIZATIONAL COMMUNICATION

Total Units 21

Note: To begin this track, students should enroll in MCOM 253.

Required Basic Courses (9 Units)
MCOM 253 PRINCIPLES OF STRATEGIC PUBLIC RELATIONS AND INTEGRATED COMMUNICATION 3
COMM 419 ORGANIZATIONAL COMMUNICATION 3
MCOM 453 STRATEGIC PUBLIC RELATIONS & INTEGRATED COMMUNICATIONS CAMPAIGNS. 3

Required Professional Skills Writing Courses (6 Units)
MCOM 256 WRITING FOR THE MEDIA 3
MCOM 357 PUBLIC RELATIONS WRITING 1 3

Electives (6 Units) 2
Select two of the following or from any courses not already selected in the required courses:
MCOM 214 PRINCIPLES OF ADVERTISING 3
MCOM 232 ADVERTISING MEDIA PLANNING 3
MCOM 325 ADVERTISING COPYWRITING 3
MCOM 440 ADVERTISING MEDIA SALES 3
MCOM 443 INTERNATIONAL ADVERTISING AND PUBLIC RELATIONS 3
MCOM 447 ADVERTISING CAMPAIGNS 3
MCOM 451 PUBLIC RELATIONS FOR NONPROFIT ORGANIZATIONS 3
MCOM 459 PROFESSIONAL ISSUES IN STRATEGIC PUBLIC RELATIONS AND INTEGRATED COMMUNICATIONS 3

Total Units 21

1 MCOM 357 meets the University Core requirement (Core 9)
2 If a student takes more than 6 units of track electives, the additional units are counted toward MCOM major electives.

JOURNALISM AND NEW MEDIA TRACK SUGGESTED FOUR-YEAR PLAN

Freshman
Term 1 Units Term 2 Units
MCOM 101 3 ENGL 102 (Core 2) 3
TSEM 102 (Core 1) 3 COMM 131 3
Core 3 3
Core 3 3

Total 15 15

Sophomore
Term 1 Units Term 2 Units
MCOM 257 3 MCOM 258 3
Core 3 3
Core 3 3
Elective 3 3
Elective 3 3

Total 15 15

Senior
Term 1 Units Term 2 Units
MCOM 358 3 MCOM 350 or 433 3
MCOM 383 3 MCOM 356 (Core 9) 3
MCOM 390 3 MCOM Elective 3
MCOM Elective 3 3
Elective 3 3
Elective 3 3

Total 15 15

Total Units: 120

1 Students must select three of the following MCOM electives: MCOM 352, MCOM 385, MCOM 333, MCOM 415, MCOM 431, MCOM 477, MCOM 496, COMM 304, IDFA 480, MCOM 381, MCOM 391, MCOM 461, MCOM 359, MCOM 402, MCOM 409.

Additional electives available for majors in the Journalism and New Media Track: MCOM 457, MCOM 411, MCOM 481, COMM 315, COMM 377, EMF 221. Please note prerequisites outlined in each course’s description.

ADVERTISING TRACK SUGGESTED FOUR-YEAR PLAN

Freshman
Term 1 Units Term 2 Units
MCOM 101 3 ENGL 102 (Core 2) 3
TSEM 102 (Core 1) 3 COMM 131 3
Core 3 3
Core 3 3
Core 3 3

Total 15 15

Sophomore
Term 1 Units Term 2 Units
MCOM 214 3 MCOM 256 (May be taken concurrently with MCOM 214.) 3
Core 3 3
Core 3 3
Elective 3 3
Elective 3 3

Total 15 15
**Combined Major in Communication Studies and Mass Communication**

Students who wish to complete a combined major in Communication Studies and Mass Communication may apply up to 9 units simultaneously toward fulfillment of both majors.

**SUGGESTED FOUR-YEAR PLAN**

Please contact your major department for more information.

## Combined Major in Communication Studies and Political Science

Students electing to major in both Communication Studies and Political Science must complete the requirements for both majors. Students can complete the two majors with 69 units of Communication Studies and Political Science courses. Completing these two majors separately requires a minimum of 75 units (36 in COMM and 39 in POSC).

The Department of Political Science will accept two of the following communication studies courses (6 units) toward fulfillment of the electives in the Political Science major:

- COMM 304 PERSUASION
- COMM 331 ADVOC & ARGUMENT
- COMM 377 INTERCULTURAL COMMUNICATION
- COMM 420 COMM/LEGAL PROC
- COMM 470 SPECIAL TOPIC COMM

1. *Topic to be approved by the POSC department*

The Department of Mass Communication and Communication Studies will accept two of the following political science courses (6 units) toward fulfillment of the electives in the Communication Studies major:

- POSC 301 POLITICAL RESEARCH I
- POSC 340 COMPARATIVE PUBLIC POLICY
- POSC 375 PUBLIC ADMINISTRATION
- POSC 381 THE PRESIDENCY
- POSC 383 CONGRESS
- POSC 417 AMERICAN POLITICAL PARTIES
- POSC 459 SIMULATION AND GAMES IN POLITICAL SCIENCE
- POSC 470 SPECIAL TOPICS IN POLITICAL SCIENCE
- POSC 471 SPECIAL TOPICS IN POLITICAL SCIENCE
- POSC 472 SPEC TOPICS POSC
- POSC 473 SPEC TOPICS POSC
- POSC 474 SPEC TOPICS POSC
- POSC 475 SPEC TOPICS POSC
- POSC 476 SPEC TOPICS POSC
- POSC 477 SPEC TOPICS POSC
- POSC 478 SPEC TOPICS POSC

Total Units: 120

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**STRATEGIC PUBLIC RELATIONS AND INTEGRATED COMMUNICATION TRACK SUGGESTED FOUR-YEAR PLAN**

### Freshman

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCOM 101</td>
<td>ENGL 102 (Core 2)</td>
<td>3</td>
</tr>
<tr>
<td>TSEM 102 (Core 1)</td>
<td>COMM 131</td>
<td>3</td>
</tr>
<tr>
<td>Core</td>
<td>Core</td>
<td>3</td>
</tr>
<tr>
<td>Core</td>
<td>Core</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>3</td>
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<tr>
<td>Elective</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
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</tbody>
</table>

**Sophomore**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCOM 253</td>
<td>MCOM 256 (May be taken concurrently with MCOM 253.)</td>
<td>3</td>
</tr>
<tr>
<td>Core</td>
<td>Core</td>
<td>3</td>
</tr>
<tr>
<td>Core</td>
<td>Core</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>3</td>
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<tr>
<td>Elective</td>
<td>Elective</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
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</table>

**Junior**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCOM 350 or 433</td>
<td>MCOM 357</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 390</td>
<td>MCOM Elective</td>
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<td>Elective</td>
<td>SPRIC Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
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</table>

**Senior**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 419</td>
<td>MCOM 453</td>
<td>3</td>
</tr>
<tr>
<td>MCOM Elective</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>SPRIC Elective</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Total Units: 120

1. Student should be able to think critically and constructively about current issues and trends in the field.
2. Student should know how to apply scientific theories to the analysis and practice of mass communication.
3. Student should demonstrate proficiency in writing for the mass media.
Combined Major in Mass Communication and Political Science

Students electing to major in both Mass Communication and Political Science must complete the requirements for both majors. Following the outline below, students can complete the two majors with 69 units of Mass Communication and Political Science courses. Completing these two majors separately requires a minimum of 75 units (36 units in Mass Communication and 39 units in Political Science). Students interested in the combined major should consult in advance with an adviser in both departments to review requirements.

Completion of individual majors in Political Science and Mass Communication requires the successful completion of 75 units (39 in Political Science and 36 in Mass Communication). However, by electing the combined major in Political Science and Mass Communication, students will be able to complete both majors with a total of 69 units. Students interested in either of the combined majors should consult with an adviser in both departments to review requirements.

In Political Science, students must complete all requirements for the major (p. 256). However, they must substitute two of the following upper-level courses (6 units) in mass communication toward fulfillment of the required four courses (12 units) of upper-division electives in the Elective Section of the Political Science major (students will need to fulfill MCOM course prerequisites in advance of taking these courses):

- MCOM 350 MEDIA LAW 1 3
- MCOM 352 MEDIA CRITICISM 3
- MCOM 385 MASS MEDIA AND SOCIETY 3
- MCOM 431 PUBLIC OPINION AND THE PRESS 3
- MCOM 433 MEDIA ETHICS 1 3
- MCOM 477 SPECIAL TOPICS IN JOURNALISM 2 3
- MCOM 478 SPECIAL TOPICS IN ADVERTISING AND PUBLIC RELATIONS 2 3
- MCOM 479 SPECIAL TOPICS IN MASS COMMUNICATION 2 3

1 Topic to be approved by the MCCS department
2 Topic to be approved by the Department of Political Science

In Mass Communication, students must complete all requirements for the major (p. 127). However, they must substitute two of the following upper-level courses (6 units) in Political Science toward fulfillment of electives (9 units) in Mass Communication (students will need to fulfill POSC course prerequisites in advance of taking these courses):

Select two of the following: 6
- POSC 301 POLITICAL RESEARCH I 3
- POSC 340 COMPARATIVE PUBLIC POLICY 3
- POSC 375 PUBLIC ADMINISTRATION 3
- POSC 381 THE PRESIDENCY 3
- POSC 417 AMERICAN POLITICAL PARTIES 3
- POSC 459 SIMULATION AND GAMES IN POLITICAL SCIENCE 3
- POSC 470 SPECIAL TOPICS IN POLITICAL SCIENCE 1 3
- POSC 471 SPECIAL TOPICS IN POLITICAL SCIENCE 1 3

1 Topic to be approved by the Department of Mass Communication and Communication Studies

SUGGESTED FOUR-YEAR PLAN

Please contact your major department for more information.

Minor in Communication Studies

The Communication Studies minor requires 24 units: completion of the 9 units of lower-level courses and any 15 additional units in the major.

Minor Graduation Requirements

All minor requirements must be completed with a grade equivalent of 2.00 or higher. The Pass grading option is not available for courses applicable toward the minor.

Minor Transfer Credit Policy

The department will accept up to 9 units of compatible transfer courses toward the minor.

COMBINED COMMUNICATION STUDIES MINOR WITH MASS COMMUNICATION MAJOR

Students who wish to minor in Communication Studies and major in Mass Communication may apply up to 6 units simultaneously toward fulfillment of both major and minor. Note: No more than 3 units of independent study and/or internships can be applied toward the Communication Studies minor.

Minor Transfer Credit Policy

The department will accept up to 9 units of compatible transfer courses toward the minor.

Minor in Mass Communication

Students minoring in Mass Communication must complete 24 units of MCOM courses with a grade equivalent of 2.00 or higher in each course, including:

- MCOM 101 INTRODUCTION TO MASS COMMUNICATION 3
- Select two of the following lower-level courses: 6
  - MCOM 214 PRINCIPLES OF ADVERTISING
  - MCOM 253 PRINCIPLES OF STRATEGIC PUBLIC RELATIONS AND INTEGRATED COMMUNICATION
  - MCOM 256 WRITING FOR THE MEDIA
  - MCOM 257 JOURNALISM/NEW MEDIA I
  - MCOM 258 JOURNALISM/NEW MEDIA II
  - EMF 221 PRINCIPLES OF FILM AND MEDIA PRODUCTION
- Select four of the following upper-level courses: 12
  - MCOM 333 SOCIAL MEDIA AND STRATEGIC COMMUNICATION
  - MCOM 341 DIGITAL PUBLISHING
The Department of Music offers two professional degree programs, the Bachelor of Music and Bachelor of Science in Music Education; and one liberal arts degree program, the Bachelor of Science in Music. The concentrations within the two professional degree programs are outlined on the following pages.

Although there are courses common to all degree programs and concentrations within those programs, each program is designed with its own special requirements, especially in the junior and senior years. Those requirements are found on the following pages.

A Music minor is available for those students who desire to pursue music studies as a secondary field.

**REQUIREMENTS OF THE DEPARTMENT**

**Private Vocal or Instrumental Lessons and Master Classes**

Every Music major must enroll for private lessons on an instrument or in voice with an instructor provided by the university. All students enrolled for private vocal or instrumental lessons are required to attend a weekly master class. Activities in master classes range from topics concerning the instrument, prevention of performance injuries, pedagogy and performances by students, faculty and guest artists.

Progress toward a degree in music will, under normal circumstances, require the student to take at least one unit of lessons every term in their major area until the terminal degree recital is successfully completed. Students who let their lessons lapse one regular term or more are subject to re-auditioning in order to continue as a music major or music performance minor. Students who do not pass the re-audition may, at the discretion of the Department of Music, be excluded from their degree program or be required to take additional lessons before being fully reinstated.

**Evaluative Processes Comprising the Screened Major**

The following items comprise the various evaluative processes students must successfully negotiate if they are to continue in and complete the Music major.

**Progress in the Music Major**

Because Music is a screened major, students are expected to show regular progress completing required courses in the areas of theory, musicianship, music history, methods, lessons, and ensembles.

- No more than three MUSC, MUED, or MUSA courses may be repeated.
- No more than one of these courses may be repeated a second time after an approved petition to the department chair.

Additionally, the Department of Music considers any prior registration in a MUSC or MUED course when issuing seat permits. Priority to register for a required course will be given to those who have not yet attempted the course. If a student has remained registered for a MUSC or MUED course after the end of the university’s official change of schedule period and is attempting a third registration, a special permit/seat assignment will be issued on a space-available basis ONLY after all other students have requested a seat.

**Juries and Upper-Division Juries**

All students must perform before a faculty jury at the end of each term in which they are enrolled in private vocal or instrumental lessons.

To enroll in 300-level private lessons, students must complete the upper-division, double-length jury examination.

**Keyboard Proficiency**

Music majors must reach the level of keyboard proficiency established for their specific degree and concentration. For Music Education majors, the Keyboard Proficiency Examination is given the first Friday of fall and spring terms and the
first Wednesday of Final Examinations. (Students are only eligible to take this exam once per term.)

The Bachelor of Music degree allows students to satisfy the Keyboard Proficiency requirement by passing MUSA 190, MUSA 191, MUSA 290.

Keyboard majors, however, are exempt from Piano Class I, Piano Class II, and Piano Class III, but must satisfy the keyboard proficiency requirement by passing MUSC 313 and MUSC 314.

Recital Attendance
Department convocations and daytime honors recitals are mandatory attendance.

Degree Recitals
Students must enroll in private lessons the term they present a degree recital. Senior recital may not be taken during the same term as internship.

Ensembles
All Music majors are required to participate in ensembles. Students are limited to enrolling in three ensembles per term. Ensembles will be varied in both size and nature. Each degree program and/or concentration has its own set of expectations. These are listed on the following pages.

Contact the Department of Music for information concerning times and requirements for ensemble auditions. Most auditions are scheduled during the first week of classes. If a student registers for an ensemble and is not selected, it is the student’s responsibility to officially drop the ensemble from his or her schedule through the university’s Office of the Registrar.

Graduation Requirements
Majors must earn a grade equivalent of 2.00 or higher in all Music major courses, ensembles and lessons. This includes foreign languages and Music Education courses required of degree programs. The Pass grading option is not available for courses applied to the major.

In addition to the required Core Curriculum Music major courses, students must fulfill the requirements found in the University Curriculum section in this catalog. However, courses used to fulfill University Core Curriculum requirements cannot be used to fulfill upper-division elective requirements in the music degrees. University regulations require students to accrue no fewer than 32 upper-division (300–400) units for graduation.

The department also supports the Elementary Education program by offering Methods of Teaching Music for that instructional level.

TRANSFER CREDIT POLICY
Transfer of major credit is based upon an audition, a review of transcripts and an interview with the department chair or his/her designee. Transfer students must meet with the department chair or his/her designee immediately after matriculating.

All Music majors must complete a minimum of 24 major units at Towson University, all of which are upper-level (300–400) courses.

All Music minors must complete a minimum of 12 units at Towson University that meet the upper-division electives requirement in Section II of the Minor in Music section in this catalog.

CORE CURRICULUM REQUIREMENTS
The department also offers courses for non-Music majors. These courses are primarily taken to satisfy Core Curriculum requirements.

Visit www.towson.edu/core for information on MUSC Core Curriculum courses.

PERFORMING ENSEMBLES
Non-Music majors/minors are encouraged to audition for performing ensembles at the beginning of each term. A complete list of ensemble offerings can be found under Course Descriptions for “Music Applied (MUSA) – Ensembles” in this catalog. (No audition is required for MUSA 150/MUSA 350, MUSA 160/MUSA 360, MUSA 163 or MUSA 170/MUSA 370.) For further information, contact the department at 410-704-2839.

GRADUATE PROGRAM
The Department of Music offers two graduate degrees: a Master of Science in Music Education and a Master of Music in either Performance or Composition. A Certificate of Music is also offered. A Dalcroze-Orff-Kodaly certificate may be completed during summer sessions.

Other areas of emphasis may involve the fall, spring and Minimester terms. Entrance requirements and programs of study are available from the department’s graduate program directors and are outlined in the Graduate Catalog.

ADMISSION TO THE DEPARTMENT
Degree programs in music are fully accredited with the National Association of Schools of Music and the National Council for Accreditation of Teacher Education.

The Music major is a screened major. Admission to the Music major is granted only by the department, contingent upon completion of a Department of Music application and a performance audition. Admission to the university does not guarantee acceptance as a Music major or minor. Further, continuance in the major is contingent on a number of evaluative processes established by the department. Proper course planning and regular meetings with advisers are key to timely completion of the programs in four years. Students are responsible for determining the progress and completion of their degree programs.

Requirements for Admission to the Music Education Program
After admission to the Department of Music, there are two additional steps that a student must complete to become a candidate for the Music Education degree. The first is a “Progress Check to Obtain Full Admission into the Music Education Major,” which is completed during the fourth term Music Education Advising Session. The second is the “Program Interview for Admission to Candidacy for the Music Education Degree.” This is completed in the student’s sixth term while enrolled in MUSC 327 or MUSC 329.

MAJORS IN MUSIC
- Major in Music Education - Bachelor of Science Degree (p. 142)
- Major in Music - Bachelor of Music Degree (p. 133)
- Major in Music - Bachelor of Science Degree (p. 141)

MINOR IN MUSIC
- Music Performance (p. 145)
- Music Industry (p. 146)

Major in Music - Bachelor of Music Degree
Students concentrating in Composition, Jazz/Commercial Music (performance or composition), Guitar, Keyboard, Voice or Winds/Strings/Percussion performance are required to complete the courses listed below and the Core Curriculum requirements.
COMPOSITION CONCENTRATION REQUIREMENTS (82 UNITS)

MUSA XXX  Private lessons in a single medium  6
MUSA XXX  Ensembles: 7 units in ensembles reflecting diverse sizes and styles, with a minimum of two different ensembles. One unit must be World Music Ensemble unless the student has completed a 3-unit upper-division global perspectives in music (MUSC) course.  7

The following course must be repeated for up to 4 units:

MUSA 100  COMPOSITION  4
MUSA 190  PIANO CLASS I  1
MUSA 191  PIANO CLASS II  1

The following composition course must be repeated for up to 4 units:

MUSA 290  PIANO III: KEYBOARD HARMONY  1

The following composition course must be repeated for up to 4 units:

MUSA 300  COMPOSITION  4

The following composition course must be repeated for up to 4 units:

MUSA 400  COMPOSITION  4
MUSA 499  SENIOR RECITAL FOR BACHELOR OF MUSIC DEGREE  1

MUSC 131  MUSIC THEORY I  2
MUSC 132  MUSIC THEORY II  2
MUSC 133  MUSICIANSHIP I  2
MUSC 134  MUSICIANSHIP II  2
MUSC 201  MUSIC IN THE U.S.: ANALYTIC EMPHASIS  3
MUSC 231  MUSIC THEORY III  2
MUSC 232  MUSIC THEORY IV  2
MUSC 233  MUSICIANSHIP III  2
MUSC 234  MUSICIANSHIP IV  2
MUSC 301  WESTERN MUSIC TO 1750  3
MUSC 302  WESTERN MUSIC FROM 1750-1914  3
MUSC 327  CHORAL CONDUCTING  3
MUSC 335  CHORAL AND INSTRUMENTAL ARRANGING  3
MUSC 382  RECORDING TECHNIQUES I  3
MUSC 405  WESTERN MUSIC FROM 1914 TO THE PRESENT  3
MUSC 414  COUNTERPOINT  3
MUSC XXX  Upper-division MUSC electives  9

Total Units  82

1  MUSC 493 may be taken for a minimum of 3 elective units only by successful petition to the department chairperson.

GUITAR CONCENTRATION REQUIREMENTS (82 UNITS)

MUSA xxx  Private Lessons: MUSA x35 (8 terms of 1 unit) Private Classical Guitar Lessons Any combination of MUSA x35 Private Classical Lessons, MUSA x36 Other Fretted Instruments Private Lessons; or MUSA x40 Jazz/Commercial Guitar Private Lessons (8 terms 1 unit)  16

MUSA xxx  Ensembles: four terms among a minimum of three different jazz ensembles; three terms of any other ensemble, one of which must be World Music Ensemble unless the student has completed a 3-unit upper-division global perspectives in music (MUSC) course  7

The following composition course must be repeated for up to 4 units:

MUSA 101  JAZZ / COMMERCIAL COMPOSITION  4
MUSA 190  PIANO CLASS I  1
MUSA 191  PIANO CLASS II  1

The following composition course must be repeated for up to 4 units:

MUSA 201  JAZZ / COMMERCIAL COMPOSITION  4
MUSA 290  PIANO III: KEYBOARD HARMONY  1

The following composition course must be repeated for up to 4 units:

MUSA 301  JAZZ / COMMERCIAL COMPOSITION  4

JAZZ/COMMERCIAL MUSIC CONCENTRATION REQUIREMENTS (COMPOSITION) (79 UNITS)

MUSA xxx  Private lessons in a single medium  6
MUSA xxx  Ensembles: four terms among a minimum of three different jazz ensembles; three terms of any other ensemble, one of which must be World Music Ensemble unless the student has completed a 3-unit upper-division global perspectives in music (MUSC) course  7

The following composition course must be repeated for up to 4 units:

MUSA 101  JAZZ / COMMERCIAL COMPOSITION  4
MUSA 190  PIANO CLASS I  1
MUSA 191  PIANO CLASS II  1

The following composition course must be repeated for up to 4 units:

MUSA 201  JAZZ / COMMERCIAL COMPOSITION  4
MUSA 290  PIANO III: KEYBOARD HARMONY  1

The following composition course must be repeated for up to 4 units:

MUSA 301  JAZZ / COMMERCIAL COMPOSITION  4
### JAZZ/COMMERCIAL MUSIC

#### CONCENTRATION REQUIREMENTS

**MUSA 499**
- Senior Recital for Bachelor of Music Degree

**MUSA 399**
- Music Theory I
- Music Theory II
- Music Theory III
- Music Theory IV
- Music in the U.S.: Analytic Emphasis
- Jazz History

**MUSA 191**
- Musicianship I
- Musicianship II

**MUSA 190**
- Piano Class I
- Piano Class II

**MUSC 493**
- Instrumental Conducting
- Choral and Instrumental Arranging
- Jazz Arranging I

**MUSC 335**
- Advanced Private Lessons (16): 12 units jazz/commercial lessons in primary instrument; 4 units of additional jazz/commercial lessons, 100- and 200-level classical lessons in related instrument, or a combination of both. Vocal majors—8 units of jazz/commercial voice, 8 units in 100- and 200-level voice lessons.

**MUSC 334**
- Saxophone majors—8 units jazz/commercial saxophone and 8 units in at least one woodwind double.

**MUSC 333**
- Bass majors—8 units acoustic, 8 units electric.

**MUSC 332**
- Guitar majors—8 units jazz/commercial guitar, 8 units classical or other fretted instruments.

**MUSC 331**
- Percussion majors—8 units drum set, 8 units percussion/multiple.

**MUSC 330**
- Other instruments—8 units of jazz/commercial in primary instrument, 8 units of 100- and 200-level classical lessons in primary instrument.

**MUSC 329**
- Voice majors—8 units in jazz/commercial voice, 8 units in 100- and 200-level voice lessons.

**MUSC 328**
- Ensembles: eight terms among a minimum of three jazz ensembles; six terms of any other ensemble, one of which must be World Music Ensemble unless the student has completed a 3-unit upper-division global perspectives in music (MUSC) course.¹

**MUSC 327**
- Junior Recital for Bachelor of Music Degree
- Senior Recital for Bachelor of Music Degree

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1. Ensemble requirements for guitar students: among the 14 required ensemble terms, guitar students are required to take 8 terms of guitar-specific ensembles (4 terms of MUSA 275/MUSA 283 and 4 terms of MUSA 475/MUSA 483).

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### KEYBOARD CONCENTRATION

#### REQUIREMENTS (PIANO) (**83 UNITS**)
MUSC 405  WESTERN MUSIC FROM 1914 TO THE PRESENT  3
MUSC 414  COUNTERPOINT  3
MUSC 419  KEYBOARD LITERATURE  3
MUSC 460  PIANO PEDAGOGY  3
MUSC XXX  Upper-division MUSC electives  1  9

Total Units  83

1  MUSC 493 may be taken for a maximum of 3 elective units only by successful petition to the department chairperson.

KEYBOARD CONCENTRATION REQUIREMENTS (PIECE ORGAN) (81 UNITS)

MUSA XXX  Private pipe organ lessons  16
MUSA XXX  Private piano lessons  2
MUSA XXX  Ensembles: five terms in any choral ensemble; 2 units of any ensemble, 1 unit of which must be World Music Ensemble unless the student has completed a 3-unit upper-division global perspectives in music (MUSC) course.

MUSA 399  JUNIOR RECITAL FOR BACHELOR OF MUSIC DEGREE  1
MUSA 499  SENIOR RECITAL FOR BACHELOR OF MUSIC DEGREE  1

MUED 210  VOICE CLASS  1
MUSC 131  MUSIC THEORY I  2
MUSC 132  MUSIC THEORY II  2
MUSC 133  MUSICIANSHIP I  2
MUSC 134  MUSICIANSHIP II  2
MUSC 201  MUSIC IN THE U.S.: ANALYTIC EMPHASIS  3
MUSC 231  MUSIC THEORY III  2
MUSC 232  MUSIC THEORY IV  2
MUSC 233  MUSICIANSHIP III  2
MUSC 234  MUSICIANSHIP IV  2
MUSC 301  WESTERN MUSIC TO 1750  3
MUSC 302  WESTERN MUSIC FROM 1750-1914  3
MUSC 313  KEYBOARD HARMONY AND SIGHT READING I  3
MUSC 314  KEYBOARD HARMONY SIGHT READING II  2
MUSC 327  CHORAL Conducting  3
or MUSC 329  INSTRUMENTAL Conducting  3
MUSC 335  CHORAL and INSTRUMENTAL Arranging  3
MUSC 405  WESTERN MUSIC FROM 1914 TO THE PRESENT  3
MUSC 414  COUNTERPOINT  3
MUSC 419  KEYBOARD LITERATURE  3
MUSC XXX  Upper-division MUSC electives  1  9

Total Units  81

1  MUSC 493 may be taken for a maximum of 3 elective units only by successful petition to the department chairperson.

VOICE CONCENTRATION REQUIREMENTS (83 UNITS)

MUSA XXX  Private voice lessons  16

MUSA XXX  Ensembles: four units of Chorale or Choral Society; 4 units in Music for the Stage; 4 units in any other vocal ensemble, 1 unit of which must be World Music Ensemble unless the student has completed a 3-unit upper-division global perspectives in music (MUSC) course.

MUSA 190  PIANO CLASS I  1
MUSA 191  PIANO CLASS II  1
MUSA 290  PIANO III: KEYBOARD HARMONY  1
MUSA 399  JUNIOR RECITAL FOR BACHELOR OF MUSIC DEGREE  1

WINDS, STRINGS, PERCUSSION CONCENTRATION REQUIREMENTS (84 UNITS)

MUSA 190  PIANO CLASS I  1
MUSA 191  PIANO CLASS II  1
MUSA 290  PIANO III: KEYBOARD HARMONY  1
MUSA 399  JUNIOR RECITAL FOR BACHELOR OF MUSIC DEGREE  1

MUSA 131  MUSIC THEORY I  2
MUSA 132  MUSIC THEORY II  2
MUSA 133  MUSICIANSHIP I  2
MUSA 134  MUSICIANSHIP II  2

MUED 210  VOICE CLASS  1
MUSC 131  MUSIC THEORY I  2
MUSC 132  MUSIC THEORY II  2
MUSC 133  MUSICIANSHIP I  2
MUSC 134  MUSICIANSHIP II  2
MUSC 201  MUSIC IN THE U.S.: ANALYTIC EMPHASIS  3
MUSC 231  MUSIC THEORY III  2
MUSC 232  MUSIC THEORY IV  2
MUSC 233  MUSICIANSHIP III  2
MUSC 234  MUSICIANSHIP IV  2
MUSC 301  WESTERN MUSIC TO 1750  3
MUSC 302  WESTERN MUSIC FROM 1750-1914  3
MUSC 327  CHORAL Conducting  3
or MUSC 329  INSTRUMENTAL Conducting  3
MUSC 335  CHORAL and INSTRUMENTAL Arranging  3
MUSC 405  WESTERN MUSIC FROM 1914 TO THE PRESENT  3
MUSC 414  COUNTERPOINT  3
MUSC 419  KEYBOARD LITERATURE  3
MUSC XXX  Upper-division MUSC electives  1  9

Total Units  84

1  MUSC 493 may be taken for a maximum of 3 elective units only by successful petition to the department chairperson.

Elementary level of two of the following: German, French or Italian (12) OR Intermediate level in German, French or Italian (12)
MUSC 201  MUSIC IN THE U.S.: ANALYTIC EMPHASIS  3  
MUSC 231  MUSIC THEORY III  2  
MUSC 232  MUSIC THEORY IV  2  
MUSC 233  MUSICIANSHIP III  2  
MUSC 234  MUSICIANSHIP IV  2  
MUSC 301  WESTERN MUSIC TO 1750  3  
MUSC 302  WESTERN MUSIC FROM 1750-1914  3  
MUSC 329  INSTRUMENTAL CONDUCTING  3  
MUSC 335  CHORAL AND INSTRUMENTAL ARRANGING  3  
MUSC 350  MUSIC INDUSTRY: LIVE PERFORMANCE  3  
MUSC 405  WESTERN MUSIC FROM 1914 TO THE PRESENT  3  
MUSC 443  INSTRUMENTAL PEDAGOGY  1  
MUSC XXX  Upper-division MUSC electives  9

Total Units: 84

1  MUSC 493 may be taken for a maximum of 3 elective units only by successful petition to the department chair.

COMPOSITION CONCENTRATION   
SUGGESTED FOUR-YEAR PLAN

NOTES: MUSC 300- and 400-level courses are offered on a rotation basis and the exact term offering may differ from that noted below based on enrollment. Hence, it will be important to discuss this with your faculty adviser and adjust sequence if needed.

Ensemble Requirement: Seven units in ensembles reflecting diverse sizes and styles, with a minimum of two different ensembles. One unit must be World Music Ensemble unless the student has completed a three unit upper division global perspective in music (MUSC) course.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
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<tbody>
<tr>
<td>MUSC 131</td>
<td>2 MUSC 132</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 133</td>
<td>2 MUSC 134</td>
<td>2</td>
</tr>
<tr>
<td>MUSA 100</td>
<td>1-2 MUSA 100</td>
<td>1-2</td>
</tr>
<tr>
<td>MUSA xxx Applied Lesson</td>
<td>1 MUSA 191</td>
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<tr>
<td>Primary Performance Area</td>
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</tr>
<tr>
<td>MUSA 190</td>
<td>1 MUSA xxx Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>ENGL 102 or 190 (Core 2)</td>
<td>3 TSEM 102 (Core 1)</td>
<td>3</td>
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<tr>
<td>Core</td>
<td>3 Core</td>
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Total Units: 13-14

Sophomore

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<tr>
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<tbody>
<tr>
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<tr>
<td>MUSC 233</td>
<td>2 MUSC 234</td>
<td>2</td>
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<tr>
<td>MUSC 201</td>
<td>3 MUSC 301</td>
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<td>MUSA 290</td>
<td>1 MUSA 200</td>
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<tr>
<td>MUSA 200</td>
<td>1-2 MUSA xxx Applied Lesson in</td>
<td>1</td>
</tr>
<tr>
<td>Primary Performance Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSA xxx Applied Lesson</td>
<td>1 MUSA xxx Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>Primary Performance Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSA xxx Ensemble</td>
<td>1 Core (suggest Lab Science)</td>
<td>4</td>
</tr>
<tr>
<td>Core</td>
<td>3 Core</td>
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Total Units: 14-15

Junior

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<td>MUSC 302</td>
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<tr>
<td>MUSA 300</td>
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<tr>
<td>MUSC 335</td>
<td>3 MUSA 300</td>
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</table>

Total Units: 14-15

JAZZ/COMMERCIAL MUSIC PERFORMANCE CONCENTRATION   
SUGGESTED FOUR-YEAR PLAN

NOTES: MUSC 300- and 400-level courses are offered on a rotation basis and the exact term offering may differ from that noted below based on enrollment. Hence, it will be important to discuss this with your faculty adviser and adjust sequence if needed.

Ensemble Requirement: (14 units) eight terms among a minimum of three jazz ensembles; six terms of any other ensemble, one of which must be World Music Ensemble unless the student has completed a three unit upper division global perspective in music (MUSC) course.

Guitar Students – (14 units) eight terms among a minimum of three jazz ensembles; six terms in other ensembles, one of which must be World Music Ensemble unless the student has completed a three unit upper division global perspective in music (MUSC) course. (Of the above ensembles, guitar students are required to take 8 terms of Guitar Ensembles (4 terms of MUSA 275/MUSA 283 and 4 terms of MUSA 475/MUSA 483)

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
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<tbody>
<tr>
<td>MUSC 131</td>
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<td>2</td>
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<tr>
<td>MUSC 133</td>
<td>2 MUSC 134</td>
<td>2</td>
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<tr>
<td>MUSA xxx Applied Lesson</td>
<td>2 MUSA 191</td>
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<tr>
<td>Primary Performance Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSA 190</td>
<td>1 MUSA xxx Ensemble</td>
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<td>ENGL 102 or 190 (Core 2)</td>
<td>3 TSEM 102 (Core 1)</td>
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<tr>
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Total Units: 14

Sophomore

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<tbody>
<tr>
<td>MUSC 231</td>
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<td>2</td>
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<tr>
<td>MUSC 233</td>
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<tr>
<td>MUSA 201</td>
<td>3 MUSC 301</td>
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<td>MUSA 290</td>
<td>1 MUSA 200</td>
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<tr>
<td>MUSA 200</td>
<td>1-2 MUSA xxx Applied Lesson in</td>
<td>1</td>
</tr>
<tr>
<td>Primary Performance Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSA xxx Jazz Ensemble</td>
<td>1 MUSA xxx Jazz Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>MUSA 190</td>
<td>1 MUSA xxx Applied Lesson in</td>
<td>2</td>
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<tr>
<td>Primary Performance Area</td>
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<tr>
<td>ENGL 102 or 190 (Core 2)</td>
<td>3 TSEM 102 (Core 1)</td>
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<tr>
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Total Units: 14

Junior

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<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
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<tbody>
<tr>
<td>MUSC 302</td>
<td>3 MUSC 405</td>
<td>3</td>
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<tr>
<td>MUSA 300</td>
<td>1-2 MUSA 327 or 329</td>
<td>3</td>
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<tr>
<td>MUSC 335</td>
<td>3 MUSA 300</td>
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Total Units: 14
Major in Music - Bachelor of Music Degree

NOTES: MUSC 300- and 400-level courses are offered on a rotation basis and the exact term offering may differ from that noted below based on enrollment. Hence, it will be important to discuss this with your faculty adviser and adjust sequence if needed.

Ensemble requirement: (7 units): Four terms among a minimum of three jazz ensembles; three terms of any other ensemble, one of which must be World Music Ensemble unless the student has completed a three unit upper division global perspective in music (MUSC) course.

### Fresman

<table>
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<tr>
<th>Term 1</th>
<th>Units Term 2</th>
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<tbody>
<tr>
<td>MUSC 131</td>
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<td>2</td>
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<tr>
<td>MUSC 133</td>
<td>2 MUSC 134</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 101</td>
<td>1-2 MUSC 101</td>
<td>1-2</td>
</tr>
<tr>
<td>MUSC xxx Applied Lesson in Primary Performance Area</td>
<td>1 MUSA 191</td>
<td>1</td>
</tr>
<tr>
<td>MUSA 190</td>
<td>1 MUSA xxx Jazz Ensemble</td>
<td>1</td>
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<tr>
<td>ENGL 102 or 190 (Core 2)</td>
<td>3 MUSC xxx Applied Lesson in Primary Performance Area</td>
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<tr>
<td>Core 3</td>
<td>3 TSEM 102 (Core 1)</td>
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Total Units: 119

### JAZZ/COMMERCIAL MUSIC COMPOSITION CONCENTRATION SUGGESTED FOUR-YEAR PLAN

NOTES: MUSC 300- and 400-level courses are offered on a rotation basis and the exact term offering may differ from that noted below based on enrollment. Hence, it will be important to discuss this with your faculty adviser and adjust sequence if needed.

Ensemble requirement: (7 units): Four terms among a minimum of three jazz ensembles; three terms of any other ensemble, one of which must be World Music Ensemble unless the student has completed a three unit upper division global perspective in music (MUSC) course.

### Sophomore

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
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<tbody>
<tr>
<td>MUSC 231</td>
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<td>MUSC 233</td>
<td>2 MUSC 234</td>
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<tr>
<td>MUSC 201</td>
<td>3 MUSC 301</td>
<td>3</td>
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<td>MUSA 290</td>
<td>1 MUSA 201</td>
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<tr>
<td>MUSA 201</td>
<td>1-2 MUSC xxx Applied Lesson in Primary Performance Area</td>
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<tr>
<td>MUSC xxx Applied Lesson in Primary Performance Area</td>
<td>1 MUSC xxx Jazz Ensemble</td>
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</tr>
<tr>
<td>MUSA xxx Other Ensemble</td>
<td>1 Core (suggest Lab Science)</td>
<td>4</td>
</tr>
<tr>
<td>Core</td>
<td>3</td>
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<table>
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<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
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<tbody>
<tr>
<td>MUSC 302</td>
<td>3 MUSC 327 or 329</td>
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<td>MUSA 301</td>
<td>1-2 MUSC 335</td>
<td>3</td>
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<td>MUSA xxx Applied Lesson in Primary Performance Area</td>
<td>1 MUSC 350</td>
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<td>MUSA 320</td>
<td>3 MUSA 301</td>
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<tr>
<td>MUSA xxx Other Ensemble</td>
<td>1 MUSA xxx Applied Lesson in Primary Performance Area</td>
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<tr>
<td>Core</td>
<td>3 MUSA xxx Jazz Ensemble</td>
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Total Units: 108-116

### GUITAR CONCENTRATION SUGGESTED FOUR-YEAR PLAN

NOTES: MUSC 300 and 400 level courses are offered on a rotation basis and the exact term offering may differ from that noted below based on enrollment. Hence, it will be important to discuss this with your faculty adviser and adjust sequence if needed.

Ensemble Requirement: (12 units): Four units in lower division Guitar Ensemble (MUSA 275); four units in upper division Guitar Ensemble (MUSA 475); two units of any vocal ensemble or solo and ensemble accompanying; two units of any ensemble, one unit of which must be World Music Ensemble (MUSA170/370) unless the student has completed a three unit upper division global perspective in music (MUSC) course.

Piano Classes: MUSA 190, MUSA 191 and MUSA 290 can be taken sooner if seats are available in the courses.

### Freshman

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<tr>
<th>Term 1</th>
<th>Units Term 2</th>
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<tbody>
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<td>MUSC 133</td>
<td>2 MUSC 134</td>
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<tr>
<td>MUSC 101</td>
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<tr>
<td>MUSC xxx Applied Lesson in Primary Performance Area</td>
<td>1 MUSA 191</td>
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<tr>
<td>MUSA 190</td>
<td>1 MUSA xxx Jazz Ensemble</td>
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<tr>
<td>ENGL 102 or 190 (Core 2)</td>
<td>3 MUSC xxx Applied Lesson in Primary Performance Area</td>
<td>1</td>
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<tr>
<td>Core 3</td>
<td>3 TSEM 102 (Core 1)</td>
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Total Units: 138
# Towson University

**MUSA 275**  
3 Term 1  
1 Core 3  
3 Core 3  

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<tr>
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<td>MUSC 233</td>
<td>2 MUSC 234</td>
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<td>MUSC 201</td>
<td>3 MUSC 301</td>
<td>3</td>
<td>MUSC 190</td>
<td>1 MUSC xxx Applied Lesson in Primary Performance Area</td>
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<td>MUSC 235</td>
<td>1-2 MUSC 191</td>
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<td>MUSC 275</td>
<td>1 MUSC 235</td>
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<td>MUSC xxx Ensemble (vocal or other ensemble)</td>
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<td>Core (suggest Lab Science)</td>
<td>4 MUSC xxx Ensemble</td>
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<td>MUSC 350</td>
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<td>MUSC 335</td>
<td>1-2 MUSC 475</td>
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<td>MUSC 475</td>
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<td>MUSC xxx Ensemble</td>
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<td>MUSC 462</td>
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<td>MUSC 435</td>
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<td>MUSC 475</td>
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| Total Units: 112-120 |

## KEYBOARD CONCENTRATION  
**SUGGESTED FOUR-YEAR PLAN**

**NOTES:** MUSC 300- and 400-level courses are offered on a rotation basis and the exact term offering may differ from that noted below based on enrollment. Hence, it will be important to discuss this with your faculty adviser and adjust sequence if needed.

Ensemble Requirements: PIANO STUDENTS (7 units): Five terms in Solo/Ensemble Accompanying; two units of any other ensemble, one unit of which must be World Music Ensemble unless the student has completed a three unit upper division global perspective in music (MUSC) course.

ORGAN STUDENTS (7 units): Five terms in any choral ensemble; two units of any ensemble, one unit of which must be World Music Ensemble unless the student has completed a three-unit upper division global perspective in music (MUSC) course.

**Freshman**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 131</td>
<td>2 MUSC 132</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUSC 133</td>
<td>2 MUSC 134</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Select one of the following</td>
<td>2</td>
<td>Select one of the following</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 105 (Piano students only)</td>
<td>MUSC 105 (Piano students only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSC 106 (Organ students only)</td>
<td>MUSC 106 (Organ students only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 102 or 190 (Core 2)</td>
<td>3 TSEM 102 (Core 1)</td>
<td>3</td>
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</tr>
<tr>
<td>Core</td>
<td>3 Core</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Senior</th>
<th>Term 1</th>
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<th>Units</th>
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<tbody>
<tr>
<td>MUSC 302</td>
<td>3 MUSC 327 or 329</td>
<td>3</td>
<td>MUSC 335</td>
<td>3 MUSC 414</td>
</tr>
<tr>
<td>Select one of the following</td>
<td>2 MUSC 419</td>
<td>3</td>
<td>MUSC 305 (Piano students only)</td>
<td>Select one of the following</td>
</tr>
<tr>
<td>MUSC 306 (Organ students only)</td>
<td>MUSC 305 (Piano students only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following</td>
<td>1 MUSC 306 (Organ students only)</td>
<td>1</td>
<td>MUSC 474 (Piano students only)</td>
<td>Select one of the following</td>
</tr>
<tr>
<td>MUSC xxx Private organ, harpsichord or voice lessons (Piano students only)</td>
<td>MUSC xxx Any Choral Ensemble (Organ students only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSC 105 (Organ students only)</td>
<td>MUSC xxx Ensemble</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSC xxx Any Choral Ensemble (Organ students only)</td>
<td>MUSA 399</td>
<td>1</td>
<td></td>
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</tbody>
</table>
MUSA 460 Piano Pedagogy  
(Piano students only)  
3

Core  
3

<table>
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<tr>
<th>Senior</th>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 405</td>
<td>3 MUSC xxx Upper-Level MUSC Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSC xxx Upper-Level MUSC Elective</td>
<td>3 MUSC 499</td>
<td>1</td>
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</tr>
<tr>
<td>MUSC xxx Upper-Level MUSC Elective</td>
<td>3 Select one of the following:</td>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>Select one of the following:</td>
<td>2 MUSA 405 (Piano students only)</td>
<td></td>
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<tr>
<td>MUSA 405 (Piano students only)</td>
<td>MUSA 406 (Organ students only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>1 MUSA xxx Ensemble (any ensemble - Piano students only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSA 474</td>
<td>MUSA xxx Any Choral Ensemble (Organ students only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSA xxx Any Choral Ensemble (Organ students only)</td>
<td>Core</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>Core</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Units: 121

VOICE CONCENTRATION SUGGESTED FOUR-YEAR PLAN

NOTES: MUSC 300- and 400-level courses are offered on a rotation basis and the exact term offering may differ from that noted below based on enrollment. Hence, it will be important to discuss this with your faculty adviser and adjust sequence if needed.

Ensemble Requirements: (12 units) Four units of Chorale or Choral Society; four units in Music for the Stage; four units in any other vocal ensemble, one of which must be World Music Ensemble unless the student has completed a three unit upper division global perspective in music (MUSC) course.

Language Requirements: Elementary level of two of the following – German, French or Italian (12) OR Intermediate level in German, French or Italian (12)

Piano classes (MUSA 190, MUSA 191 and MUSA 290) can be started in a later term if classes are full.

Freshman

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 131</td>
<td>2 MUSC 132</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 133</td>
<td>2 MUSC 134</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 103</td>
<td>1-2 MUSC 103</td>
<td>1-2</td>
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<tr>
<td>MUS</td>
<td>1 MUSC xxx Vocal Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>MUSA 190</td>
<td>1 MUSC xxx Vocal Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>ENGL 102 or 190 (Core 2)</td>
<td>3 TSEM 102 (Core 1)</td>
<td>3</td>
</tr>
<tr>
<td>Core</td>
<td>3 Core</td>
<td>3</td>
</tr>
<tr>
<td>Core 3</td>
<td>3 Core</td>
<td>3</td>
</tr>
</tbody>
</table>

16-17 16-17

WINDS/STRINGS/PERCUSSION CONCENTRATION SUGGESTED FOUR-YEAR PLAN

NOTES: MUSC 300- and 400-level courses are offered on a rotation basis and the exact term offering may differ from that noted below based on enrollment. Hence, it will be important to discuss this with your faculty adviser and adjust sequence if needed.

Ensemble Requirements: (16 units) eight terms in Symphonic Band or Orchestra; eight terms of any instrumental ensemble, one term of which must be World Music Ensemble unless the student has completed a three-unit upper division global perspective in music (MUSC) course.

Piano classes (MUSA 190, MUSA 191 and MUSA 290) can be started in a later term if classes are full.
### Major in Music - Bachelor of Science Degree

The Bachelor of Science in Music is designed for students seeking a liberal arts degree in music. The curriculum of this program is designed to assure that students receive a solid grounding in the fundamentals of music theory and history, take individual instruction in applied music, and will participate in musical ensembles appropriate to their area of musical training. The Department of Music strongly recommends the completion of the intermediate level of a foreign language. Students are encouraged to pursue a minor in a related or complementary field of study.

All students pursuing the Bachelor of Science degree in Music must take one course in one of the arts outside of music (visual arts, theater, or dance) either within their Core Curriculum units or within their 30 elective units.

Students must also undertake one of the following 3-unit capstone experiences demonstrating mastery of some area of their study. Selection of this capstone experience and approval by appropriate faculty must be completed by the end of the junior year. Students must have completed all required courses through the 300 level before enrolling in the capstone experience.

### MUSIC PERFORMANCE AND SENIOR RECITAL

Students who choose music performance as their principal area of competency must complete at least 2 units of applied music at the upper-division level and complete the 1-unit course MUSA 497. (Students must be enrolled for applied lessons concurrently with Senior Recital.) Approval of the recital option must be granted by the faculty jury at the time of the upper-division jury.

### SENIOR THESIS/PROJECT

Students may choose to write a senior thesis or complete another approved research project under the direction of a faculty adviser. In order to be approved for a Senior Thesis/Project, a student must have passed MUSC 302 with the grade of B or better. The proposal for the project must be approved by the department chair who will assign appropriate faculty advisers by the end of the second term of the junior year. The completed project must be juried by at least two faculty members. These candidates must successfully complete MUSC 495 for the Bachelor of Science in Music Degree.

### INTERNSHIP IN MUSIC INDUSTRY

Students who pursue training in a cognate area such as music business, arts administration, or some other appropriate professional field must demonstrate competence in that field through the successful completion of MUSC 497. Students must have a 2.75 general GPA and a 2.50 in Music courses to enroll in MUSC 497. Internships must be approved by the department internship coordinator and the Career Center internship coordinator by the end of the junior year.

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<table>
<thead>
<tr>
<th>Class</th>
<th>Term 1 Units</th>
<th>Term 2 Units</th>
<th>Units</th>
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<tr>
<td>Freshman</td>
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<td>MUSC 132 2</td>
<td>2</td>
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<tr>
<td></td>
<td>MUSC 133 2</td>
<td>MUSC 134 2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>MUSA 190 1</td>
<td>MUSA 191 1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MUSA 1xx Applied Lessons in performance area 2</td>
<td>MUSA 1xx Applied Lessons in performance area 2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>MUSA 261 or 262 1</td>
<td>MUSA 261 or 262 1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MUSA xxx Ensemble (other than Symphonic Band or Orchestra) 1</td>
<td>MUSA xxx Ensemble (other than Symphonic Band or Orchestra) 1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>ENGL 102 or 190 (Core 2) 3</td>
<td>TSEM 102 (Core 1) 3</td>
<td>3</td>
</tr>
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<td>Core 3</td>
<td>3 Core 3</td>
<td>3</td>
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</tr>
<tr>
<td></td>
<td>15 units</td>
<td>15 units</td>
<td>15</td>
</tr>
<tr>
<td>Sophomore</td>
<td>MUSC 201 (Core 11) 3</td>
<td>MUSC 232 2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>MUSC 231 2</td>
<td>MUSC 234 2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>MUSC 233 2</td>
<td>MUSC 301 3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MUSA 290 1</td>
<td>MUSA xxx Applied Lessons in Performance Area 1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MUSA 2xx Applied Lessons in performance area 2</td>
<td>MUSA 261 or 262 1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MUSA 261 or 262 1</td>
<td>MUSA xxx Ensemble (other than Symphonic Band or Orchestra) 1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MUSA xxx Ensemble (other than Symphonic Band or Orchestra) 1</td>
<td>Core (suggest Lab Science) 4</td>
<td>4</td>
</tr>
<tr>
<td>Core 3</td>
<td>3</td>
<td>15 units</td>
<td>14</td>
</tr>
<tr>
<td>Junior</td>
<td>MUSC 302 3</td>
<td>MUSC 329 3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MUSC 335 3</td>
<td>MUSC 405 3</td>
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</tr>
<tr>
<td></td>
<td>MUSC 350 3</td>
<td>MUSC xxx Upper-Level MUSC Elective 3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MUSA 3xx Applied Lesson in performance area 2</td>
<td>MUSA 3xx Applied Lesson in performance area 2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>MUSA 461 or 462 1</td>
<td>MUSA 461 or 462 1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MUSA xxx Ensemble (other than Symphonic Band or Orchestra) 1</td>
<td>MUSA xxx Ensemble (other than Symphonic Band or Orchestra) 1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MUSC 443 1</td>
<td>MUSA 399 1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>14 units</td>
<td>14 units</td>
<td>14</td>
</tr>
<tr>
<td>Senior</td>
<td>MUSC xxx Upper-Level MUSC Elective 3</td>
<td>MUSC xxx Upper-Level MUSC Elective 3</td>
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<tr>
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<td>MUSA 4xx Applied Lesson in performance area 2</td>
<td>MUSA 4xx Applied Lesson in performance area 2</td>
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<tr>
<td></td>
<td>MUSA 461 or 462 1</td>
<td>MUSA 461 or 462 1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MUSA xxx Ensemble (other than Symphonic Band or Orchestra) 1</td>
<td>MUSA xxx Ensemble (other than Symphonic Band or Orchestra) 1</td>
<td>1</td>
</tr>
<tr>
<td>Core 3</td>
<td>3 MUSA 499 1</td>
<td>3 Core 3</td>
<td>3</td>
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</tbody>
</table>

Total Units: 120

1. Technique is our measure of students' command of the instrument, voice, and musical material in a performance situation.
2. Style is our measure of students understanding of historical context and appropriate musical interpretation in a performance situation.
3. Stage presence demonstrates the students' ability to present themselves professionally in a performance situation.
**DEGREE REQUIREMENTS**

Total minimum units to complete the major in Music – Bachelor of Science degree are 120.

### Music Requirements (32 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 131</td>
<td>MUSIC THEORY I</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 132</td>
<td>MUSIC THEORY II</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 133</td>
<td>MUSICIANSHIP I</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 134</td>
<td>MUSICIANSHIP II</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 201</td>
<td>MUSIC IN THE U.S.: ANALYTIC EMPHASIS</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 231</td>
<td>MUSIC THEORY III</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 232</td>
<td>MUSIC THEORY IV</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 233</td>
<td>MUSICIANSHIP III</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 301</td>
<td>WESTERN MUSIC TO 1750</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 302</td>
<td>WESTERN MUSIC FROM 1750-1914</td>
<td>3</td>
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</tbody>
</table>

Select one of the following in American or World Music:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 421</td>
<td>MUSIC IN THE U.S.</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 426</td>
<td>JAZZ HISTORY</td>
<td></td>
</tr>
<tr>
<td>MUSC XXX</td>
<td>Special Topics in World Music</td>
<td></td>
</tr>
<tr>
<td>MUSC XXX</td>
<td>Two upper-division MUSC courses</td>
<td>6</td>
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</table>

### Applied and Music Elective Requirements (14 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>MUSA 1XX</td>
<td>Private lessons</td>
<td>6</td>
</tr>
<tr>
<td>MUSA 3XX</td>
<td>Ensembles: 4 units over four terms of any ensembles, one of which must be World Music Ensemble unless the student has completed a 3-unit upper-division global perspectives in music (MUSC) course.</td>
<td>4</td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSA 190</td>
<td>PIANO CLASS I</td>
<td>1</td>
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<tr>
<td>MUSA (may not duplicate a course applied toward Core Curriculum Requirements)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSC (may not duplicate a course applied toward core curriculum requirements)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSA (ensembles only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSD Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSC or MUSA Capstone Experience</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

### Core Curriculum (38-40 Units)

- **Electives (30 Units)**
  - Free electives (no MUSC, MUSD or MUSA courses) | 30
  - Core Curriculum Requirements (38–40 units) and free electives in addition to Core Curriculum Requirements above (no MUSC, MUSD or MUSA courses can be included in these 30 units) | 30
  - Combined—68–70 units minimum.

### Total Units

114–116

1. Excluding other American/World Music courses, MUSC 493, and MUSC 497

**SUGGESTED FOUR-YEAR PLAN**

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
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<tbody>
<tr>
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<td>MUSC 131</td>
<td>2 MUSC 132</td>
<td>2</td>
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<tr>
<td></td>
<td>MUSC 133</td>
<td>2 MUSC 134</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>MUSA 1XX</td>
<td>1 MUSA 1xx</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Primary Performance Area</td>
<td>Primary Performance Area</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MUSA 190</td>
<td>1 MUSA xxx</td>
<td>1</td>
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<tr>
<td></td>
<td>Ensemble</td>
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<tr>
<td></td>
<td>ENGL 102 or 190</td>
<td>3 TSEM 102</td>
<td>3</td>
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<tr>
<td></td>
<td>(Core 2)</td>
<td>(Core 1)</td>
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<tr>
<td></td>
<td>Core</td>
<td>3 Core</td>
<td>3</td>
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<tr>
<td></td>
<td>Core</td>
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</tr>
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**Sophomore**

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
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<tr>
<td></td>
<td>MUSC 201</td>
<td>3 MUSC 232</td>
<td>2</td>
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<td>MUSC 231</td>
<td>2 MUSC 301</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MUSC 233</td>
<td>2 MUSC Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MUSC xxx</td>
<td>1 MUSC xxx</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Applied Lesson in Primary Performance Area</td>
<td>Primary Performance Area</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MUSC xxx</td>
<td>1 MUSC xxx</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Ensemble</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Core</td>
<td>3 Core</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Core/Elective</td>
<td>3 Core</td>
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</table>

### Junior

<table>
<thead>
<tr>
<th>Year</th>
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<th>Units Term 2</th>
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<tbody>
<tr>
<td></td>
<td>MUSC 302</td>
<td>3 MUSC 421</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(Core 9)</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>MUSC xxx</td>
<td>1 MUSC 426</td>
<td>1</td>
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<tr>
<td></td>
<td>Applied Lesson in Primary Performance Area</td>
<td>Primary Performance Area</td>
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<tr>
<td></td>
<td>Core</td>
<td>4 MUSC 463</td>
<td>4</td>
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<td></td>
<td>(suggest Lab Science)</td>
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<tr>
<td></td>
<td>Non-Major Elective</td>
<td>3 MUSC 471</td>
<td>3</td>
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<td></td>
<td>Non-Major Elective</td>
<td>3 MUSC xxx</td>
<td>3</td>
</tr>
<tr>
<td></td>
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<td>MUSA xxx</td>
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### Senior

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<td>Upper-Level MUSC</td>
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<td>Course (excluding other America/World Music Courses, MUSC 493 and MUSC 497)</td>
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<td>Core</td>
<td>3 MUSC xxx</td>
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<td>Non-Major Elective</td>
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<tr>
<td></td>
<td>Course</td>
<td>3 MUSC xxx</td>
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### Total Units: 122

1. Technique is our measure of students’ command of the instrument, voice, and musical material in a performance situation.
2. Style is our measure of students understanding of historical context and appropriate musical interpretation in a performance situation.
3. Stage presence demonstrates the students’ ability to present themselves professionally in a performance situation.

**Major in Music Education - Bachelor of Science Degree**

Students majoring in Music Education are required to complete the courses listed below, the Music Education Professional Core Courses and the Core
Curriculum. Students choose either the Instrumental Music Education Concentration or the Vocal-General Music Education Concentration.

Successful completion of the program certifies students to teach Music at the P-12 level in Maryland Public Schools (and other states with reciprocal agreements). Certification requires admission to the Music Education Program, successful completion of courses and requirements in the Music Education degree program, passing the Praxis examination Parts I and II, completing a notarized criminal disclosure statement, and completing a state and FBI criminal background check.

REQUIREMENTS FOR INTENSIVE TERM WITH FIELD EXPERIENCE AND STUDENT INTERNSHIP IN MUSIC EDUCATION

The last full year of study for the degree (fall term 7 and spring term 8) will consist of these two experiences. Some degree requirements may be completed after the spring term. However, the Student Internship must be completed during the spring term immediately following the fall Intensive Term with Field Experience to graduate from a Maryland Approved Teacher Education Program.

The Intensive Term with Field Experience provides partial fulfillment of the requirement for field experiences, essential for approved program status granted by the Maryland State Department of Education (MSDE). To retain this designation, all students must have a minimum of 100 full days of field experience distributed over two consecutive terms. During this term, students will be involved in field experiences in local P-12 schools two full days a week, Wednesdays and Fridays. Satisfactory completion of all aspects of this term is required for enrollment in the following term.

The Student Internship in Music Education is the capstone experience of the Bachelor of Science in Music Education degree. To be eligible for the Student Internship in Music Education, all students must have been admitted to the Music Education Program and successfully completed the Intensive Term with Field Experience.

INSTRUMENTAL MUSIC EDUCATION CONCENTRATION (66 UNITS)

Wind and percussion students: two terms in lower-division Symphonic Band or Orchestra (2) (one of these two terms may be fulfilled by Concert Band); three terms in upper-division Symphonic Band or Orchestra (3); one term in World Music Ensemble or any Jazz/Commercial ensemble (1); two terms in Marching Band (2); one term in Conducting Lab Ensemble (.5).

String students: three terms in lower-division Symphonic Band or Orchestra (3) (one of these terms may be fulfilled by concert band); three terms in upper-division Symphonic Band or Orchestra (3); one term in World Music Ensemble or any Jazz/Commercial ensemble (1); one term in an ensemble other than Symphonic Band or Orchestra (1); one term in Conducting Lab Ensemble (.5).

Instrumental Music Education Concentration Requirements (67 Units)

MUSA XXX Private lessons in one instrument or percussion area 7
MUSA XXX Ensembles 1 8.5
MUSA 498 SENIOR RECITAL FOR MUSIC EDUCATION 1
MUSC 131 MUSIC THEORY I 1
MUSC 132 MUSIC THEORY II 2
MUSC 133 MUSICIANSHIP I 2
MUSC 134 MUSICIANSHIP II 2
MUSC 201 MUSIC IN THE U.S.: ANALYTIC EMPHASIS 3
MUSC 231 MUSIC THEORY III 2
MUSC 232 MUSIC THEORY IV 2
MUSC 233 MUSICIANSHIP III 2
MUSC 234 MUSICIANSHIP IV 2
MUSC 301 WESTERN MUSIC TO 1750 3
MUSC 302 WESTERN MUSIC FROM 1750-1914 3
MUSC 329 INSTRUMENTAL CONDUCTING 3
MUSC 335 CHORAL AND INSTRUMENTAL ARRANGING 3
MUSC 405 WESTERN MUSIC FROM 1914 TO THE PRESENT 3
MUED 201 BRASS METHODS: TRUMPET AND TROMBONE 1
MUED 202 BRASS METHODS: HORN, EUPHONIUM AND TUBA 1
MUED 203 STRING METHODS: CELLO AND BASS 1
MUED 204 STRING METHODS: VIOLIN AND VIOLA 1
MUED 205 WOODWIND METHODS: FLUTE, CLARINET, AND SAXOPHONE 1
MUED 206 WOODWIND METHODS: OBOE AND BASSOON 1
MUED 207 PERCUSSION METHODS: CONCERT PERCUSSION 1
MUED 208 PERCUSSION METHODS: MALLET/PERCUSSION 1
MUED 210 VOICE CLASS 1
MUED 220 PERCUSSION WORKSHOP (percussion students only) 1
MUED 301 MARCHING BAND WORKSHOP (percussion students only) 0.5
MUED 306 TEACHING INSTRUMENTAL MUSIC IN ELEMENTARY SCHOOLS 4
MUED 308 METHODS OF TEACHING INSTRUMENTAL MUSIC IN SECONDARY EDUCATION 2

Music Education Professional Courses (30 Units)

SCED 200 FOUNDATIONS OF EDUCATION 3
ELED 324 INTEGRATING LITERACY IN K-12 CONTENT AREAS 3
MUED 304 INTEGRATING LITERACY IN THE MUSIC CLASSROOM I 1
MUED 310 INTRODUCTION TO MUSIC IN SPECIAL EDUCATION 3
MUED 391 STUDENT INTERNSHIP IN ELEMENTARY SCHOOL MUSIC 6
MUED 392 INTERNSHIP IN SECONDARY SCHOOL MUSIC 6
MUED 401 INTEGRATING LITERACY IN THE MUSIC CLASSROOM II 3
PSYC 101 INTRODUCTION TO PSYCHOLOGY 3
PSYC 201 EDUCATIONAL PSYCHOLOGY 3

Total Units 97

VOCAL-GENERAL MUSIC EDUCATION CONCENTRATION (59-61 UNITS)

Keyboard students (8 terms): four in Chorale or Choral Society; one in Music for the Stage; one in World Music Ensemble; and two selected from Chamber Singers, Early Music Ensemble, Jazz Ensemble-Vocal, Jazz Ensemble-Combo, Music Theatre Chorus, and Solo and Ensemble Accompanying.

Vocal students (7 terms): three in Choral or Choral Society; one in Music for the Stage; one in World Music Ensemble; and two selected from Chamber Singers, Early Music Ensemble, Jazz Ensemble-Vocal, Jazz Ensemble-Combo, and Music Theatre Chorus.

Guitar students (8 terms): three in any vocal ensemble (including Music for the Stage); three in Guitar Ensemble (MUSA 275/MUSA 475); one in World Music; and one in any ensemble.

Vocal-General Music Education Concentration Requirements (59-60 Units)
MUSA 377  PRIVATE LESSONS IN ONE AREA  7
MUSA xxx  ENSEMBLES 1  7-8
MUSA 498  SENIOR RECITAL FOR MUSIC EDUCATION MAJORS  1
MUSC 131  MUSIC THEORY I  2
MUSC 132  MUSIC THEORY II  2
MUSC 133  MUSICIANSHIP I  2
MUSC 134  MUSICIANSHIP II  2
MUSC 201  MUSIC IN THE U.S.: ANALYTIC EMPHASIS  3
MUSC 231  MUSIC THEORY III  2
MUSC 232  MUSIC THEORY IV  2
MUSC 233  MUSICIANSHIP III  2
MUSC 234  MUSICIANSHIP IV  2
MUSC 301  WESTERN MUSIC TO 1750  3
MUSC 302  WESTERN MUSIC FROM 1750-1914  3
MUSC 327  CHORAL CONDUCTING  3
MUSC 335  CHORAL AND INSTRUMENTAL ARRANGING  3
MUSC 405  WESTERN MUSIC FROM 1914 TO THE PRESENT  3
MUED 209  TEACHING GUITAR IN THE CLASSROOM (guitar students may substitute MUSC 462)  2
MUED 210  VOICE CLASS (guitar and keyboard students only)  1
MUED 307  METHODS OF TEACHING VOCAL-GENERAL MUSIC IN ELEMENTARY SCHOOL  4
MUED 309  METHODS OF TEACHING VOCAL-GENERAL MUSIC IN SECONDARY SCHOOLS  2
MUED 337  TEACHING CHORAL MUSIC IN THE ELEMENTARY AND THE SECONDARY SCHOOL  2

Music Education Professional Courses (30 Units)
SCED 200  FOUNDATIONS OF EDUCATION  3
ELED 324  INTEGRATING LITERACY IN K-12 CONTENT AREAS or MUED 324  INTEGRATING LITERACY IN THE MUSIC CLASSROOM I  3
MUED 310  INTRODUCTION TO MUSIC IN SPECIAL EDUCATION  3
MUED 391  STUDENT INTERNSHIP IN ELEMENTARY SCHOOL MUSIC  6
MUED 392  INTERNSHIP IN SECONDARY SCHOOL MUSIC  6
MUED 401  INTEGRATING LITERACY IN THE MUSIC CLASSROOM II  3
PSYC 101  INTRODUCTION TO PSYCHOLOGY  3
PSYC 201  EDUCATIONAL PSYCHOLOGY  3

Total Units  89-90

INSTRUMENTAL MUSIC EDUCATION CONCENTRATION SUGGESTED FOUR-YEAR PLAN

NOTES: Sequences for instrumental methods classes are suggestions only. They may be taken in different sequence but must be completed by the second term of the junior year.

Ensemble Requirements: Wind and Percussion students: two terms in lower division symphonic band or orchestra (2); three terms in upper division symphonic band or orchestra (3); one term in World Music Ensemble or any Jazz/Commercial ensemble (1); two terms in Marching Band (2); one term in Conducting Lab Ensemble (.50). String students: three terms in lower division symphonic band or orchestra (3); three terms in upper division symphonic band or orchestra (3); one term in World Music Ensemble or any Jazz/Commercial ensemble (1); one term in an ensemble other than symphonic band or orchestra (1); one term in conducting lab ensemble (.50).

Freshman

Term 1

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<tr>
<td>MUSC 133</td>
<td>2 MUSC 134</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 1xx</td>
<td>3 MUSC 202</td>
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</tr>
<tr>
<td>ENGL 102</td>
<td>3 MUSC 210</td>
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<td>Core</td>
<td>3 MUSC 1xx</td>
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Term 2

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<td>MUSA 160</td>
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<td>MUSA xxx Ensemble</td>
<td>Core students only)</td>
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Sophomore

Term 1

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<td>MUSC 231</td>
<td>2 MUSC 234</td>
<td>2</td>
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<td>MUSC 233</td>
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<tr>
<td>MUED 207</td>
<td>1 MUED 208</td>
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</tr>
<tr>
<td>MUSA 2xx</td>
<td>1 MUSA 176</td>
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<td>Core</td>
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Term 2

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<td>(String students only)</td>
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Junior

Term 1

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<td>MUSC 302 (Core 9)</td>
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<td>MUSC 335</td>
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<tr>
<td>MUED 301</td>
<td>0.5 MUED 324 or ELED 324</td>
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<td>MUED 203</td>
<td>1 MUED 206</td>
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<td>MUED 205</td>
<td>1 MUSA xxx Ensemble</td>
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<td>1 MUSA 3xx Applied Lesson in Performance Area</td>
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<td>Core</td>
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<td>MUSA xxx Ensemble</td>
<td>3 MUSC 301 Performance Area</td>
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Senior

Term 1

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<td>MUED 309</td>
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<td>MUED 310</td>
<td>3 MUED 401</td>
<td>3</td>
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<tr>
<td>MUSA xxx Ensemble</td>
<td>1 MUSA xxx Ensemble</td>
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</tr>
<tr>
<td></td>
<td>1 This term consists of 75 days of internship.</td>
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MUSA 4xx Applied Lesson in Performance Area
MUSA 498 1
Core 3
This term requires 25 days of internship.

Total Units: 128-129

1 Percussion students do not take Percussion Class I and II. They enroll in Percussion Workshop (MUED 220) for 1 unit. This course is offered on a rotation basis as needed and students should consult with advisers to determine the term it will be offered.

**VOCAL-GENERAL MUSIC EDUCATION CONCENTRATION SUGGESTED FOUR-YEAR PLAN**

**NOTES:** Sequences for voice class and teaching guitar in the classroom are suggestions only. They may be taken in different sequence but must be completed by the second term of the junior year.

Ensemble Requirements: **Keyboard students:** (8 terms) – four in chorale or choral society; one in music for the stage; one in World Music Ensemble; and two selected from chamber singers, early music ensemble, jazz ensemble-Vocal, Jazz Ensemble-combo, music theatre chorus; solo and ensemble accompanying.

**Vocal students:** (7 terms) – three in chorale or choral society, one in music for the stage; one in World Music Ensemble; and two selected from chamber singers, early music ensemble, jazz ensemble-vocal, jazz ensemble-combo, and music theatre chorus. **Guitar students:** (8 terms) – three in any vocal ensemble (including music for the stage); three in guitar ensemble (MUSA 275/475); one in World Music Ensemble; and one in any ensemble.

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<td>MUSC 133</td>
<td>2 MUSC 134</td>
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<td>MUSA 1xx Applied Lesson in Performance Area</td>
<td>MUSA 1xx Applied Lesson in Performance Area</td>
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<tr>
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<td>MUSA xxx Ensemble</td>
<td>1 MUSA xxx Ensemble</td>
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<td>ENGL 102 or 190 (Core 2)</td>
<td>3 TSEM 102 (Core 1)</td>
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<td>3 Core</td>
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<td>MUSA xxx Ensemble (String students only)</td>
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<td>MUSC 233</td>
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<td>MUED 210 (Piano and Guitar students only)</td>
<td>1 MUSA 2xx Applied Lesson in Performance Area</td>
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<td>MUSA xxx Ensemble</td>
<td>1 PSYC 101 (Core 6)</td>
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<tr>
<td>Additional Ensemble (Piano and Guitar students only)</td>
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<td>Term 2</td>
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<td>3 MUSC 327</td>
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<td>MUED 209 (Guitar students substitute MUSC 462.)</td>
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<td>MUSA xxx Ensemble</td>
<td>1 MUSA xxx Ensemble</td>
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<tr>
<td>MUSA 3xx Applied Lesson in Performance Area</td>
<td>Performance Area</td>
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<td>PSYC 201</td>
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<tr>
<td>MUED 310</td>
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<tr>
<td>MUED 337 (This term consists of 75 days of internship.)</td>
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<td>MUSA xxx Ensemble</td>
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<td>MUSA 4xx Applied Lesson in Performance Area</td>
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<td>MUSA 498</td>
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<td>14</td>
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</tbody>
</table>

Total Units: 124-125

1. Students will demonstrate knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in music education.
2. Students can effectively plan classroom-based instruction.
3. Students will apply analytical and pedagogical knowledge to curriculum development, lesson planning, and daily classroom and performance activities.
4. Students will demonstrate an understanding of evaluative techniques and the ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.
5. Students will demonstrate functional performance ability in keyboard proficiency.

**Minor in Music Performance**

The Music Performance minor, available for students who desire to pursue music studies as a secondary field, requires 24–25 units. Music minors are required to have a department adviser to assist with building meaningful schedules. Students who intend to minor in Music are advised to so declare in their freshman year. Acceptance to the Music Performance Minor is by prior audition only. Students accepted into this minor must discuss with their applied teacher how they will logically progress to the final recital.

Students must attain a grade equivalent of 2.00 or higher for courses applied to the minor. The Pass grading option is not available for courses applied to the minor.

**REQUIRED COURSES**

MUSAxxx Private lessons in one discipline (at least two upper-division) 8
Minor in Music Industry

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 116</td>
<td>SONGWRITING AND BASIC MUSIC COMPOSITION FOR NON-MAJORS</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 341</td>
<td>PRINCIPLES OF MARKETING</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Any MUSA and/or MUSC course.</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 350</td>
<td>MUSIC INDUSTRY: LIVE PERFORMANCE</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 355</td>
<td>ETHICAL ISSUES AND PERSPECTIVES IN MUSIC</td>
<td>3</td>
</tr>
<tr>
<td>ENTR 355</td>
<td>ENTREPRENEURSHIP FOUNDATIONS AND PATHWAYS</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 450</td>
<td>MUSIC INDUSTRY: RECORDING AND DIGITAL MEDIA</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units: 21

Department of Theatre Arts

OFFICE

Center for the Arts 3037, 410-704-2792
Fax: 410-704-3914
theatre@towson.edu

PROGRAMS OF THE DEPARTMENT

The study of theatre engages students in an exploration of the world from multiple perspectives, while developing their artistic skills and cultivating their capacities for collaboration, critical-thinking, creative problem-solving, and effective communication.

Courses for majors and minors provide a comprehensive study of the art form and advanced work in areas of artistic specialty. Students also learn theatre by doing theatre and gain practical experience through participation in faculty and guest directed productions, as well as student-generated projects, including performances created by students in our graduate program. Other curricular and extra-curricular activities involve students in the development of new work and engage them in life outside the university through community outreach projects and professional collaborations.

Coursework for the general university population uses the theory and practice of theatre to address the learning objectives of several core categories. Auditions for productions are open to all undergraduate students.

The department offers the following undergraduate degree programs:

- **The B.F.A. in Acting** provides rigorous preparation for graduate study or for entry-level opportunities in the acting profession. An audition/interview is required for entry into the acting program.
- **The B.A./B.S. in Theatre Arts** contains two tracks:
  - The Design and Production track provides a broad foundation in all areas of theatre design and technical production, while preparing the student for graduate study or entry-level professional work in scenic, costume, lighting, sound or makeup design, or technical direction, construction and support. Undergraduate students often design faculty-directed productions or work in lead technical positions on them.
  - The Theatre Studies track integrates academic inquiry and performance exploration through a comprehensive study of the art of theatre in relations to multiple communities, from local to global. This program of study is well suited for students with interests in areas of theatre such as directing, dramaturgy, theatre administration, and educational outreach, among others.

The minor in Theatre Arts allows students to complement another major or career path, or to explore an area of personal interest.

The university’s undergraduate degrees in theatre also provide students with transferrable skills that will lead to success in any profession. Alumni of the department have put their theatre education to use in fields such as law, business, and education.

SCHOLARSHIPS

A limited number of scholarships are available for continuing students. These include named scholarships such as the Askew, the Charles S. Dutton, the Gillespie/Loeschke, the John Glover, the Audrey Herman, the Nina Hughes, the Walter F. Kramme, the Christopher Legg, the Steve Yeager and the Peter Wray scholarships. More information on scholarships is available at http://www.towson.edu/theatre/opportunities/scholarships.asp

GRADUATE PROGRAM

Towson University’s M.F.A. in Theatre Arts cultivates the self-generative artist through an interdisciplinary, process-oriented and collaborative experience. Every student will engage with a diverse range of practical approaches and theoretical perspectives in order to help develop an individual aesthetic that is expressed through the creation of new work.

The program is designed as an experimental, self-directed process that will challenge, expand and develop each participant’s artistic vision. It is for artists who cannot be content working in a single discipline or in the traditional conservatory model. The program is dedicated to educating and invigorating world citizens of theatre who engage deeply in our local and global communities, and wish to combine the life of an artist with the skills and sensibilities of entrepreneurs and educators. For more information, see the TU Graduate Catalog, call 410-704-3851 or visit http://grad.towson.edu/program/master/thea-mfa/.

- B.F.A. in Acting (p. 146)
- Major in Theatre Arts (p. 148)

MINOR IN THEATRE ARTS

- Theatre Arts (p. 150)

B.F.A. in Acting

The Bachelor of Fine Arts in Acting fosters the growth of the whole person through a sequence of courses that develop a solid foundation of acting skills.
The B.F.A. in Acting is for students who are seeking rigorous preparation for graduate study or for entry-level opportunities in the acting profession. Students may be asked to repeat courses or to take acting elective course before advancing to the next level. All courses within the B.F.A. in Acting require a grade of 3.00 or higher.

NOTE: An Audition/Interview is required for entry into the B.F.A. in Acting.

Students in the B.F.A. in Acting must complete:

- 58 units in theatre (at least 18 units at the 300-400 level)
- 28 units of courses required of all majors
- 30 required units in Acting

Majors should work with a faculty adviser to select courses in their focus of study. All students must attain a grade equivalent of 2.00 or higher in courses applied to the major. All courses within the B.F.A. in Acting require a grade of 3.00 or higher. The Pass grading option is not available for courses applied to the major. Students are expected to take lower-division prerequisites before attempting the required upper-division electives.

TRANSFER CREDIT POLICY

Transfer students are required to complete a minimum of 20 units of theatre courses at Towson University, with at least 12 units at the upper (300-400) level. Majors need a total of 18 upper-level theatre units, including transfer courses.

Transfer students who minor in Theatre must complete at least 12 units of theatre courses at Towson University, with at least 6 at the upper level. Minors need a total of 12 upper-level theatre units, including transfer courses.

Applicability of transfer work is determined by the department chair. Prospective transfer students should schedule an appointment with the chair at their earliest opportunity.

REQUIRED THEATRE COURSES FOR ALL ACTING AND THEATRE ARTS MAJORS

<table>
<thead>
<tr>
<th>Theatre Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 125 SCRIPT ANALYSIS</td>
<td>3</td>
</tr>
<tr>
<td>THEA 142 INTRODUCTION TO THEATRE DESIGN</td>
<td>3</td>
</tr>
<tr>
<td>THEA 211 HISTORY OF THEATRE AND DRAMA I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 212 HISTORY OF THEATRE &amp; DRAMA II</td>
<td>3</td>
</tr>
<tr>
<td>THEA 213 HISTORY OF THEATRE AND DRAMA III</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>THEA 201 SCENIC DESIGN I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 253 COSTUME DESIGN I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 255 LIGHTING DESIGN I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 331 DIRECTING I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 499 SPECIAL PROJECT IN THEATRE RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>Select four of the following, as defined by track</td>
<td>4</td>
</tr>
<tr>
<td>THEA 492 THEATRE PRODUCTION: ACTING</td>
<td></td>
</tr>
<tr>
<td>THEA 494 THEATRE PRODUCTION: CONCENTRATION IN SCENIC ELEMENTS</td>
<td></td>
</tr>
<tr>
<td>THEA 495 THEATRE PRODUCTION: CONCENTRATION IN LIGHTING AND SOUND</td>
<td></td>
</tr>
<tr>
<td>THEA 496 THEATRE PRODUCTION: CONCENTRATION IN COSTUME</td>
<td></td>
</tr>
<tr>
<td>THEA 497 THEATRE PRODUCTION: RUNNING CREW</td>
<td></td>
</tr>
<tr>
<td>THEA 498 THEATRE PRODUCTION: ADMINISTRATION</td>
<td></td>
</tr>
</tbody>
</table>

Get this list of Theatre courses

Total Units 34

1 300- or 400-level performance elective which teaches physical, vocal or interpretive skills intended to hone, deepen or expand an actor’s performance. These courses may be chosen from the list below, from other theatre courses or other university courses selected in consultation with their adviser.

NOTE: Only those electives in which a grade of 3.00 or higher is achieved may count toward this requirement.

Credit for Performance

Students cast in theatre productions sponsored by the Department of Theatre Arts may earn up to 3 units per show by enrolling in THEA 490. The number of units allowed per role is determined by the director of the production. Eligible productions are determined by the department. Students may earn a maximum of 9 units of THEA 490.

#1 Demonstrate ability to use appropriate information technology in historical and cultural research, and professional development.
#2 Demonstrate ability to project one’s self believably in word and action into imaginary circumstances evoked through improvisation or text for an audience.
#3 Demonstrate developed technique for analyzing the specific tasks required in performing varied characters from written plays or devised work.
SUGGESTED FOUR-YEAR PLAN

**Freshman**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 110</td>
<td>3 THEA 105</td>
<td>3</td>
</tr>
<tr>
<td>THEA 125</td>
<td>3 THEA 111</td>
<td>3</td>
</tr>
<tr>
<td>THEA 142</td>
<td>3 THEA 211, 212, or 213</td>
<td>3</td>
</tr>
<tr>
<td>TSEM 102 (Core 1)</td>
<td>3 ENGL 102 (Core 2)</td>
<td>3</td>
</tr>
<tr>
<td>Core</td>
<td>3 Core</td>
<td>3</td>
</tr>
</tbody>
</table>

**Sophomore**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 201, 253, or 255 (or Core)</td>
<td>3 THEA 201, 253, or 255 (or Core)</td>
<td>3</td>
</tr>
<tr>
<td>THEA 202</td>
<td>3 THEA 211, 212, or 213</td>
<td>3</td>
</tr>
<tr>
<td>THEA 211, 212, or 213</td>
<td>3 THEA 319</td>
<td>3</td>
</tr>
<tr>
<td>THEA 492</td>
<td>1 THEA 497</td>
<td>1</td>
</tr>
<tr>
<td>Core</td>
<td>3 Core</td>
<td>3</td>
</tr>
<tr>
<td>Core</td>
<td>3 Core</td>
<td>3</td>
</tr>
</tbody>
</table>

**Senior**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 3xx/4xx:: Performance Elective</td>
<td>3 THEA 489</td>
<td>3</td>
</tr>
<tr>
<td>Core</td>
<td>3 THEA 499</td>
<td>3</td>
</tr>
<tr>
<td>Core</td>
<td>3 Core</td>
<td>3</td>
</tr>
<tr>
<td>Core</td>
<td>3 Core</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Units: 121**

**Major in Theatre Arts**

The Department of Theatre Arts offers a B.A./B.S. in Theatre Arts with a track in either Design and Production or Theatre Studies.

Majors should work with a faculty adviser to select courses in their focus of study. All students must attain a grade equivalent of 2.00 or higher in courses applied to the major. The Pass grading option is not available for courses applied to the major. Students are expected to take lower-division prerequisites before attempting the required upper-division electives.

**B.A./B.S. IN THEATRE ARTS**

**Design and Production Track**

The Design and Production track provides a broad foundation in all areas of theatre design and technical production, while preparing the student for graduate study or entry-level professional work in scenic, costume, lighting, sound or makeup design, or technical direction, construction and support. Faculty mentors guide qualified students through design and production projects of increasing responsibility, culminating in mainstage designs and leadership production positions for the most advanced students. The Design and Production Track has an excellent record of internship and career placements.

**Theatre Studies Track**

The Theatre Studies Track integrates academic inquiry and performance exploration through a comprehensive study of the art of theatre in relation to multiple communities, from local to global. The track consists of THEA 109, four courses from required categories of study and one elective in an area of individual interest. This well-rounded curriculum will provide a strong foundation for graduate study or entry-level professional work to students with interests in areas such as directing, dramaturgy, theatre administration or stage management. It is also an excellent choice for students who wish to apply their theatre skills to other fields such as education, law or business.

Students in Design and Production, or Theatre Studies tracks must complete:

- 46 units in theatre (at least 18 units at the 300-400 level)
- 28 units of required courses of all majors
- 18 elective units

**TRANSFER CREDIT POLICY**

Transfer students majoring in Theatre are required to complete a minimum of 20 units of theatre courses at Towson University, with at least 12 units at the upper (300–400) level. Majors need a total of 18 upper-level theatre units, including transfer courses.

Transfer students who minor in Theatre must complete at least 12 units of theatre courses at Towson University, with at least 6 at the upper level. Minors need a total of 12 upper-level theatre units, including transfer courses.

Applicability of transfer work is determined by the department chair. Prospective transfer students should schedule an appointment with the chair at their earliest opportunity.

**REQUIRED THEATRE COURSES FOR ALL ACTING AND THEATRE ARTS MAJORS**

**Theatre Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 125</td>
<td>3</td>
</tr>
<tr>
<td>THEA 142</td>
<td>3</td>
</tr>
<tr>
<td>THEA 211</td>
<td>3</td>
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<tr>
<td>THEA 212</td>
<td>3</td>
</tr>
<tr>
<td>THEA 213</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 201 Scenic Design I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 253 Costume Design I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 255 Lighting Design I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 331 Directing I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 499 Special Project in Theatre Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Select four of the following, as defined by track

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 492 Theatre Production: Acting</td>
<td>4</td>
</tr>
<tr>
<td>THEA 494 Theatre Production: Concentration in Scenic Elements</td>
<td>4</td>
</tr>
<tr>
<td>THEA 495 Theatre Production: Concentration in Lighting and Sound</td>
<td>4</td>
</tr>
<tr>
<td>THEA 496 Theatre Production: Concentration in Costume</td>
<td>4</td>
</tr>
<tr>
<td>THEA 497 Theatre Production: Running Crew</td>
<td>4</td>
</tr>
</tbody>
</table>
DESIGN AND PRODUCTION TRACK

In addition to the courses required of all majors, students in the Design and Production Track must complete:

Required Courses (18 Units)
- THEA 109 ACTING I FOR DESIGN/PRODUCTION AND THEATRE STUDIES 3
- THEA 201 SCENIC DESIGN I 3
- THEA 251 STAGECRAFT I 3
- THEA 253 COSTUME DESIGN I 3
- THEA 255 LIGHTING DESIGN I 3

Select one of the following: 3
- THEA 351 STAGECRAFT II
- THEA 354 COSTUME DESIGN II
- THEA 355 LIGHTING DESIGN II
- THEA 361 SCENIC DESIGN II

Required Theatre Production Courses (4 Units)
- THEA 494 THEATRE PRODUCTION: CONCENTRATION IN SCENIC ELEMENTS 1
- THEA 495 THEATRE PRODUCTION: CONCENTRATION IN LIGHTING AND SOUND 1
- THEA 496 THEATRE PRODUCTION: CONCENTRATION IN COSTUME 1
- THEA 497 THEATRE PRODUCTION: RUNNING CREW 1

Electives (0 Units)
- THEA 209 SOUND DESIGN
- THEA 242 COSTUME, DRESS AND SOCIETY
- THEA 245 MAKEUP DESIGN I
- THEA 257 STAGE MANAGEMENT
- THEA 346 MAKEUP DESIGN II: PROSTHETIC MAKEUP DEVELOPMENT
- THEA 357 HAND DRAFTING FOR THE THEATRE
- THEA 358 PROPERTIES DESIGN AND CONSTRUCTION
- THEA 433 ADVANCED STUDY IN STAGE MANAGEMENT
- THEA 443 STRUCTURAL DESIGN AND SAFETY
- THEA 445 SCENE PAINTING
- THEA 463 PERIOD STYLE FOR DESIGN
- THEA 480 ADVANCED STUDY IN THEATRE DESIGN
- THEA 487 PROFESSIONAL THEATRE SEMINAR
- THEA 492 THEATRE PRODUCTION: ACTING
- THEA 498 THEATRE PRODUCTION: ADMINISTRATION

Total Units 22

THEATRE STUDIES TRACK

In addition to the courses required of all majors, students in the Theatre Studies Track must complete:

Required Courses (15 Units)
- THEA 109 ACTING I FOR DESIGN/PRODUCTION AND THEATRE STUDIES 3
- THEA 317 ENSEMBLE THEATRE LABORATORY 3
- or THEA 314 PLAYWRITING

Select one of the following in dramaturgy and theory: 3
- THEA 303 CULTURE DIVERSITY IN CONTEMPORARY THEATRE

Required Theatre Production Courses (4 Units)
- THEA 497 THEATRE PRODUCTION: RUNNING CREW 1

Select three of the following: 3
- THEA 492 THEATRE PRODUCTION: ACTING
- THEA 494 THEATRE PRODUCTION: CONCENTRATION IN SCENIC ELEMENTS
- THEA 495 THEATRE PRODUCTION: CONCENTRATION IN LIGHTING AND SOUND
- THEA 496 THEATRE PRODUCTION: CONCENTRATION IN COSTUME
- THEA 498 THEATRE PRODUCTION: ADMINISTRATION

Electives (1-3 Units)
One additional theatre course from student’s area of interest 1-3

Total Units 20-22

1. Demonstrate ability to present research, projects, resumes and/or portfolios according to the student’s specified course of study.
2. Demonstrate ability to use appropriate information technology in historical and cultural research.
3. Demonstrate ability to express through clear writing and critical thinking a unique point of view on theatre.

DESIGN AND PRODUCTION TRACK
SUGGESTED FOUR-YEAR PLAN

Freshman
Term 1 Units Term 2 Units
- THEA 109 3 THEA 211, 212, or 213 3
- THEA 125 3 Select two of the following: 6
- THEA 142 3 THEA 201
- TSEM 102 (Core 1) 3 THEA 251
- Core 3 THEA 253
- Core 3 THEA 255
- THEA 494, 495, 496, or 497 1
- ENGL 102 (Core 2) 3
- Core 3

Total Units 15 16

Sophomore
Term 1 Units Term 2 Units
- THEA 201, 251, 253, or 255 3 THEA 201, 251, 253, or 255 (or Core) 3
- THEA 211, 212, or 213 3 THEA 211, 212, or 213 3
- THEA 351, 354, 355, or 361 3 THEA 494, 495, 496, or 497 1
- THEA 494, 495, 496, or 497 1 Core 3
- Core 3 Core 3
- Core 3 Upper-Level Design/ Tech Elective 3

Total Units 15 16
Minor in Theatre Arts

The Theatre minor requires students to take 26 units in theatre arts. At least 12 of these units must be at the upper division (300 and above).

**Required Courses (8 Units)**
- One Acting Course 3
- One Design and Production Course 3
- Select two of the following: 2
  - THEA 492 THEATRE PRODUCTION: ACTING
  - THEA 494 THEATRE PRODUCTION: CONCENTRATION IN SCENIC ELEMENTS
  - THEA 495 THEATRE PRODUCTION: CONCENTRATION IN LIGHTING AND SOUND
  - THEA 496 THEATRE PRODUCTION: CONCENTRATION IN COSTUME
  - THEA 497 THEATRE PRODUCTION: RUNNING CREW
  - THEA 498 THEATRE PRODUCTION: ADMINISTRATION

**Electives (18 Units)**
Students are encouraged to discuss a course of study with their adviser. 18

**Total Units: 26**
College of Health Professions

The mission of the College of Health Professions is to develop outstanding professionals at both the undergraduate and graduate levels in a wide range of health care, human service, and sport-related fields that promote and enhance health and human performance to assure well-being in a diverse world. Our graduates are committed to lifelong learning, the development of knowledge and a focus on health disparities and social justice.

The programs in the college prepare graduates to assume roles in a variety of clinical, teaching, administrative, community and sport-related settings. Each program integrates this professional preparation with a rigorous grounding in the liberal arts and sciences. Faculty members support students' development to assure that graduates possess the knowledge, attitudes and skills necessary for career success. Internships and clinical experiences are an essential part of students' education.

CHP’s graduates exhibit the highest ethical principles and professional behaviors in their application of knowledge and critical thinking, and in their proficient use of skills, communication and technology within disciplinary and interdisciplinary settings.

Programs in the college are accredited by appropriate professional and educational accrediting agencies. Graduates of the baccalaureate programs of Athletic Training and Nursing, and the combined bachelor’s in Occupation and Well-Being and master’s in Occupational Therapy are eligible to sit for the respective licensure or certification examinations.

In addition to providing courses for students majoring in each of the departments, each department provides courses that are available to all Towson University students. The College of Health Professions further contributes to the well-being of Towson University’s students, faculty and staff, and many off-campus communities through collaborative outreach, applied research, educational partnerships and professional practice.

The College of Health Professions enrolls more bachelor’s and master’s health and sport-related professional students than any other institution in the state of Maryland and has one of the largest enrollments in the mid-Atlantic region.

As a college, we emphasize the key values of

- Respect for all faculty, staff, students, and the clients and organizations we serve
- High standards and ethics
- Community responsibility
- Collaboration and outreach
- Lifelong learning

Lisa A. Plowfield, Dean
Marcie Weinstein, Associate Dean

Promoting Well-Being in a Diverse World

Towson University

Department of Audiology, Speech-Language Pathology and Deaf Studies

OFFICE
Van Bokkelen Hall 105, 410-704-4153

PROGRAMS OF THE DEPARTMENT

The Audiology, Speech-Language Pathology and Deaf Studies Department offers undergraduate and graduate degree programs devoted to the enhancement of all forms of human communication. The blending of three distinct programs into one department creates a unique learning experience for undergraduate and graduate students.

The Speech-Language Pathology and Audiology major is a pre-professional degree program designed for students who want to pursue careers as audiologists or speech-language pathologists. Both careers require graduate study. The undergraduate degree prepares students for admission into both types of graduate programs. The Deaf Studies major is designed for students who want to learn about the culture and community of the Deaf while gaining proficiency in American Sign Language. The department is one of a few programs in the nation to offer the option of a double major in Deaf Studies and Speech-Language Pathology and Audiology. The double major prepares students for further study in either field and is designed to be completed in four years. We also offer a minor in Deaf Studies. Interested students should check the department website for additional information about these programs.

In order to continue in and graduate with a department major, students are required to earn a grade equivalent of 2.00 or higher in all required pre-major or major courses, in addition to attaining the overall cumulative GPA required by the university. Any student earning a grade equivalent below a 2.00 in any required major course must repeat the course. Those who earn a grade equivalent below a 2.00 in more than one major course are not allowed to continue in the program.

STUDENT ACTIVITIES

Students in Speech-Language Pathology and Audiology are encouraged to participate in the campus chapter of the National Student Speech-Language-Hearing Association. Deaf Studies students are encouraged to join the ASL Club. In addition, the ASLD Department encourages students to consider living in the American Sign Language Residential Living Community (ASLD RLC). Students in the ASL RLC have the opportunity to enhance their ASL skills as part of the residence life experience.

• Gerontology (p. 160)
• Health Care Management (p. 160)
• Health Science (p. 155)
  • Community Health (p. 156)
  • School Health (p. 157)
• School and Community Health (Dual Concentration) (p. 158)
• Nursing (p. 179)
• Occupation and Well-Being/Occupational Therapy (combined) (p. 182)
• Physical Education (p. 173)
• Physical Therapy Preparation (p. 186)
• Speech-Language Pathology and Audiology (p. 151)
• Sport Management (p. 173)
SPPA PROGRAMS FOR STUDENTS WITH UNDERGRADUATE DEGREES IN OTHER MAJORS

The department offers two programs for students who do not have undergraduate degrees in Speech-Language Pathology and Audiology. These are the Graduate Program in Audiology and the Second Bachelor’s Degree Program.

Graduate Program in Audiology

Students with an undergraduate GPA of 3.2 or higher are encouraged to apply to the Doctor of Audiology (Au.D.) Graduate Program. Students must complete the Au.D. program prerequisite courses prior to admission, or while they are completing the graduate degree.

Students apply directly to University Admissions by January 15 and must submit GRE scores. For more information consult the department website (www.towson.edu/asld) or contact the graduate program director in Audiology at jsmart@towson.edu.

Second Bachelor’s Degree Program

The second bachelor’s degree is for students who are not eligible for the Graduate Program. This is a two-year, full-time undergraduate program beginning in the fall term only. Second Bachelor’s Degree students take all required courses with the exception of already completed courses from the first degree. Graduates are eligible to apply to any graduate program. Students must apply to the university for admission to this program, then declare the major. Application information is available from the Second Bachelor’s Degree Office at 410-704-3974. The application deadline is April 30.

SPEECH-LANGUAGE PATHOLOGY AND AU迪OLGY ADMISSION REQUIREMENTS

The Speech-Language Pathology and Audiology (SPPA) B.S. degree is a screened major with a maximum of 70 students admitted each year. Admission to Towson University does not guarantee admission into this major. Interested students begin the program as “Premajor” students (PSPA major), then apply for admission to the SPPA major once the premajor courses are completed. Admission to the SPPA major requires: a) completing all of the admission steps listed below, b) a minimum GPA of 2.80 or better in 5 premajor courses (see below), and c) a minimum GPA of 2.50 or better for the last 30 credits of course work. This is in addition to transcripts sent to the Towson ASLD department by this date if their transfer courses are included in the last 30 credits of courses. Students are admitted into the major in June of each year. Students who wish to be admitted to the major must complete the following steps during the premajor year:

1. Officially declare the PSPA premajor in PeopleSoft.
2. Review the online pre-major video and submit the pre-major application (see www.towson.edu/asld for directions). Transfer students should contact the department as soon as they are admitted to the university, and no later than March 31 to be considered for admission to the SPPA major by the following fall. For more information about transfer student procedures, please visit www.towson.edu/asld/undergraduate/speechaudiology/transferstudentpolicy.asp
3. Complete 5 premajor courses with a grade of 2.00 or better before consideration for admission to the major. Courses can be taken at Towson University or transferred from other universities. See the admission requirements in this catalog for more information.
4. Complete a speech, language, hearing and voice screening at the Towson University Hearing & Balance/Speech & Language Center located at the Institute for Well-Being. Screenings are held during the first week of each term. Students who declare the major in the spring term who are admitted for the following fall must schedule this screening during the first term of the program.

Premajor Course Requirements (16–19 units)

| ENGL 102 | WRITING FOR A LIBERAL EDUCATION | 3 |
| ENGL 190 | HONORS WRITING SEMINAR |
| PSYC 101 | INTRODUCTION TO PSYCHOLOGY | 3 |
| or PSYC 102 | HONORS INTRODUCTION TO PSYCHOLOGY |

Select one of the following:

| MATH 111 | FINITE MATHEMATICS |
| MATH 109 | TRANSITION TO ALGEBRA FOR APPLICATIONS |
| MATH 115 | BASIC MATHEMATICS FOR THE SCIENCES |
| (Recommended.) |
| MATH 119 | PRE-CALCULUS (Recommended.) |
| BIOL 190 | INTRODUCTORY BIOLOGY FOR THE HEALTH PROFESSIONS |
| or BIOL 201 | INTRODUCTION TO CELL BIOLOGY AND GENETICS |

Select one course from Category A or B (students must complete both categories as a graduation requirement but only one category during the premajor year):

Category A - Physical Science

| CHEM 121 & 121L | ALLIED HEALTH CHEMISTRY I LECTURE and ALLIED HEALTH CHEMISTRY I LABORATORY |
| CHEM 131 & 131L | GENERAL CHEMISTRY I LECTURE and GENERAL CHEMISTRY I LABORATORY |
| PHYS 202 | GENERAL PHYSICS FOR THE HEALTH SCIENCES |
| PHYS 211 | GENERAL PHYSICS I; NON CALCULUS-BASED |

Category B - Social/Behavioral Science

| SOCI 101 | INTRODUCTION TO SOCIOLOGY |
| or SOCI 102 | HONORS INTRODUCTION TO SOCIOLOGY |
| ANTH 207 | CULTURAL ANTHROPOLOGY |
| or ANTH 210 | HONORS CULTURAL ANTHROPOLOGY |
| EDUC 203 | TEACHING AND LEARNING IN A DIVERSE SOCIETY |

Complete a minimum of 27 units of study (including the 5 premajor courses)

Complete a speech, language, hearing and voice screening at the Towson University Hearing & Balance/Speech & Language Center located at the Institute for Well-Being. Screenings are held during the first week of each term. Transfer students who are not screened during the premajor year must complete the screening during their first term of enrollment at Towson University. Students who have communication disorders or dialects of English that would affect their ability to interact with clients will be encouraged to seek treatment.

Total Units 16-19

Admission decisions are made in early June. All materials are due in the main office by May 31. Transfer students must send official transcripts to the ASLD department by this date if their transfer courses are included in the last 30 credits of course work. This is in addition to transcripts sent to the Towson University admissions office. Eligible students are ranked using the combined average of the premajor GPA and 30-credit GPA. The top 70 students are then selected for admission into the major. Students who do not get into the program can choose to try again the following year. For more information, refer to the admission requirements in this catalog, or the department website, www.towson.edu/asld.
MAJORS IN AUDIOLOGY, SPEECH-LANGUAGE PATHOLOGY AND DEAF STUDIES

- Major in Speech-Language Pathology and Audiology (p. 154)
- Major in Deaf Studies (p. 153)
- Minor in Deaf Studies (p. 155)

Major in Deaf Studies

The Deaf Studies major consists of 57 units. Some of the required courses also meet Core Curriculum requirements. The major consists of 45 units of required courses that all students take, 9 units of DFST electives, and 3 units of non-DFST electives.

Students must complete all required program courses with a grade equivalent of 2.00 or higher. The Pass/Fail grading option may not be applied to any DFST course or required major course. All courses in ASL (DFST 104, DFST 105, DFST 204, DFST 205, DFST 304) must be passed with a grade of 2.67 (B-) or higher. The maximum number of Credit for Prior Learning (CPL) units the department will accept is 15.

In addition, all students must complete an internship (DFST 410). Students must take the American Sign Language Proficiency Interview (ASL PI) as part of DFST 410. If the internship site requires a criminal background check, students must complete the check and have it on file before beginning the internship.

All incoming freshmen and transfer students with previous knowledge of ASL are encouraged to take a placement test to determine appropriate ASL course placement. Information about placement tests is available on the department’s website, www.towson.edu/asld. All students must take DFST 304 at Towson University. In addition, students must take a minimum of 20 units of DFST courses at Towson University.

Core Requirements (45 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>DFST 101</td>
<td>INTRODUCTION TO DEAF STUDIES</td>
<td>3</td>
</tr>
<tr>
<td>DFST 104</td>
<td>AMERICAN SIGN LANGUAGE I</td>
<td>3</td>
</tr>
<tr>
<td>DFST 105</td>
<td>AMERICAN SIGN LANGUAGE II</td>
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<td>AMERICAN SIGN LANGUAGE III</td>
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<td>AMERICAN SIGN LANGUAGE IV</td>
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<td>DFST 304</td>
<td>AMERICAN SIGN LANGUAGE V</td>
<td>3</td>
</tr>
<tr>
<td>DFST 308</td>
<td>FINGERSPELLING AND NUMBER USAGE</td>
<td>3</td>
</tr>
<tr>
<td>DFST 311</td>
<td>FUNDAMENTALS OF HEARING</td>
<td>3</td>
</tr>
<tr>
<td>DFST 318</td>
<td>SOCIAL SERVICES IN THE DEAF COMMUNITY</td>
<td>3</td>
</tr>
<tr>
<td>DFST 345</td>
<td>DEAF CULTURE</td>
<td>3</td>
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<tr>
<td>DFST 375</td>
<td>DEAF HISTORY</td>
<td>3</td>
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<td>DFST 410</td>
<td>INTERNSHIP IN DEAF STUDIES</td>
<td>3</td>
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<tr>
<td>DFST 430</td>
<td>LINGUISTICS OF AMERICAN SIGN LANGUAGE</td>
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</tr>
<tr>
<td>PSYC 101</td>
<td>INTRODUCTION TO PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>or PSYC 102</td>
<td>HONORS INTRODUCTION TO PSYCHOLOGY</td>
<td>3</td>
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<tr>
<td>SOCI 101</td>
<td>INTRODUCTION TO SOCIOLOGY</td>
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<tr>
<td>or SOCI 102</td>
<td>HONORS INTRODUCTION TO SOCIOLOGY</td>
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Electives (12 Units)

<table>
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<tr>
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<tr>
<td>DFST 210</td>
<td>CAREER EXPLORATION IN DEAF STUDIES</td>
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<tr>
<td>DFST 220</td>
<td>INTRODUCTION TO INTERPRETING</td>
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</tr>
<tr>
<td>DFST 309</td>
<td>INTRODUCTION TO DEAFBLIND CULTURE AND COMMUNICATION</td>
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</tr>
<tr>
<td>DFST 425</td>
<td>LITERATURE AND FILM IN THE DEAF COMMUNITY</td>
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<tr>
<td>DFST 435</td>
<td>DEVELOPMENT OF SIGNED LANGUAGE AND READING SKILLS FOR DEAF CHILDREN</td>
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HUMAN SERVICES TRACK SUGGESTED FOUR-YEAR PLAN

Freshman

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units</th>
<th>Term 2</th>
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<tr>
<td>DFST 104</td>
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<td>DFST 104</td>
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<td>TSEM 102 or ENGL 102 (Core 1 or 2)</td>
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<td>Core</td>
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<td>SOCI 101 or 102 (Core 6)</td>
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<td>Core</td>
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<td>TSEM 102 or ENGL 102 (Core 1 or 2)</td>
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Sophomore

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<tr>
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<td>DFST 210</td>
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<td>DFST 220</td>
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<td>Core</td>
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Junior

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<tr>
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<tr>
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<td>DFST 308</td>
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<td>DFST Elective</td>
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<td>DFST 318</td>
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<td>DFST Elective</td>
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<tr>
<td>Core 9</td>
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<td>Core Elective</td>
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Senior

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<thead>
<tr>
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<th>Units</th>
<th>Term 2</th>
<th>Units</th>
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<tbody>
<tr>
<td>DFST 430</td>
<td>3</td>
<td>DFST 410</td>
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<tr>
<td>DFST Elective</td>
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<td>DFST Elective</td>
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<td>Elective</td>
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<td>Elective</td>
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Total Units: 120
## DEAF CULTURE TRACK SUGGESTED FOUR-YEAR PLAN

### Freshman

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<th>Term</th>
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<tbody>
<tr>
<td>Term 1</td>
<td>DFST 101</td>
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<tr>
<td></td>
<td>DFST 104</td>
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<tr>
<td></td>
<td>SOCI 101 or 102 (Core 6)</td>
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<td>TSEM 102 or ENGL 102 (Core 1 or 2)</td>
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### Sophomore

<table>
<thead>
<tr>
<th>Term</th>
<th>Units Term 2</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>DFST 204</td>
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<tr>
<td></td>
<td>DFST 210</td>
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<tr>
<td></td>
<td>Core</td>
<td>3</td>
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<tr>
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<td>Core</td>
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<td></td>
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### Junior

<table>
<thead>
<tr>
<th>Term</th>
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<th>Units</th>
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<tbody>
<tr>
<td>Term 1</td>
<td>DFST 304</td>
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<tr>
<td></td>
<td>DFST 308</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Core 9</td>
<td>3</td>
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<tr>
<td></td>
<td>Core</td>
<td>3</td>
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<tr>
<td></td>
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### Senior

<table>
<thead>
<tr>
<th>Term</th>
<th>Units Term 2</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Term 1</td>
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<td></td>
<td>DFST 375</td>
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<td></td>
<td>DFST Elective</td>
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<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td>Elective</td>
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</tr>
</tbody>
</table>

15 15

Total Units: 120

1. Students will demonstrate development of communication skills using American Sign Language.
2. Students will demonstrate cultural sensitivity.
3. Students will demonstrate appropriate interpersonal and intrapersonal skills.
4. Students will demonstrate competency in essential skills required of a college graduate by using software as appropriate for writing, spreadsheets, statistical analyses, for calculations, or for presentations. (ILTC)

## Major in Speech-Language Pathology and Audiology

In addition to Core Curriculum requirements, Speech-Language Pathology and Audiology majors must complete 73 to 75 units. The Pass/Fail grading option may not be applied to any SPPA course or required major course. All required courses must be completed with a grade of 2.00 or better. Some SPPA major required courses and electives can be taken during the premajor year and are indicated with a 1 after the course title. A criminal background check must be completed and on file prior to beginning practicum (SPPA 487).

**Premajor Required Course Sequence (16-19 Units)**

- Biol 190 INTRODUCTORY BIOLOGY FOR THE HEALTH PROFESSIONS
- or Biol 201 INTRODUCTION TO CELL BIOLOGY AND GENETICS
- Engl 102 WRITING FOR A LIBERAL EDUCATION
- or Engl 190 HONORS WRITING SEMINAR
- Psyc 101 INTRODUCTION TO PSYCHOLOGY
- or Psyc 102 HONORS INTRODUCTION TO PSYCHOLOGY

Select one of the following: 3-4

- Math 109 TRANSITION TO ALGEBRA FOR APPLICATIONS
- Math 111 FINITE MATHEMATICS
- Math 115 BASIC MATHEMATICS FOR THE SCIENCES
- Math 119 PRE-CALCULUS

Select one course from Category A or B below (students must complete both categories as a graduation requirement but only one category during the premajor year): 3-5

### Category A - Physical Science

- Chem 121 ALLIED HEALTH CHEMISTRY I LECTURE and ALLIED HEALTH CHEMISTRY I LABORATORY
- Chem 131 GENERAL CHEMISTRY I LECTURE and GENERAL CHEMISTRY I LABORATORY
- Phys 202 GENERAL PHYSICS FOR THE HEALTH SCIENCES
- Phys 211 GENERAL PHYSICS I; NON CALCULUS-BASED

### Category B - Social/Behavioral Science

- Soci 101 INTRODUCTION TO PSYCHOLOGY
- or Soci 102 HONORS INTRODUCTION TO PSYCHOLOGY
- Anth 207 CULTURAL ANTHROPOLOGY
- or Anth 210 HONORS CULTURAL ANTHROPOLOGY
- Educ 203 TEACHING AND LEARNING IN A DIVERSE SOCIETY

### SPPA Major Required Courses (53-55 Units)

- Biol 221 HUMAN ANATOMY & PHYSIOLOGY I [LECTURE]
- or 221L HUMAN ANATOMY & PHYSIOLOGY I [LAB]
- and 222L INTRODUCTION TO HUMAN ANATOMY AND PHYSIOLOGY I
- Dfst 104 AMERICAN SIGN LANGUAGE 1
- Psyc 212 BEHAVIORAL STATISTICS 1
- Sppa 101 INTRODUCTION TO HUMAN COMMUNICATION DISORDERS 1
- Sppa 200 ANATOMY AND PHYSIOLOGY OF THE AUDITORY AND VOCAL MECHANISM
- Sppa 210 PHONETICS OF AMERICAN ENGLISH
- Sppa 215 LANGUAGE DEVELOPMENT IN CHILDREN
- Sppa 302 Introduction to Speech Sound Disorders
- Sppa 303 HEARING SCIENCE
- Sppa 304 LANGUAGE DISORDERS IN CHILDREN
- Sppa 313 SPEECH SCIENCE
- Sppa 321 INTRODUCTION TO AUDIOLOGY
- Sppa 325 INTRODUCTION TO AURAL REHABILITATION
- Sppa 416 CLINICAL OBSERVATION AND TECHNIQUES
- Sppa 417 RESEARCH AND CLINICAL WRITING IN COMMUNICATION DISORDERS
- Sppa 306 NEUROLOGICAL AND FUNCTIONAL DISORDERS OF SPEECH, LANGUAGE, AND VOICE
- or Sppa 341 CLINICAL AUDIOLOGY

Remaining Category A or B course (see premajor sequence above): 3-5

### SPPA Electives (3 Units)

Select one of the following: 3

- Engl 251 APPLIED GRAMMAR 1
- Psyc 205 INTRODUCTION TO THE HELPING RELATIONSHIP 1

1 Indicates a required major course that can be taken during the premajor year.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>SPED 301</td>
<td>INTRODUCTION TO SPECIAL EDUCATION</td>
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<tr>
<td>SPPA 306</td>
<td>NEUROLOGICAL AND FUNCTIONAL DISORDERS OF SPEECH, LANGUAGE, AND VOICE (only if SPPA 341 is completed)</td>
</tr>
<tr>
<td>SPPA 310</td>
<td>INTRODUCTION TO STUTTERING</td>
</tr>
<tr>
<td>SPPA 341</td>
<td>CLINICAL AUDIOLOGY (only if SPPA 306 is completed)</td>
</tr>
<tr>
<td>SPPA 487</td>
<td>CLINICAL INTERNSHIP</td>
</tr>
<tr>
<td>SPPA 496</td>
<td>INDEPENDENT STUDY IN SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY</td>
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<tr>
<td>SPPA 497</td>
<td>DIRECTED READINGS IN SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY</td>
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<tr>
<td>SPPA 498</td>
<td>PROCTORING IN SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY</td>
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</table>

**Total Units:** 72-77

1. Course can be taken during the premajor year.

**SUGGESTED FOUR-YEAR PLAN**

### Freshman

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
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</thead>
<tbody>
<tr>
<td>ENGL 102 (Core 2)</td>
<td>3 TSEM 102 (Core 1)</td>
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<tr>
<td>Select one of the following:</td>
<td>3 DFST 104 (Core 5)</td>
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<tr>
<td>MATH 109 (Core 3)</td>
<td>SPPA 101</td>
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<td>MATH 111 (Core 3)</td>
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<td>MATH 115 (Core 3)</td>
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<td>MATH 119 (Core 3)</td>
<td>Select one of the following:</td>
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<tr>
<td>BIOL 190 (Core 7)</td>
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<tr>
<td>BIOL 192 (Core 7)</td>
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<td>BIOL 201 (Core 7)</td>
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<tr>
<td>PSYC 101 or 102 (Core 6)</td>
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**Total:** 16 15

### Sophomore

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<tr>
<th>Term 1</th>
<th>Units Term 2</th>
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<tbody>
<tr>
<td>BIOL 221 &amp; 221L</td>
<td>4 SPPA 200</td>
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<td>SPPA 303</td>
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**Total:** 16 15

### Junior

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<td>SPPA 313</td>
<td>3 SPPA 416</td>
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<td>SPPA 304</td>
<td>3 SPPA 306 or 341</td>
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**Total:** 15 15

### Senior

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<td>SPPA 417 (Core 9)</td>
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<tr>
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<tr>
<td>Elective</td>
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<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3 Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3 Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Units:** 122

1. Students will demonstrate a knowledge and understanding of human communication and its disorders.
2. Students will have the ability to assess basic speech, language, and hearing difficulties and to design a lesson plan to address such difficulties.
3. Students will display competency in essential skills required of a college graduate by writing clearly and persuasively on an evidenced-based clinical practice topic.
4. Students will use inquiry and critical judgment to make decisions by understanding mathematical principles and applications at or above the level of college algebra.
5. Students will demonstrate knowledge of discipline-appropriate electronic resources, and ability to use word-processing software appropriately and creatively to disseminate information.

**Minor in Deaf Studies**

**Required Courses (18 Units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DFST 101</td>
<td>INTRODUCTION TO DEAF STUDIES</td>
</tr>
<tr>
<td>DFST 105</td>
<td>AMERICAN SIGN LANGUAGE II</td>
</tr>
<tr>
<td>DFST 204</td>
<td>AMERICAN SIGN LANGUAGE III</td>
</tr>
<tr>
<td>DFST 205</td>
<td>AMERICAN SIGN LANGUAGE IV</td>
</tr>
<tr>
<td>DFST 304</td>
<td>AMERICAN SIGN LANGUAGE V</td>
</tr>
<tr>
<td>DFST 308</td>
<td>FINGERSPELLING AND NUMBER USAGE</td>
</tr>
<tr>
<td>or DFST 311</td>
<td>FUNDAMENTALS OF HEARING</td>
</tr>
</tbody>
</table>

**Electives (6 Units)**

Select two from the following:

- DFST 345 DEAF CULTURE
- DFST 375 DEAF HISTORY
- DFST 425 LITERATURE AND FILM IN THE DEAF COMMUNITY
- DFST 435 DEVELOPMENT OF SIGNED LANGUAGE AND READING SKILLS FOR DEAF CHILDREN

**Total Units:** 24

**Department of Health Science**

**OFFICE**

Linthicum 101
410-704-2637

**PROGRAMS OF THE DEPARTMENT**

The field of health science bridges the gap between scientific discoveries and the application of this knowledge to improve the quality of health and life. The Department of Health Science offers a bachelor's degree (B.S./B.A.) in Health Science, a post-baccalaureate teacher certification in health education, a minor in Health Science, and a Master of Science (M.S.) in Health Science.

Undergraduates majors in health science must select from the following concentrations:

- Community Health
- School Health
- School and Community Health (Dual Concentration)
POST-BACCALAUREATE TEACHER CERTIFICATION IN HEALTH EDUCATION

The Post-Baccalaureate Teacher Certification is for individuals who have a bachelor’s degree but wish to be certified to teach in Maryland. This can apply to individuals with a degree in a non-health related major and/or those with a degree who have concentrated in art, community health, dance or physical education with a desire to teach Health Education. For more information, visit: http://www.towson.edu/healthscience/certification.asp

MINOR IN HEALTH SCIENCE

Students who are in other majors, but have an interest in health, may also minor in Health Science. Students interested in Health Education should contact the Department of Health Science at 410-704-2637 to receive information about these programs.

The Department also offers a Master of Science in Health Science. For more information, see the Graduate Catalog: http://www.towson.edu/main/academics/coursesandcatalogs/graduatecatalog.asp

HONORARY SOCIETY

Eta Sigma Gamma, the national professional honorary society in health education, has established the Beta Zeta Chapter in the Department of Health Science. The purpose of the organization is to elevate standards, ideals and ethics of the profession. For information concerning Beta Zeta, contact the Department of Health Science at 410-704-2637.

MAJOR IN HEALTH SCIENCE

Health science is an applied science that incorporates an interdisciplinary approach to understanding the complexities of human behavior with the expressed purpose of promoting healthy behaviors. In order to develop the competencies necessary to be an effective professional, students need a foundation built on principles derived from behavioral, biomedical and social sciences.

The Department of Health Science offers three concentrations in the Health Science major: School Health Concentration, Community Health Concentration, and a School and Community Health (Dual) Concentration. Each concentration requires 12 units of internship to be completed in the student’s final term, pending completion of all other Core and major requirements. Placements for completing the internship will be approved and assigned by program coordinators, pending student completion of stipulated requirements for the respective concentration.

• Major in Health Science with concentrations in:
  • Community Health (p. 156)
  • School Health (p. 157)
  • School and Community Health (Dual Concentration (p. 158))

MINOR IN HEALTH SCIENCE

• Health Science (p. 160)

Community Health Concentration

Community health educators seek to educate and empower the public to understand their health, to make healthy choices, to improve their quality of life, and to reduce disease and disability. Community health educators design, market, implement and/or evaluate health education and health promotion programs for the general public in community settings. The settings in which community health educators work include, but are not limited to health departments, voluntary health agencies, hospitals, universities, nonprofit organizations, government agencies, and schools.

The community health concentration within the Department of Health Science provides students with a foundation in a variety of health topic areas, health education theory and practice, and program planning and evaluation. During their final term, students complete a 12-unit internship in a community setting to gain exposure and practical experience in the field.

REQUIREMENTS FOR THE MAJOR

Required Prerequisites (25 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>BIOL 190</td>
<td>INTRODUCTORY BIOLOGY FOR THE HEALTH</td>
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<td>&amp; PSYC 203</td>
<td>PROFESSIONS (lab)</td>
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<tr>
<td>CHEM 121</td>
<td>ALLIED HEALTH CHEMISTRY I LECTURE</td>
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<tr>
<td>&amp; 121L</td>
<td>and ALLIED HEALTH CHEMISTRY I LAB</td>
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<td>BIOL 221</td>
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<td>&amp; 221L</td>
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<td>HUMAN ANATOMY &amp; PHYSIOLOGY II [LECTURE]</td>
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<td>PSYC 101</td>
<td>INTRODUCTION TO PSYCHOLOGY</td>
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<td>COM 131</td>
<td>FUNDAMENTALS OF SPEECH COMMUNICATION</td>
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<tr>
<td>GER 101</td>
<td>INTRODUCTION TO GERONTOLOGY</td>
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<tr>
<td>or SOCI 101</td>
<td>INTRODUCTION TO SOCIOLOGY</td>
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Health Science Content Core (21 Units)

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<tr>
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<td>WELLNESS FOR A DIVERSE SOCIETY</td>
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<tr>
<td>HLTH 222</td>
<td>FOUNDATIONS OF HEALTH EDUCATION AND</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HEALTH BEHAVIOR</td>
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<tr>
<td>HLTH 204</td>
<td>NUTRITION AND WEIGHT CONTROL FOR THE</td>
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<tr>
<td></td>
<td>CONSUMER</td>
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<td>HLTH 208</td>
<td>MENTAL HEALTH, STRESS MANAGEMENT, AND</td>
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<tr>
<td></td>
<td>CRISIS INTERVENTION</td>
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<tr>
<td>HLTH 220</td>
<td>SEXUALITY IN A DIVERSE SOCIETY</td>
<td>3</td>
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<tr>
<td>HLTH 311</td>
<td>CHRONIC AND COMMUNICABLE DISEASE</td>
<td>3</td>
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<td>HLTH 432</td>
<td>MEASUREMENT AND EVALUATION IN HEALTH</td>
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Total Units 46

REQUIREMENTS FOR COMMUNITY HEALTH CONCENTRATION

Required Courses (24 Units)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>HLTH 103</td>
<td>EMC, FIRST AID AND SAFETY</td>
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<tr>
<td>HLTH 207</td>
<td>HEALTH CARE IN THE U.S.</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 201</td>
<td>EDUCATIONAL PSYCHOLOGY</td>
<td>3</td>
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<tr>
<td>PSYC 203</td>
<td>or HUMAN DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>HLTH 315</td>
<td>CURRICULUM AND PLANNING</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 405</td>
<td>DRUGS IN OUR CULTURE</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 425</td>
<td>INSTRUCTIONAL METHODS IN HEALTH</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUCATION</td>
<td></td>
</tr>
<tr>
<td>HLTH 430</td>
<td>ORGANIZATION, IMPLEMENTATION AND</td>
<td>3</td>
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<td></td>
<td>MANAGEMENT OF HEALTH EDUCATION PROGRAMS</td>
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<tr>
<td>HLTH 435</td>
<td>EPIDEMIOLOGICAL BASIS OF DISEASE AND</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENVIRONMENTAL HEALTH</td>
<td></td>
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</table>

Electives (17 Units)

Select at least 17 elective units, preferably in a Community Health area: Community Health Leadership, Environment, Gerontology, Health Communication, Health Promotions and Wellness, Maternal and Child Health, or Sexuality. Students may opt for an individual area in consultation with a faculty adviser. Students in the Community Health Concentration could also choose to incorporate a minor in another discipline (e.g., Spanish) as part of this community health area. Students must complete these 17 units with a GPA of 2.00 or higher

Internship (12 Units)
1. Using technology, students will identify, analyze and evaluate major and micro influences (e.g. demographic, social and political), and how these affect individual and population health behaviors and outcomes.

2. Students will write clearly, logically and succinctly in standard professional prose with well-referenced developmental detail appropriately cited according to APA standards.

3. Students will demonstrate professional and ethical behaviors in the field of health education exhibiting appropriate intrapersonal and interpersonal social skills with management, staff or students in ways that promote effective work and/or learning environments.

### School Health Concentration

Students selecting the school health concentration will receive certification to teach 7-12 education. Teacher Education programs at Towson University, based on state and national standards, are approved by the National Council for the Accreditation of Teacher Education and the Maryland State Department of Education. Completion of an approved program qualifies graduates for certification in all states that are members of the Interstate Reciprocity Contract. Applicants for Maryland teaching certificates are required to achieve qualifying scores on the Praxis I and II examinations, as determined by the Maryland State Board of Education.

Students opting for the school health concentration must meet the requirements for admission to the professional education program and to internship. Prior to internship, individuals must pass the Praxis I test. Students should schedule this examination before their junior year.

To exit the School Health Teacher program successfully, candidates must have maintained a 2.50 overall GPA, 2.75 in Health courses, and 2.75 in all state and national standards, are approved by the National Council to teach 7-12 education. Teacher Education programs at Towson University, based on state and national standards, are approved by the National Council for the Accreditation of Teacher Education and the Maryland State Department of Education. Completion of an approved program qualifies graduates for certification in all states that are members of the Interstate Reciprocity Contract. Applicants for Maryland teaching certificates are required to achieve qualifying scores on the Praxis I and II examinations, as determined by the Maryland State Board of Education.

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**SUGGESTED FOUR-YEAR PLAN**

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<tr>
<th>Freshman Term 1</th>
<th>Units</th>
<th>Term 2</th>
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<tbody>
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<td>TSEM 102 (Core 1)</td>
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<td>ENGL 102 (Core 2)</td>
<td>3</td>
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<tr>
<td>HLTH 101 (Core 11)</td>
<td>3</td>
<td>HLTH 222</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 190 (Core 7)</td>
<td>4</td>
<td>PSYC 101</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 101 (Core 6)</td>
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<td>CHEM 121 &amp; 121L (Core 8)</td>
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<td>BIOL 222 &amp; 222L</td>
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<td>HLTH 207</td>
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<td>Core 4</td>
<td>3</td>
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<tr>
<td>HLTH 208</td>
<td>3</td>
<td>Core 12</td>
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<td>HLTH 220 (Core 13)</td>
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<td>PSYC 201 or PSYC 203</td>
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<td>HLTH 204</td>
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<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Core 10</td>
<td>3</td>
<td>Core 14</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 311</td>
<td>3</td>
<td>HLTH 432</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>HLTH 405</td>
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</tr>
<tr>
<td>HLTH 103</td>
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<tr>
<td>HLTH 425</td>
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<td>HLTH 430</td>
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</tr>
<tr>
<td>Elective</td>
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</tr>
<tr>
<td>Elective</td>
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</tbody>
</table>

**Total Units: 121**

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**Total Units**

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**REQUIREMENTS FOR THE MAJOR**

**Required Prerequisites (25 Units)**

- **Biol 190**: Introductory Biology for the Health Professions (lab) 4
- **Chem 121 & 121L**: Allied Health Chemistry I Lecture and Allied Health Chemistry I Laboratory 4
- **Biol 221 & 222L**: Human Anatomy & Physiology I [Lecture] and Human Anatomy & Physiology I [Lab] 4
- **Biol 222**: Human Anatomy & Physiology II [Lecture] and Human Anatomy & Physiology II [Lab] 4
- **Psyc 101**: Introduction to Psychology 3
- **Comm 131**: Fundamentals of Speech Communication 3
- **Ger 101**: Introduction to Gerontology 3
- **or Soc 101**: Introduction to Sociology 3

**Health Science Content Core (21 Units)**

- **Hlth 101**: Wellness for a Diverse Society 3
- **Hlth 222**: Foundations of Health Education and Health Behavior 3
- **Hlth 204**: Nutrition and Weight Control for the Consumer 3
- **Hlth 208**: Mental Health, Stress Management, and Crisis Intervention 3
- **Hlth 220**: Sexuality in a Diverse Society 3
- **Hlth 311**: Chronic and Communicable Disease 3
- **Hlth 432**: Measurement and Evaluation in Health Education 3

**Total Units**: 46

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**REQUIREMENTS FOR SCHOOL HEALTH CONCENTRATION**

**Required Courses (44 Units)**

- **Educ 202**: Historical and Contemporary Perspectives: America's Urban Schools 3
- **Hist 145**: History of the United States to the Civil War 3
or HIST 146  

HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR  

HLTH 103  
EMC, FIRST AID AND SAFETY  3  

HLTH 207  
HEALTH CARE IN THE U.S.  3  

HLTH 315  
CURRICULUM AND PLANNING  3  

HLTH 405  
DRUGS IN OUR CULTURE  3  

HLTH 425  
INSTRUCTIONAL METHODS IN HEALTH EDUCATION  3  

HLTH 430  
ORGANIZATION, IMPLEMENTATION AND MANAGEMENT OF HEALTH EDUCATION PROGRAMS  3  

HLTH 435  
EPIDEMIOLOGICAL BASIS OF DISEASE AND ENVIRONMENTAL HEALTH  3  

SPED 301  
INTRODUCTION TO SPECIAL EDUCATION  3  

SCED 305  
ADOLESCENT LEARNING, DEVELOPMENT, AND DIVERSITY  3  

or PSYC 201  
EDUCATIONAL PSYCHOLOGY  

or PSYC 203  
HUMAN DEVELOPMENT  

SCED 341  
PRINCIPLES OF SECONDARY EDUCATION  4  

SCED 460  
USING READING AND WRITING IN THE SECONDARY SCHOOLS  4  

SCED 461  
TEACHING READING IN THE SECONDARY CONTENT AREAS  3  

Internship (12 Units)  

HLTH 388  
INTERNSHIP IN SECONDARY EDUCATION- SCHOOL HEALTH  12  

Total Units  56  

Requirements for Internship  

Before students are allowed to apply for student teaching, they must provide the following:  

1. Criminal Background Check. All pre-service students in the Teacher Education programs at Towson University whose program requires an internship in a public or private school setting (pre-K–12) will be required to complete a Criminal Background Check (CBC). The CBC must be filed with the director of the Center for Professional Practice.  

2. PRAXIS I. Students must provide evidence of successful completion of the PRAXIS I before they can be placed.  

3. Completion of speech and hearing screening. Students cannot be placed for their school health internship without a CBC, proof of passing PRAXIS I, and completion of a speech and hearing screening.  

4. GPA requirement: Cumulative- 2.50, EDUC courses-2.75, HLTH courses-2.75  

To be eligible for the School Health internship, students must have senior status and must have successfully completed all required courses with a grade of C or better. The requirement for internship cannot be waived.  

ALL COURSE WORK MUST BE COMPLETED PRIOR TO INTERNSHIP.  

SUGGESTED FOUR-YEAR PLAN  

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<thead>
<tr>
<th>Freshman Term 1</th>
<th>Units Term 2</th>
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<tr>
<td>TSEM 102 (Core 1)</td>
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<td>3 HLTH 222</td>
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<tr>
<td>BIOL 190 (Core 7)</td>
<td>4 PSYC 101</td>
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<td>SOCI 101 (Core 6)</td>
<td>3 CHEM 121 &amp; 121L (Core 8)</td>
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<tr>
<td>Core 3</td>
<td>3 COMM 131 (Core 5)</td>
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</tbody>
</table>
The capstone for this concentration is split between a student teaching internship and a community health placement. To be eligible for the internship, students with a dual school/community health education concentration must have senior status and must have successfully completed all required courses with a grade of C or better. They must also have completed all requirements of the school health internship, as provided below. The requirements for internship cannot be waived. **ALL COURSE WORK MUST BE COMPLETED PRIOR TO INTERNSHIP.**

## Requirements for School Health Internship

Before students are allowed to apply for internship, they must provide the following:

1. **Criminal Background Check.** All pre-service students in the Teacher Education programs at Towson University whose program requires an internship in a public or private school setting (7–12) will be required to complete a Criminal Background Check (CBC). The CBC must be filed with the director of the Center for Professional Practice.

2. **PRAXIS I:** Students must provide evidence of successful completion of the PRAXIS I before they can be placed.

3. Completion of speech and hearing screening

4. **GPA requirement:** Cumulative- 2.50, EDUC courses-2.75, HLTH courses-2.75

Students cannot be placed for their school health internship without a CBC, proof of passing PRAXIS I, and completion of a speech and hearing screening.

## SUGGESTED FOUR-YEAR PLAN

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<th>Term 1</th>
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**Core 3**

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**Total Units**

| 16 |

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<th>Units</th>
<th>Term 2</th>
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<td>HLTH 208</td>
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<td>HIST 145 or 146</td>
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**Total Units**

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<td>SPED 301</td>
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<td>HLTH 311</td>
<td>3</td>
<td>HLTH 432</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 103</td>
<td>3</td>
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<tr>
<td>SCED 341</td>
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<td>SCED 461</td>
<td>3</td>
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</table>

**Total Units**

| 40 |

**Total Units**

| 56 |
actual health care practices. The IPHS prepares tomorrow’s leaders to meet the interprofessional nature of health care service delivery, through its collaboration across colleges and institutions. This collaboration reflects interdisciplinary fields of study, and programs in which collaboration and/or learning environments.

### Minor in Health Science

The minor in Health Science consists of 21 units. All required courses must be completed with a GPA of 2.00 or higher.

#### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tr>
<td>HLTH 101</td>
<td>WELLNESS FOR A DIVERSE SOCIETY</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 207</td>
<td>HEALTH CARE IN THE U.S.</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 222</td>
<td>FOUNDATIONS OF HEALTH EDUCATION AND HEALTH BEHAVIOR</td>
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Select one of the following: 3 units

<table>
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<tr>
<th>Course</th>
<th>Title</th>
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<tr>
<td>HLTH 204</td>
<td>NUTRITION AND WEIGHT CONTROL FOR THE CONSUMER</td>
</tr>
<tr>
<td>HLTH 208</td>
<td>MENTAL HEALTH, STRESS MANAGEMENT, AND CRISIS INTERVENTION</td>
</tr>
<tr>
<td>HLTH 219</td>
<td>WOMEN’S HEALTH</td>
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<tr>
<td>HLTH 220</td>
<td>SEXUALITY IN A DIVERSE SOCIETY</td>
</tr>
<tr>
<td>HLTH 225</td>
<td>WEIGHT CONTROL: THEORY AND PRACTICE</td>
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</tbody>
</table>

In addition to the four required courses, students must take three additional upper-level Health electives; two must be in HLTH and the third may be in HLTH or another approved subject. Courses should be selected in consultation with the student’s major and minor advisers.

#### Total Units: 21

### Department of Interprofessional Health Studies

#### OFFICE

Linthicum Hall 121, 410-704-4049

#### PROGRAMS OF THE OFFICE

The College of Health Professions’ Department of Interprofessional Health Studies (IPHS) is composed of academic programs that represent interdisciplinary fields of study, and programs in which collaboration across colleges and institutions is a key feature. This collaboration reflects the interprofessional nature of health care service delivery, through its incorporation of a broad and integrative approach that more closely emulates actual health care practices. The IPHS prepares tomorrow’s leaders to meet workforce needs, including healthcare managers, planners, gerontologists, autism-focused professionals in diverse settings, and other clinicians and healthcare specialists who will promote health and well-being through a commitment to meeting the individual, social, cultural and community healthcare needs across the spectrum of ages and populations.

Three areas of study are offered for undergraduate students: Allied Health, Gerontology and Health Care Management.

Students interested in Allied Health, Gerontology or Health Care Management should contact the IPHS Director to receive information about these programs, as well as forms needed for the selected program in completing a course of study. All students must meet with their assigned adviser every term. In addition to completing major requirements, students must complete the Core Curriculum requirements.

All students enrolled in IPHS majors will follow the TU Academic Integrity Policy and adhere to the Student Code of Conduct. Students will be expected to follow any professional codes of ethics appertaining to their major/ minor declared, and violations of these policies will result in judicial sanctions.

Because requirements may be revised periodically, students are responsible to make certain that they are working with the most current materials. Contact the program for assistance with curricular planning.

- Major in Allied Health (p. 160)
- Major in Gerontology (p. 170)
- Major in Health Care Management (p. 171)
- Minor in Applied Adult Disability Studies (p. 172)
- Minor in Gerontology (p. 173)
- Minor in Health Care Management (p. 173)

### Major in Allied Health

The Allied Health program is designed to give practicing health care professionals the opportunity to advance their careers by expanding their skills in the health care marketplace. Students enter the program with a completed associate’s degree from a regionally accredited institution in an allied health field. The program builds on students’ existing associate’s degrees and clinical backgrounds and prepares them to assume additional responsibilities through advanced learning in health care administration and management, organization and funding, ethical and professional issues, and research findings that affect best practice. Graduates are better positioned for promotions, movement into related positions or job expansion.

Students can choose from one of six tracks: Administration/Management, Health Promotion, Wellness, Prevention and Community Health Education; Health Promotion, Wellness, Prevention and Community Health Education; Family Studies; Science and Professional Preparation; and Advanced Respiratory Therapy.
The Allied Health degree program is designed to prepare students to:

- assume managerial, supervisory and/or clinical education roles within their respective areas of health practice
- enhance their use of ethically grounded and culturally sensitive practices in their administration and delivery of health services
- effectively use technology and scientific inquiry to support and guide their roles as health practitioners and administrators
- understand, evaluate and influence societal, economic and political forces that impact health practices at the individual, regional and national levels
- communicate effectively with clients, colleagues, agencies and the community in their roles as health practitioners and administrators

**FINANCIAL AID**

While the Allied Health Program has no scholarships specifically designated for the program, students in the program are eligible for a number of merit and need-based financial aid awards through Towson University. For information on available aid, please contact the Towson University Financial Aid Office at (410) 704-4236, or visit the office’s website at www.towson.edu/finaid.

**FOR MORE INFORMATION**

For further information concerning the Allied Health Program, including specifics on how course work completed at community colleges will apply toward the program, contact Dr. Nadine Braunstein in the Department of Interprofessional Health Studies at Towson University by phone, 410-704-4049.

**ADMISSION REQUIREMENTS**

Program applicants must have an earned associate’s degree in an allied health discipline and a minimum 2.00 GPA upon transfer. If you hold an associate’s degree in a health discipline that is not listed above, please contact the Allied Health program director for further information. You may be eligible for admission.

One route to earn an associate’s degree to meet the requirement for admission into the Allied Health Program is through a dual enrollment option whereby students are simultaneously enrolled at the Community College of Baltimore County (CCBC) to earn an Associated Degree in Respiratory Care Therapy while taking classes at Towson University. Eligibility to complete the Allied Health Degree and earn the B.T.P.S. in Allied Health is contingent upon the completion of the Respiratory Therapy A.A.S. degree. See the Advanced Respiratory Track for more information about this option.

Major in Allied Health with tracks in:

- Administration/Management (p. 161)
- Education (p. 164)
- Health Promotion, Wellness, Prevention and Community Health Education (p. 167)
- Family Studies (p. 166)
- Science and Professional Preparation (p. 168)
- Advanced Respiratory Therapy (p. 163)

1. Students will effectively use scientific inquiry and evidence based practice through current technology to support and guide health care delivery. (ILTC)
2. Students will develop leadership skills through advanced reasoning and communication that promotes the expansion of discipline scientific clinical roles.
3. Students will identify, interpret, evaluate and integrate human values by demonstrating an understanding of competing human values as evidenced by cultural, socio-economic or other differences.

**Allied Health - Administration/Management Track**

**PROGRAM REQUIREMENTS**

The Allied Health degree program requires the completion of a minimum of 120 units. Lower-division courses from your community college will be applied, as appropriate, up to a maximum of 64 units. A minimum of 32 units must be in upper-division courses at Towson University. The final 30 units must be taken at Towson University. The overall program structure follows.

**UNIVERSITY CORE CURRICULUM REQUIREMENTS**

Students must complete Towson University’s Core Curriculum requirements as specified in this catalog. In general, a graduate from one of the Maryland community college associate’s degree programs included in the Allied Health Program will need to complete several Core Curriculum courses in addition to those that are transferred. Some of the required Core Curriculum courses will be satisfied through program core and track requirements.
REQUIRED COURSES (18 UNITS)

All students must complete 18 units of required courses in the program. Courses are available online.

HLTH 207 HEALTH CARE IN THE U.S. 3
AHLT 310 MANAGEMENT FOR THE ALLIED HEALTH PROFESSIONAL 3
or AHLT 311 HUMAN RESOURCE MANAGEMENT FOR ALLIED HEALTH PROFESSIONALS
AHLT 320 UNDERSTANDING EVIDENCE-BASED PRACTICE 3
AHLT 440 TECHNICAL AND PROFESSIONAL ISSUES IN ALLIED HEALTH
AHLT 445 RESEARCH METHODS IN ALLIED HEALTH 3
NURS 416 CULTURAL DIVERSITY IN HEALTH CARE 3

Total Units 18

TRACKS (18 UNITS)

Students choose one of six tracks. Other course selections are possible, subject to the approval of the program director. Each student’s program of study and the courses he or she chooses must be approved by an Allied Health adviser. Students are required to take a capstone course (AHLT 450) at or near the end of their Towson studies. This course is required among the 18 units of the track. Students are also required to take an ethics class in their track.

Students are able to pursue a minor in a number of different areas along with the Allied Health major by selecting specific tracks. Minors in Health Care Management and Family Studies are examples. Note: Students may have the Allied Health major by selecting specific tracks. Minors in Health Care Service and Professional Preparation track if planning to attend graduate school, selecting courses within the track that help satisfy requirements for their graduate program.

Lists of courses in the tracks below are representative, not comprehensive. Students in any track may also complete units as AHLT 495/AHLT 496.

Administration/Management Track (18 units)

Students may choose from a broad array of courses in the fields of healthcare management, accounting, management, marketing, finance and related areas. (This track may be taken completely online. Courses which may be taken online are indicated with a 1.)

Required for Track (6 Units)

HCMN 441 LEGAL AND ETHICAL ISSUES IN HEALTH ADMINISTRATION 1 3
AHLT 450 CAPSTONE IN ALLIED HEALTH 1 3

Course Possibilities (12 Units)

Select four of the following: 12

AHLT 310 MANAGEMENT FOR THE ALLIED HEALTH PROFESSIONAL 1
AHLT 311 HUMAN RESOURCE MANAGEMENT FOR ALLIED HEALTH PROFESSIONALS 1
AHLT 313 CLINICAL PROGRAM PLAN & EVALUATION 1
AHLT 315 FINANCIAL MANAGEMENT FOR THE ALLIED HEALTH PROFESSIONAL 1
AHLT 495 INDEPENDENT STUDY IN ALLIED HEALTH 1
or AHLT 496 INDEPENDENT STUDY IN ALLIED HEALTH
ECON 339 HEALTH ECONOMICS
ENGL 319 ORGANIZATIONAL COMMUNICATIONS
HCMN 415 FINANCING AND ORGANIZATION OF HEALTH CARE SERVICES IN THE U.S.
HCMN 305 COMMUNITY HEALTH ADMINISTRATION 2
HCMN 413 SERVICES AND HOUSING FOR THE LONG-TERM CARE CONSUMER 2
HCMN 417 LONG-TERM CARE ETHICAL PROBLEMS 2
HCMN 419 LONG-TERM CARE ADMINISTRATION 2
MNGT 361 LEADERSHIP AND MANAGEMENT
MKTG 341 PRINCIPLES OF MARKETING

Total Units 18

1 May be taken online.
2 Health Care Management minor status required.

Students choosing this track may be able to earn a minor in Health Care Management.

ALLIED HEALTH/RESPIRATORY THERAPY SUGGESTED FOUR-YEAR PLAN

Freshman

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Units</th>
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<tbody>
<tr>
<td>CHEM 121 &amp; 121L (Core 7)</td>
<td>4 BIOL 190 (Core 8)</td>
<td>4</td>
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<tr>
<td>ENGL 102 (Core 2)</td>
<td>3 MATH 105 or 115 (Core 3)</td>
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<td>3 PSYC 101 (Core 6)</td>
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<td>SOCI 101 (Core 6)</td>
<td>COSC 111</td>
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<td>FMST 101 (Core 6)</td>
<td>TSEM 102 (Core 1)</td>
<td>3</td>
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<tr>
<td>GER 101 (Core 6)</td>
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Sophomore

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<td>4 AHLT 200</td>
<td>2-36</td>
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<tr>
<td>BIOL 221 &amp; 221L</td>
<td>4 AHLT 200.103</td>
<td>3 AHLT 320</td>
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</tr>
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<td>COMM 131</td>
<td>3 AHLT 200.104</td>
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Junior

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<td>AHLT 200.202</td>
<td>4 AHLT 200.205</td>
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<td>AHLT 200.203</td>
<td>5 AHLT 200.206</td>
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</tr>
<tr>
<td>NURS 416 (Core 13)</td>
<td>3 HLTH 207</td>
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Senior

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<tr>
<th>Term 1</th>
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<th>Units</th>
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<tbody>
<tr>
<td>AHLT 310</td>
<td>3 AHLT 409</td>
<td>3</td>
</tr>
<tr>
<td>AHLT 405</td>
<td>3 AHLT 411</td>
<td>3</td>
</tr>
</tbody>
</table>
All students must complete 18 units of required courses in the program.

Courses are available online.

HLTH 207 HEALTH CARE IN THE U.S. 3

AHLT 310 MANAGEMENT FOR THE ALLIED HEALTH PROFESSIONAL 3

or AHLT 311 HUMAN RESOURCE MANAGEMENT FOR ALLIED HEALTH PROFESSIONALS

AHLT 320 UNDERSTANDING EVIDENCE-BASED PRACTICE 3

AHLT 440 TECHNICAL AND PROFESSIONAL ISSUES IN ALLIED HEALTH

AHLT 445 RESEARCH METHODS IN ALLIED HEALTH 3

NURS 416 CULTURAL DIVERSITY IN HEALTH CARE 3

Total Units 18

The list of courses in the track below is representative, not comprehensive. Students in any track may also complete units as AHLT 495/AHLT 496.

Advanced Respiratory Therapy Track (18 units)

Students may complete this track through two options.

For the respiratory care practitioner, these courses offer advanced clinical competencies, as well as the opportunity to pursue individual practica in clinical practice, education, administration or research.

Required for Track (6 Units)

HCMN 441 LEGAL AND ETHICAL ISSUES IN HEALTH ADMINISTRATION 3

AHLT 450 CAPSTONE IN ALLIED HEALTH 1 3

Course Possibilities (12 Units)

Select four of the following:

AHLT 405 SYSTEMIC DISEASE PROCESSES AND INTERVENTIONS IN RESPIRATORY CARE

AHLT 407 NEONATAL AND PEDIATRIC RESPIRATORY

AHLT 409 SLEEP DISORDERS AND REHAB SERVICES IN RESPIRATORY CARE

AHLT 413 PHARMACOLOGY AND THERAPEUTICS

AHLT 411 ADVANCED CARDIOPULMONARY DISEASE AND PATHOPHYSIOLOGY 1

Total Units 18

1 May be taken online.

FOR STUDENTS CONSIDERING THE DUAL ENROLLMENT RESPIRATORY CARE OPTION

The Allied Health Program has a Memorandum of Understanding with the Community College of Baltimore County which gives Towson University students the opportunity to earn their A.A.S. in Respiratory Care while concurrently enrolled at Towson University. This Allied Health Dual Respiratory Therapy option with CCBC is a screened option with a maximum of 16 students accepted annually. Admission to Towson University does not guarantee admission to the Respiratory Therapy program at CCBC. Admission to the Respiratory Care Therapy Program at CCBC requires:

1. completion of a minimum of 12 undergraduate credits with an overall GPA of 2.0 or better;
2. GPA of 2.0 or better in the three screening courses (see below); and
3. an interview with the CCBC Program Director. Applications to the program receive best consideration if they are received by March 15.

Students who wish to be admitted into the CCBC Respiratory Care Program must complete the following steps prior to applying to the CCBC Respiratory Care Program.

1. Officially declare interest in the Allied Health major by meeting with the Allied Health Program Director. Contact the program’s main office in the CHP Department of Interprofessional Health Studies at 410-704-4049.

Students who wish to apply to the CCBC Respiratory Therapy program in the spring for the following fall start should contact the office by October 15.

2. Complete four prerequisite courses by the end of the spring term of application. They are:

CHEM 121 & 121L ALLIED HEALTH CHEMISTRY I LECTURE and ALLIED HEALTH CHEMISTRY I LABORATORY

ENGL 102 WRITING FOR A LIBERAL EDUCATION
ALLIED HEALTH/RESPIRATORY THERAPY SUGGESTED FOUR-YEAR PLAN

Freshman

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<td>ENGL 102 (Core 2)</td>
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<td>PSYC 101 (Core 6)</td>
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Sophomore

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Junior

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Senior

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Total Units: 128-162

Allied Health - Education Track

PROGRAM REQUIREMENTS

The Allied Health degree program requires the completion of a minimum of 120 units. Lower-division courses from your community college will be applied, as appropriate, up to a maximum of 64 units. A minimum of 32 units must be in
upper-division courses at Towson University. The final 30 units must be taken at Towson University. The overall program structure follows.

UNIVERSITY CORE CURRICULUM REQUIREMENTS

Students must complete Towson University’s Core Curriculum requirements as specified in this catalog. In general, a graduate from one of the Maryland community college associate’s degree programs included in the Allied Health Program will need to complete several Core Curriculum courses in addition to those that are transferred. Some of the required Core Curriculum courses will be satisfied through program core and track requirements.

REQUIRED COURSES (18 UNITS)

All students must complete 18 units of required courses in the program. Courses are available online.

HLTH 207 HEALTH CARE IN THE U.S. 3
AHLT 310 MANAGEMENT FOR THE ALLIED HEALTH PROFESSIONAL 3
or AHLT 311 HUMAN RESOURCE MANAGEMENT FOR ALLIED HEALTH PROFESSIONALS
AHLT 320 UNDERSTANDING EVIDENCE-BASED PRACTICE 3
AHLT 440 TECHNICAL AND PROFESSIONAL ISSUES IN ALLIED HEALTH 3
AHLT 445 RESEARCH METHODS IN ALLIED HEALTH 3
NURS 416 CULTURAL DIVERSITY IN HEALTH CARE 3
Total Units 18

TRACKS (18 UNITS)

Students choose one of six tracks. Other course selections are possible, subject to the approval of the program director. Each student’s program of study and the courses he or she chooses must be approved by an Allied Health adviser. Students are required to take a capstone course (AHLT 450) at or near the end of their Towson studies. This course is required among the 18 units of the track. Students are also required to take an ethics class in their track.

Students are able to pursue a minor in a number of different areas along with the Allied Health major by selecting specific tracks. Minors in Health Care Management and Family Studies are examples. Note: Students may have additional units to complete beyond the 18 required to earn the minor. Students may also select the Science and Professional Preparation track if planning to attend graduate school, selecting courses within the track that help satisfy requirements for their graduate program.

The lists of courses in the track below is representative, not comprehensive. Students in any track may also complete units as AHLT 495/AHLT 496.

EDUCATION TRACK (18 UNITS)

Courses in health education or other areas of education may be selected to focus on clinical patient education or academic teaching.

Required for Track (6 Units)

PHIL 361 BIOMEDICAL ETHICS 3
AHLT 450 CAPSTONE IN ALLIED HEALTH 1 3

Course Possibilities (12 Units)

Select four of the following: 12

ENGL 319 ORGANIZATIONAL COMMUNICATIONS
HLTH 311 CHRONIC AND COMMUNICABLE DISEASE
HLTH 222 FOUNDATIONS OF HEALTH EDUCATION AND HEALTH BEHAVIOR

ALLIED HEALTH/RESPIRATORY THERAPY SUGGESTED FOUR-YEAR PLAN

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Term 1</th>
<th>Unit</th>
<th>Term 2</th>
<th>Units</th>
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<tr>
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<tr>
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<td>COSC 111</td>
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<td>FMST 101 (Core 6)</td>
<td>TSEM 102 (Core 1)</td>
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<tr>
<td>GER 101 (Core 6)</td>
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<td>AHLT 200.202</td>
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Allied Health - Family Studies Track

PROGRAM REQUIREMENTS

The Allied Health degree program requires the completion of a minimum of 120 units. Lower-division courses from your community college will be applied, as appropriate, up to a maximum of 64 units. A minimum of 32 units must be in upper-division courses at Towson University. The final 30 units must be taken at Towson University. The overall program structure follows.

UNIVERSITY CORE CURRICULUM REQUIREMENTS

Students must complete Towson University’s Core Curriculum requirements as specified in this catalog. In general, a graduate from one of the Maryland community college associate’s degree programs included in the Allied Health Program will need to complete several Core Curriculum courses in addition to those that are transferred. Some of the required Core Curriculum courses will be satisfied through program core and track requirements.

REQUIRED COURSES (18 UNITS)

All students must complete 18 units of required courses in the program. Courses are available online.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>HLTH 207</td>
<td>HEALTH CARE IN THE U.S.</td>
<td>3</td>
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<tr>
<td>AHLT 310</td>
<td>MANAGEMENT FOR THE ALLIED HEALTH PROFESSIONAL</td>
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<td>or AHLT 311</td>
<td>HUMAN RESOURCE MANAGEMENT FOR ALLIED HEALTH PROFESSIONALS</td>
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<tr>
<td>AHLT 320</td>
<td>UNDERSTANDING EVIDENCE-BASED PRACTICE</td>
<td>3</td>
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<td>AHLT 440</td>
<td>TECHNICAL AND PROFESSIONAL ISSUES IN ALLIED HEALTH</td>
<td>3</td>
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<tr>
<td>AHLT 445</td>
<td>RESEARCH METHODS IN ALLIED HEALTH</td>
<td>3</td>
</tr>
<tr>
<td>NURS 416</td>
<td>CULTURAL DIVERSITY IN HEALTH CARE</td>
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<tr>
<td>Total Units</td>
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<td>18</td>
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TRACKS (18 UNITS)

Students choose one of six tracks; descriptions and courses that satisfy each track are listed below. Other course selections are possible, subject to the approval of the program director. Each student’s program of study and the courses he or she chooses must be approved by an Allied Health adviser. Students are required to take a capstone course (AHLT 450) at or near the end of their Towson studies. This course is required among the 18 units of the track. Students are also required to take an ethics class in their track.

Family Studies Track (18 units)

Family studies is an interdisciplinary area that includes courses from the Family Studies (FMST) program as well as a variety of courses from other departments in the university.

Required for Track (6 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>PHIL 361</td>
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<tr>
<td>AHLT 450</td>
<td>CAPSTONE IN ALLIED HEALTH</td>
<td>3</td>
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Course Possibilities (12 Units)

Select four of the following:

- FMST 301 FAMILY RELATIONSHIPS
- FMST 302 FAMILY THEORIES
- FMST 303 CONTEMPORARY TRENDS IN FAMILY POLICY
- FMST 340 THE HOSPITALIZED CHILD AND FAMILY
- FMST 380 FAMILY LAW
- FMST 387 COMMUNITY SERVICES FOR FAMILIES
- GERO 367 DEATH, DYING AND BEREAVEMENT
- PSYC 405 PSYCHOLOGY OF AGING
- PSYC 451 INTRODUCTION TO THE EXCEPTIONAL CHILD
- WMST 335 WOMEN, WORK, AND FAMILY
- WMST 336 WOMEN AND MEDICINE

Total Units 18

1 May be taken online.

ALLIED HEALTH/RESPIRATORY THERAPY SUGGESTED FOUR-YEAR PLAN

**Freshman**

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<tr>
<th>Term</th>
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<th>Units</th>
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<tr>
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<td>SOC 101 (Core 6)</td>
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**Sophomore**

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</tbody>
</table>

Notes: Students are able to pursue a minor in a number of different areas along with the Allied Health major by selecting specific tracks. Minors in Health Care Management and Family Studies are examples. Note: Students may have additional units to complete beyond the 18 required to earn the minor. Students may also select the Science and Professional Preparation track if planning to attend graduate school, selecting courses within the track that help satisfy requirements for their graduate program.
Allied Health - Health Promotion, Wellness, Prevention & Community Health Education Track

PROGRAM REQUIREMENTS

The Allied Health degree program requires the completion of a minimum of 120 units. Lower-division courses from your community college will be applied, as appropriate, up to a maximum of 64 units. A minimum of 32 units must be in upper-division courses at Towson University. The final 30 units must be taken at Towson University. The overall program structure follows.

UNIVERSITY CORE CURRICULUM REQUIREMENTS

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REQUIRED COURSES (18 UNITS)

All students must complete 18 units of required courses in the program. Courses are available online.

- **HLTH 207** HEALTH CARE IN THE U.S. 3
- **AHLT 310** MANAGEMENT FOR THE ALLIED HEALTH PROFESSIONAL 3
- **or AHLT 311** HUMAN RESOURCE MANAGEMENT FOR ALLIED HEALTH PROFESSIONALS 3
- **AHLT 320** UNDERSTANDING EVIDENCE-BASED PRACTICE 3
- **AHLT 440** TECHNICAL AND PROFESSIONAL ISSUES IN ALLIED HEALTH 3
- **AHLT 445** RESEARCH METHODS IN ALLIED HEALTH 3
- **NURS 416** CULTURAL DIVERSITY IN HEALTH CARE 3

Total Units: 18

TRACKS (18 UNITS)

Students choose one of six tracks. Other course selections are possible, subject to the approval of the program director. Each student’s program of study and the courses he or she chooses must be approved by an Allied Health adviser. Students are required to take a capstone course (AHLT 450) at or near the end of their Towson studies. This course is required among the 18 units of the track. Students are also required to take an ethics class in their track.

Students are able to pursue a minor in a number of different areas along with the Allied Health major by selecting specific tracks. Minors in Health Care Management and Family Studies are examples. Note: Students may have additional units to complete beyond the 18 required to earn the minor. Students may also select the Science and Professional Preparation track if planning to attend graduate school, selecting courses within the track that help satisfy requirements for their graduate program.

The list of courses in the track below is representative, not comprehensive. Students in any track may also complete units as AHLT 495/AHLT 496.

Health Promotion, Wellness, Prevention and Community Health Education Track (18 units)

Appropriate courses in health science, kinesiology, occupational therapy and other departments may be selected.

Required for Track (6 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>PHIL 361</td>
<td>BIOMEDICAL ETHICS</td>
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<tr>
<td>AHLT 450</td>
<td>CAPSTONE IN ALLIED HEALTH</td>
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Course Possibilities (12 Units)

Select four of the following:

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<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
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<tr>
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<td>CLINICAL PROGRAM PLAN &amp; EVALUATION</td>
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<td>COMMUNITY PLANNING FOR AN AGING SOCIETY</td>
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<td>GERO 367</td>
<td>DEATH, DYING AND BEREAVEMENT</td>
<td>3</td>
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<td>HLTH 311</td>
<td>CHRONIC AND COMMUNICABLE DISEASE</td>
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<td>HLTH 331</td>
<td>NUTRITION FOR HEALTH PROFESSIONALS</td>
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<td>KNES 301</td>
<td>INTRODUCTION TO RECREATION AND LEISURE</td>
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<td>KNES 455</td>
<td>PHYSICAL ACTIVITY PROGRAMMING FOR THE OLDER ADULT</td>
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<td>OCTH 301</td>
<td>GENETICS, HEALTH &amp; SOCIETY</td>
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Total Units: 18

May be taken online.
### ALLIED HEALTH/RESPIRATORY THERAPY SUGGESTED FOUR-YEAR PLAN

#### Freshman

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<td>ENGL 102 (Core 2)</td>
<td>3 MATH 105 or 115 (Core 3)</td>
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<td>Select one of the following (Core 6):</td>
<td>3 PSYC 101 (Core 6)</td>
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<tr>
<td>SOCI 101 (Core 6)</td>
<td>COSC 111</td>
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<td>FMST 101 (Core 6)</td>
<td>TSEM 102 (Core 1)</td>
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#### Sophomore

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#### Junior

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<td>AHLT 200.202</td>
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<td>AHLT 200.203</td>
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#### Senior

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**Total Units: 128-162**

### Allied Health - Science and Professional Preparation Track

#### PROGRAM REQUIREMENTS

The Allied Health degree program requires the completion of a minimum of 120 units. Lower-division courses from your community college will be applied, as appropriate, up to a maximum of 64 units. A minimum of 32 units must be in upper-division courses at Towson University. The final 30 units must be taken at Towson University. The overall program structure follows.

#### UNIVERSITY CORE CURRICULUM REQUIREMENTS

Students must complete Towson University’s Core Curriculum requirements as specified in this catalog. In general, a graduate from one of the Maryland community college associate’s degree programs included in the Allied Health Program will need to complete several Core Curriculum courses in addition to those that are transferred. Some of the required Core Curriculum courses will be satisfied through program core and track requirements.

#### REQUIRED COURSES (18 UNITS)

All students must complete 18 units of required courses in the program. Courses are available online.

#### TRACKS (18 UNITS)

Students choose one of six tracks. Other course selections are possible, subject to the approval of the program director. Each student’s program of study and the courses he or she chooses must be approved by an Allied Health adviser. Students are required to take a capstone course (AHLT 450) at or near the end of their Towson studies. This course is required among the 18 units of the track. Students are also required to take an ethics class in their track.

Students are able to pursue a minor in a number of different areas along with the Allied Health major by selecting specific tracks. Minors in Health Care Management and Family Studies are examples. Note: Students may have additional units to complete beyond the 18 required to earn the minor. Students may also select the Science and Professional Preparation track if planning to attend graduate school, selecting courses within the track that help satisfy requirements for their graduate program.

The list of courses in the track below is representative, not comprehensive. Students in any track may also complete units as AHLT 495/AHLT 496.

#### Science and Professional Preparation Track (18 units)

Students interested in pursuing graduate study in a health profession or science-related area may wish to use this track to complete additional course work in the natural sciences, mathematics, and related areas that may be required for graduate school or professional school preparation. These courses must be approved by the student’s faculty adviser.

### Required for Track (6 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 361</td>
<td>BIOMEDICAL ETHICS</td>
</tr>
<tr>
<td>AHLT 450</td>
<td>CAPSTONE IN ALLIED HEALTH</td>
</tr>
</tbody>
</table>

### Course Possibilities (12 Units)

Select four of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 190</td>
<td>INTRODUCTORY BIOLOGY FOR THE HEALTH PROFESSIONS</td>
</tr>
<tr>
<td>BIOL 221 &amp; 221L</td>
<td>HUMAN ANATOMY &amp; PHYSIOLOGY I [LECTURE] and HUMAN ANATOMY &amp; PHYSIOLOGY I [LAB]</td>
</tr>
</tbody>
</table>
Courses are available online. All students must complete 18 units of required courses in the program.

**REQUIRED COURSES (18 UNITS)**

- HUMAN ANATOMY & PHYSIOLOGY II [LECTURE] (Biol 222)
- HUMAN ANATOMY & PHYSIOLOGY II [LAB] (Biol 222L)
- MEDICAL MICROBIOLOGY (Biol 315)
- FIELD AND NATURAL SCIENCE (Biol 301)
- LIFE SCIENCES (Biol 303)
- BIOLOGY OF WOMEN (Biol 321)
- BIOTECH & SOCIETY (Biol 322)
- GENES, EVOLUTION, MORALITY (Biol 323)
- ALLIED HEALTH CHEMISTRY I LECTURE (Chem 121)
- ALLIED HEALTH CHEMISTRY I LABORATORY (Chem 121L)
- ALLIED HEALTH CHEMISTRY II LECTURE (Chem 122)
- ALLIED HEALTH CHEMISTRY II LABORATORY (Chem 122L)
- BIOCHEMISTRY I (Chem 351)
- BIOCHEMISTRY LAB (Chem 356)
- STATISTICS FOR BUSINESS AND ECONOMICS I (Econ 205)
- BASIC STATISTICS (Math 231)
- GENERAL PHYSICS FOR THE HEALTH SCIENCES (Phys 211)
- GENERAL PHYSICS II; NON-CALCULUS-BASED (Phys 212)
- HUMAN DEVELOPMENT (Psych 203)
- BEHAVIORAL STATISTICS (Psych 212)
- ABNORMAL PSYCHOLOGY (Psych 361)

**UNIVERSITY CORE CURRICULUM REQUIREMENTS**

Students must complete Towson University’s Core Curriculum requirements as specified in this catalog. In general, a graduate from one of the Maryland community college associate’s degree programs included in the Allied Health Program will need to complete several Core Curriculum courses in addition to those that are transferred. Some of the required Core Curriculum courses will be satisfied through program core and track requirements.

**REQUIRED COURSES (18 UNITS)**

All students must complete 18 units of required courses in the program. Courses are available online.

<table>
<thead>
<tr>
<th>Course/Track</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 207</td>
<td>3</td>
</tr>
<tr>
<td>AHLT 310</td>
<td>3</td>
</tr>
<tr>
<td>or AHLT 311</td>
<td></td>
</tr>
<tr>
<td>AHLT 320</td>
<td>3</td>
</tr>
<tr>
<td>AHLT 440</td>
<td>3</td>
</tr>
<tr>
<td>AHLT 445</td>
<td>3</td>
</tr>
<tr>
<td>NURS 416</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

1. May be taken online.

**PROGRAM REQUIREMENTS**

The Allied Health degree program requires the completion of a minimum of 120 units. Lower-division courses from your community college will be applied, as appropriate, up to a maximum of 64 units. A minimum of 32 units must be in upper-division courses at Towson University. The final 30 units must be taken at Towson University. The overall program structure follows.

**UNIVERSITY CORE CURRICULUM REQUIREMENTS**

Students must complete Towson University’s Core Curriculum requirements as specified in this catalog. In general, a graduate from one of the Maryland community college associate’s degree programs included in the Allied Health Program will need to complete several Core Curriculum courses in addition to those that are transferred. Some of the required Core Curriculum courses will be satisfied through program core and track requirements.

**REQUIRED COURSES (18 UNITS)**

All students must complete 18 units of required courses in the program. Courses are available online.

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<th>Course/Track</th>
<th>Units</th>
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<tbody>
<tr>
<td>HLTH 207</td>
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</tr>
<tr>
<td>AHLT 310</td>
<td>3</td>
</tr>
<tr>
<td>or AHLT 311</td>
<td></td>
</tr>
<tr>
<td>AHLT 320</td>
<td>3</td>
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<td>AHLT 445</td>
<td>3</td>
</tr>
<tr>
<td>NURS 416</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

1. May be taken online.

**TRACKS (18 UNITS)**

Students choose one of six tracks. Other course selections are possible, subject to the approval of the program director. Each student’s program of study and the courses he or she chooses must be approved by an Allied Health adviser. Students are required to take a capstone course (AHLT 450) at or near the end of their Towson studies. This course is required among the 18 units of the track. Students are also required to take an ethics class in their track.

Students are able to pursue a minor in one or more areas of study along with the Allied Health major by selecting specific tracks. Minors in Health Care Management and Family Studies are examples. Note: Students may have additional units to complete beyond the 18 required to earn the minor. Students may also select the Science and Professional Preparation track if planning to attend graduate school, selecting courses within the track that help satisfy requirements for their graduate program.

The list of courses in the track below is representative, not comprehensive. Students in any track may also complete units as AHLT 495/AHLT 496.

**Science and Professional Preparation Track (18 units)**

Students interested in pursuing graduate study in a health profession or science-related area may wish to use this track to complete additional course work in the natural sciences, mathematics, and related areas that may be required for graduate school or professional school preparation. These courses must be approved by the student’s faculty adviser.

**Required for Track (6 Units)**

<table>
<thead>
<tr>
<th>Course/Track</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 361</td>
<td>3</td>
</tr>
<tr>
<td>AHLT 450</td>
<td>3</td>
</tr>
<tr>
<td><strong>Course Possibilities (12 Units)</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Select four of the following:

<table>
<thead>
<tr>
<th>Course/Track</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 190</td>
<td></td>
</tr>
<tr>
<td>BIOL 221</td>
<td></td>
</tr>
<tr>
<td>BIOL 315</td>
<td></td>
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<tr>
<td>BIOL 301</td>
<td></td>
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<tr>
<td>BIOL 303</td>
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<tr>
<td>BIOL 321</td>
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<tr>
<td>BIOL 322</td>
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<tr>
<td>BIOL 323</td>
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<tr>
<td>CHEM 121</td>
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<tr>
<td>CHEM 351</td>
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<tr>
<td>CHEM 356</td>
<td></td>
</tr>
<tr>
<td>ECON 205</td>
<td></td>
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<tr>
<td>MATH 231</td>
<td></td>
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<tr>
<td>PHYS 202</td>
<td></td>
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<td>PHYS 211</td>
<td></td>
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<tr>
<td>PHYS 212</td>
<td></td>
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<tr>
<td>PSYC 203</td>
<td></td>
</tr>
<tr>
<td>PSYC 212</td>
<td></td>
</tr>
<tr>
<td>PSYC 361</td>
<td></td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>
**Major in Gerontology**

Towson University offers an undergraduate degree program leading either to the Bachelor of Arts or Bachelor of Science degree in Gerontology. The course work is multidisciplinary and provides students with an understanding of the scope of gerontology, the issues that are central to the study of aging, and a perspective from which students may understand the phenomenon of human aging and its implications on society. The program is designed to prepare students for entry-level occupational positions in the field of aging and to provide the knowledge and skills necessary for graduate and professional schools.

**TRANSFER CREDIT POLICY**

Students may transfer no more than 18 credits toward the major in Gerontology. Transfer credits must be approved by the department.

**HONORARY SOCIETY**

Sigma Phi Omega, the national honor society in gerontology, has established the Delta Rho Chapter at Towson University. The purpose of the society is to recognize excellence in the academic standing of students studying or majoring in gerontology and to provide enriched opportunities and service activities for members. The faculty adviser is Emiko Takagi, 410-704-5892/etakagi@towson.edu.

Students pursuing a degree in Gerontology must complete a minimum of 45 units in the program as outlined below and maintain a 2.00 GPA or better in all required courses. Required elective courses must be approved by the students Gerontology adviser.

**Required Courses (18-21 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERO 101</td>
<td>INTRODUCTION TO GERONTOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>GER 350</td>
<td>PHYSICAL HEALTH AND AGING</td>
<td>3</td>
</tr>
<tr>
<td>GER 397</td>
<td>GERONTOLOGY INTERNSHIP</td>
<td>3-6</td>
</tr>
<tr>
<td>GER 485</td>
<td>GERONTOLOGY SENIOR SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 405</td>
<td>PSYCHOLOGY OF AGING</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required Methods Courses (6-8 Units)**

Select a Research Methods course (approved by Gerontology adviser) 3-4
Select a Social or Behavioral Statistics course (approved by Gerontology adviser) 3-4

**Elective Upper-Level Courses (12 Units)**

Select four of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERO 367</td>
<td>DEATH, DYING AND BEREAVEMENT</td>
<td></td>
</tr>
<tr>
<td>GERO 450</td>
<td>DIRECTED READINGS IN GERONTOLOGY</td>
<td></td>
</tr>
<tr>
<td>HLM 311</td>
<td>CHRONIC AND COMMUNICABLE DISEASE</td>
<td></td>
</tr>
<tr>
<td>HLM 417</td>
<td>LONG-TERM CARE ETHICAL PROBLEMS</td>
<td></td>
</tr>
<tr>
<td>HLM 419</td>
<td>LONG-TERM CARE ADMINISTRATION</td>
<td></td>
</tr>
<tr>
<td>HLM 331</td>
<td>NUTRITION FOR HEALTH PROFESSIONALS</td>
<td></td>
</tr>
<tr>
<td>KNES 455</td>
<td>PHYSICAL ACTIVITY PROGRAMMING FOR THE OLDER ADULT</td>
<td></td>
</tr>
<tr>
<td>LEGL 326</td>
<td>ELDER LAW</td>
<td></td>
</tr>
<tr>
<td>SOC 329</td>
<td>DEMOGRAPHY</td>
<td></td>
</tr>
<tr>
<td>WMST 341</td>
<td>WOMEN AND AGING</td>
<td></td>
</tr>
</tbody>
</table>

**Cognate Electives (9 Units)**

Select three of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 207</td>
<td>CULTURAL ANTHROPOLOGY</td>
<td></td>
</tr>
<tr>
<td>ANTH 209</td>
<td>ANTHROPOLOGY OF AMERICAN CULTURE</td>
<td></td>
</tr>
<tr>
<td>ANTH 211</td>
<td>HONORS ANTHROPOLOGY OF AMERICAN CULTURE</td>
<td></td>
</tr>
</tbody>
</table>
1. Understand the fundamental concepts of the discipline and dismiss inaccurate stereotypes of the elderly.
2. Communicate effectively with a variety of audiences, both orally and in writing.
3. Think critically. Be able to evaluate policies and approaches to the elderly as cohorts in this age group change.
4. Demonstrate the knowledge and skills needed to succeed in careers and graduate programs related to gerontology.

**Major in Health Care Management**

The Health Care Management curriculum is designed to provide students with a comprehension of U.S. health care organizations, a public health orientation including epidemiological concepts and tools, and the math, language, and computer competencies for research development, organizational management and/or program evaluation. Depending on a student’s interest, graduate training in health administration is recommended after completing this course of study and after the student has worked in the field for 1–2 years. Students interested in long-term care have the option of completing a track.

Students who major and minor in Health Care Management will adhere to the American College of Healthcare Executives Code of Conduct.

**INTERNSHIP/CAPSTONE**

The HCMN Internship is a supervised integrative educational experience at a health care organization. It is the culmination of the student’s study. Interns commit to a 15-week, 12-unit, full-time (40-hour work week) placement in a health care organization as supervised by a site Preceptor, and academically, by a HCMN program faculty supervisor. The site is selected and approved by the student intern and Internship Coordinator.

**UPSILON PHI DELTA HONOR SOCIETY**

The purpose of the Upsilon Phi Delta Honor Society is to further the professional competence and dedication of the individual members in and for the profession of health care management. Members are selected on the basis of academic achievements, having a minimum overall GPA of 3.25 with a 3.5 GPA in the major, and service to the community and/or contributions to the health care management profession.

For information concerning the standards to join the Upsilon Phi Delta Honor Society, contact the director of the Health Care Management program at 410-704-6280.

HCMN majors are also strongly encouraged to participate in the student-led Health Care Leadership academy, which is an important first step in career-long professional development.

**RECOGNITION AWARDS**

These awards are presented in the spring commencement ceremony to outstanding undergraduate Gerontology, and Health Care Management majors.

**Required Prerequisites (15 Units)**

- COSC 111 INFORMATION AND TECHNOLOGY FOR BUSINESS 3
- GER 101 INTRODUCTION TO GERONTOLOGY 3
- HLTH 101 WELLNESS FOR A DIVERSE SOCIETY 3
- LEGL 225 LEGAL ENVIRONMENT OF BUSINESS 3
- MATH 231 BASIC STATISTICS 3
- HCMN 305 COMMUNITY HEALTH ADMINISTRATION 3
- HCMN 413 SERVICES AND HOUSING FOR THE LONG-TERM CARE CONSUMER 3
- HCMN 415 FINANCING AND ORGANIZATION OF HEALTH CARE SERVICES IN THE U.S. 3
- HCMN 435 HEALTH INFORMATION AND QUALITY MANAGEMENT 3
- or ECON 339 HEALTH ECONOMICS 3
HCMN 441 LEGAL AND ETHICAL ISSUES IN HEALTH ADMINISTRATION 3
HCMN 495 HEALTH CARE MANAGEMENT INTERNSHIP 12
HLTH 207 HEALTH CARE IN THE U.S. 3
HLTH 311 CHRONIC AND COMMUNICABLE DISEASE 3

Business Prerequisites (12 Units)
ACCT 201 PRINCIPLES OF FINANCIAL ACCOUNTING 3
ACCT 202 PRINCIPLES OF MANAGERIAL ACCOUNTING 3
econ 201 MICROECONOMIC PRINCIPLES 3
econ 202 MACROECONOMIC PRINCIPLES 3

Business Courses (9 Units)
FIN 331 PRINCIPLES OF FINANCIAL MANAGEMENT 3
MNGT 361 LEADERSHIP AND MANAGEMENT 3
MKTG 341 PRINCIPLES OF MARKETING 3

Interdepartmental Support Courses (3 Units)
ENGL 317 WRITING FOR BUSINESS AND INDUSTRY 3

Long-Term Care Track (12 Units)
HCMN 413 SERVICES AND HOUSING FOR THE LONG-TERM CARE CONSUMER 3
HCMN 417 LONG-TERM CARE ETHICAL PROBLEMS 3
HCMN 419 LONG-TERM CARE ADMINISTRATION 3
HLTH 411 HEALTH AND LATER MATURITY-THE AGING PROCESS 3

Internship (12 Units)
HCMN 495 HEALTH CARE MANAGEMENT INTERNSHIP 1 12

Total Units 96

1. Students have the opportunity to gain hands-on, full-term, full-time (40 hour a week, 12 units) supervised Health Care Management internship with an integrated academic capstone (hybrid delivery). Students will be able to synthesize and apply the knowledge and skills they have acquired in the classroom in managing and delivering health services. Students must apply for the internship in the term prior to enrolling in HCMN 495. The internship coordinator will assign students to a placement site based on the acceptability of student to agency and the acceptability of agency to student. Students may not normally undertake an internship in a place of their current employment.

To be eligible for the internship, students must have senior status and must have successfully completed all course work prior to internship placement. Program requirements must be completed with a grade of "C" or better. The requirement for internship in this major cannot be waived. All internships are full-time.

SUGGESTED FOUR-YEAR PLAN

Freshman

Term 1 | Units Term 2 | Units
---|---|---
TSEM 102 (Core 1) | 3 BIOL 190 (Core 7) | 4
Core 4 | 3 GER 101 or SOCI 101 (Core 6) | 3
ENGL 102 (Core 2) | 3 COSC 111 | 3
Core 5 | 3 MATH 109 (or higher) | 3
HLTH 101 | 3 HLTH 207 (Core 11) | 3

15 16

Sophomore

Term 1 | Units Term 2 | Units
---|---|---
Core 8 | 3-5 Core 14 | 3
Core 12 | 3 LEGL 225 | 3
ECON 201 (Core 6) | 3 ACCT 202 | 3


Junior

Term 1 | Units Term 2 | Units
---|---|---
HLTH 311 | 3 Core 13 | 3
HCMN 417 or HLTH 435 (Recommended Elective) | 3 Core 10 | 3
MNGT 361 | 3 HCMN 495 (Recommended Elective) | 3
ENGL 317 (Core 9) | 3 HCMN 415 | 3
HCMN 435 | 3 FIN 331 | 3

15 15

Senior

Term 1 | Units Term 2 | Units
---|---|---
GER 350 (Recommended Elective) | 3 HCMN 495 | 12
AHLT 311 (Recommended Elective) | 3 Elective (if needed) | 3
HCMN 413 | 3 | 3
HCMN 441 | 3 | 3
MKTG 341 | 3 | 3

15 15

Total Units: 121-123

1 Part of the Long-Term Care Track, that could show on your transcript if completed.

1. Students identify, analyze, and evaluate, major macro influences (e.g., political, social, demographic, economic, technological, and bio-medical) and using technological search strategies, assess how these affect setting-specific health care organizations (i.e., hospitals, outpatient services, long-term care facilities, health maintenance organizations, group practices, etc.).

2. Students utilize problem solving skills and apply, in an ethically and in a socially responsible way, management theory and principles to the administration of a health care organizations increasingly diverse workforce and consumer populations.

3. Students identify, describe and apply health information systems technology and decision support mechanisms and draw on relevant management theory and assumptions to solve organizational financial, material, problems with human resource implications to improve quality care.

4. Students exhibit professional behaviors in healthcare environments including the ability to read and adapt to organizational cultures by exhibiting appropriate intrapersonal and interpersonal social skills; by communicating to management, staff, and clients (individually and in groups) in ways that build/ maintain open, trusting, and effective work relationships.

5. Students write clearly, logically and succinctly in standard business prose with well referenced developmental detail appropriately cited according to APA standards.

Minor in Applied Adult Disability Studies

The minor in Applied Adult Disabilities Studies provides relevant foundational knowledge useful for students preparing to work in the health, education, social science, and communications fields. Students are afforded an opportunity to apply their understanding of adult disability culture to their major focus of study. All students will engage in a service learning experience to deepen their awareness of issues related to adults with disabilities.
The minor in Applied Adult Disability Studies requires the completion of 18 units. All required courses must be completed with a GPA of 2.00 or higher. Students must satisfy the relevant prerequisites for individual required courses.

**Required Courses (12 Units)**

- AADS 205  INTRODUCTION TO DISABLING CONDITIONS 3
- AADS 305  HISTORY OF DISABILITY 3
- AADS 310  UNDERSTANDING DISABILITY THROUGH MASS MEDIA 3
- AHLT 313  CLINICAL PROGRAM PLAN & EVALUATION 3

**Service Learning Course (3 Units)**

Select one of the following: 3

- IDHP 300  INDIVIDUALS ON THE AUTISM SPECTRUM
- AADS 315  EMPLOYMENT AND DISABILITY

**Elective (3 Units)**

Select one of the following: 3

- AADS 315  EMPLOYMENT AND DISABILITY
- AHLT 310  MANAGEMENT FOR THE ALLIED HEALTH PROFESSIONAL
- AHLT 470  SPECIAL TOPICS IN ALLIED HEALTH
- FMST 201  FAMILY RESOURCES
- FMST 301  FAMILY RELATIONSHIPS
- GERO 350  PHYSICAL HEALTH AND AGING
- HCMN 413  SERVICES AND HOUSING FOR THE LONG-TERM CARE CONSUMER
- HLTH 208  MENTAL HEALTH, STRESS MANAGEMENT, AND CRISIS INTERVENTION
- IDHP 300  INDIVIDUALS ON THE AUTISM SPECTRUM
- PSYC 205  INTRODUCTION TO THE HELPING RELATIONSHIP
- SOCI 336  SOCIOLOGY OF MENTAL ILLNESS

1 Other electives may be accepted at the discretion of the program director.

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**Minor in Gerontology**

Students minoring in Gerontology must complete a minimum of 18 units of approved course work. When possible, it is recommended that a student take a gerontology course within his or her own major field of study. Students are required to take the following:

Select three of the following Gerontology core courses: 9

- GER 101  INTRODUCTION TO GERONTOLOGY
- or SOCI 359  SOCIAL GERONTOLOGY
- GERO 397  GERONTOLOGY INTERNSHIP
- GERO 485  GERONTOLOGY SENIOR SEMINAR
- GERO 350  PHYSICAL HEALTH AND AGING
- PSYC 405  PSYCHOLOGY OF AGING

Select the remaining 9 units from other core or elective offerings in consultation with the academic adviser 9

**Total Units** 18

---

**Minor in Health Care Management**

The minor in Health Care Management consists of 18 units. All required courses must be completed with a GPA of 2.00 or higher.

**Required Courses**

- HLTH 207  HEALTH CARE IN THE U.S. 3
- HCMN 305  COMMUNITY HEALTH ADMINISTRATION 3
- or MNGT 361  LEADERSHIP AND MANAGEMENT

---

**Department of Kinesiology**

**OFFICE**

Towson Center 200
410-704-2376

**PROGRAMS OF THE DEPARTMENT**

The Department of Kinesiology offers four academic majors:

- Major in Physical Education (p. 176)
- Major in Athletic Training (p. 173)
- Major in Exercise Science (p. 175)
- Major in Sport Management (p. 178)

**PROFESSIONAL PREPARATION**

**ELEMENTARY EDUCATION**

The Department of Kinesiology offers three courses for students majoring in Early Childhood or Elementary Education. They are KNES 261–KNES 282; and KNES 324. KNES 261–KNES 282 are prerequisites for KNES 324.

**TRANSFER CREDIT POLICY**

Kinesiology transfer credits will be evaluated by the department on an individual basis. A minimum of one-half of the units required in the major (KNES) must be completed at Towson University. A grade equivalent of 2.00 or higher must be earned in all required courses and all prerequisites for required courses.

**MAJORS IN KINESIOLOGY**

- Major in Physical Education (p. 176)
- Major in Athletic Training (p. 173)
- Major in Exercise Science (p. 175)
- Major in Sport Management (p. 178)

**Major in Athletic Training**

The program of study in Athletic Training is designed for students who are interested in a career in allied health care specializing in the care of athletes and physically active individuals. Athletic trainers function as integral members of the athletic health care team in secondary schools, colleges and universities, sports medicine clinics, professional sports organizations and other health care settings. The athletic trainer specializes in the prevention, assessment, management, rehabilitation and health care administration of athletic injuries and illnesses.

The Athletic Training Program (ATP) is designed to provide an effective blend of theoretical and practical learning experiences in athletic training by incorporating extensive academic and clinical education experiences. The ATP is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Successful completion of the Athletic Training Education...
The goals of the ATP are first and foremost to provide students with a quality, well-rounded education. Second, the ATP seeks to provide the necessary competencies and proficiencies in a formalized multidimensional academic and clinical setting for students to be successful in the field of athletic training. Last, the ATP provides opportunities for students to participate in community events and professional activities that will instill a sense of active participation in their communities and chosen profession.

The ATP is a capped major with a limited enrollment. As such, admission to the university does not guarantee admission to the program.

SCREENING PROCESS FOR THE ACCREDITED ATHLETIC TRAINING PROGRAM

Students desiring to major in Athletic Training are admitted to the Pre-Athletic Training Program. Students seeking admission into the Athletic Training major are required to have completed the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 190</td>
<td>INTRODUCTORY BIOLOGY FOR THE HEALTH PROFESSIONS</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>INTRODUCTION TO PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>KNES 235</td>
<td>PHYSICAL WELLNESS FOR A HEALTHY AMERICA</td>
<td>3</td>
</tr>
<tr>
<td>KNES 291</td>
<td>INTRODUCTION TO ATHLETIC TRAINING</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 101</td>
<td>WELLNESS FOR A DIVERSE SOCIETY</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 103</td>
<td>EMC, FIRST AID AND SAFETY</td>
<td>3</td>
</tr>
</tbody>
</table>

Prospective students must submit the following materials as part of the screening procedure: program application (including personal statement); signed technical standards verifying that, with appropriate accommodation, they meet the technical standards for an entry-level athletic trainer; and verification of health status form (signed by the applicant’s health care provider).

TRANSFER STUDENTS

Transfer students must submit a copy of an official transcript to show completion of equivalent course work at their previous institutions. Students transferring to the ATP need to provide documentation they have satisfied the competencies and proficiencies addressed in KNES 291. Students need to provide verification they have satisfied these required skills at the sending institution under the direction of a Towson University-approved clinical instructor. If verification is not available, the student will meet with the coordinator of the ATP and work through the checklist. If the student has not been exposed to, and evaluated in, these proficiencies, the student will need to provide verification they have satisfied these required skills at the competencies and proficiencies addressed in KNES 291. Students desiring to major in Athletic Training are admitted to the Pre-Athletic Training Program. Students seeking admission into the Athletic Training major are required to have completed the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 190</td>
<td>INTRODUCTORY BIOLOGY FOR THE HEALTH PROFESSIONS</td>
<td>4</td>
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<td>PSYC 101</td>
<td>INTRODUCTION TO PSYCHOLOGY</td>
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</tr>
<tr>
<td>KNES 235</td>
<td>PHYSICAL WELLNESS FOR A HEALTHY AMERICA</td>
<td>3</td>
</tr>
<tr>
<td>KNES 291</td>
<td>INTRODUCTION TO ATHLETIC TRAINING</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 101</td>
<td>WELLNESS FOR A DIVERSE SOCIETY</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 103</td>
<td>EMC, FIRST AID AND SAFETY</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tr>
<td>BIOL 190</td>
<td>INTRODUCTORY BIOLOGY FOR THE HEALTH PROFESSIONS</td>
<td>4</td>
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<tr>
<td>PSYC 101</td>
<td>INTRODUCTION TO PSYCHOLOGY</td>
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<tr>
<td>KNES 235</td>
<td>PHYSICAL WELLNESS FOR A HEALTHY AMERICA</td>
<td>3</td>
</tr>
<tr>
<td>KNES 291</td>
<td>INTRODUCTION TO ATHLETIC TRAINING</td>
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<tr>
<td>HLTH 101</td>
<td>WELLNESS FOR A DIVERSE SOCIETY</td>
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<tr>
<td>HLTH 103</td>
<td>EMC, FIRST AID AND SAFETY</td>
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</tbody>
</table>

Acceptance into the program is based upon the stated criteria and the number of available openings in the program. Meeting the minimum admission requirements does not guarantee acceptance into the program. Offers of admission into the ATP are presented on a competitive basis to those individuals who are most qualified. Students must apply for admission to the program by the second Friday of May in the spring term. Candidates will be notified of acceptance/rejection in the first week of June by mail.

PROGRAM REQUIREMENTS

The requirements for the major in Athletic Training include 25–26 units of lower-level courses and 56 units of KNES courses. The specific requirements for the major in Athletic Training are as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNES 235</td>
<td>PHYSICAL WELLNESS FOR A HEALTHY AMERICA</td>
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<td>KNES 291</td>
<td>INTRODUCTION TO ATHLETIC TRAINING</td>
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<td>KNES 309</td>
<td>TESTS AND MEASUREMENTS</td>
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<td>KNES 311</td>
<td>BIOMECHANICS</td>
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<td>KNES 313</td>
<td>PHYSIOLOGY OF EXERCISE</td>
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<tr>
<td>KNES 316</td>
<td>LOWER EXTREMITY AND SPINE EVALUATION</td>
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<tr>
<td>KNES 363</td>
<td>NUTRITION FOR EXERCISE AND SPORT</td>
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</table>
KNES 381 BASIC CLINICAL ATHLETIC TRAINING I  
KNES 382 BASIC CLINICAL ATHLETIC TRAINING II
KNES 385 INTERMEDIATE CLINICAL ATHLETIC TRAINING I
KNES 386 INTERMEDIATE CLINICAL ATHLETIC TRAINING II
KNES 388 ADVANCED CLINICAL ATHLETIC TRAINING I
KNES 389 ADVANCED CLINICAL ATHLETIC TRAINING II

KNES 415 UPPER EXTREMITY AND SPINE EVALUATION
KNES 417 ORGANIZATION AND ADMINISTRATION OF ATHLETIC TRAINING

KNES 427 THERAPEUTIC EXERCISE FOR MUSCULOSKELETAL INJURIES
KNES 428 THERAPEUTIC MODALITIES FOR MUSCULOSKELETAL INJURIES

KNES 431 SEMINAR IN ATHLETIC TRAINING
KNES 432 GENERAL MEDICAL ASPECTS

Lower-Level Required Courses (22-23 Units)
BIOI 190 INTRODUCTORY BIOLOGY FOR THE HEALTH PROFESSIONS
BIOI 221 HUMAN ANATOMY & PHYSIOLOGY I [LECTURE] and HUMAN ANATOMY & PHYSIOLOGY I [LAB]
BIOI 222 HUMAN ANATOMY & PHYSIOLOGY II [LECTURE] and HUMAN ANATOMY & PHYSIOLOGY II [LAB]
CHEM 121 ALLIED HEALTH CHEMISTRY I LECTURE and ALLIED HEALTH CHEMISTRY I LABORATORY
or PHYS 202 GENERAL PHYSICS FOR THE HEALTH SCIENCES
HLTH 101 WELLNESS FOR A DIVERSE SOCIETY
HLTH 103 EMC, FIRST AID AND SAFETY

Total Units: 78-79

1 A lab fee of $25 will be assessed to each student in KNES 381 and KNES 389 for supplies used in both classes.

SUGGESTED FOUR-YEAR PLAN

Freshman
Term 1
BIOI 190 4
ENGL 102 (Core 2) 3
HLTH 103 3
PSYC 101 3
Core 3

Total 16

Sophomore
Term 1
BIOI 221 & 221L 4
KNES 316 4
KNES 381 2
Core 3
Core 3

Total 16

Junior
Term 1
KNES 309 3
Core 3

Total 6

Senior
Term 1

Electives (15 Units)

Major in Exercise Science

The major in Exercise Science is intended to examine the relationship between exercise and human performance and the role of physical activity in the promotion of healthy lifestyles. Exercise science consists of several overlapping disciplines, including biomechanics, exercise physiology and biochemistry, growth and development, exercise nutrition, measurement and evaluation, and exercise psychology. The program of study is designed to provide an effective blend of classroom instruction and practical experience. The program is intended to prepare qualified individuals for careers in clinical, corporate, commercial, and/or community exercise/wellness settings as well as to prepare students for graduate study in related fields.

Program Requirements

The requirements for the major in Exercise Science include a minimum of 39 units of KNES courses and 26-27 units of courses outside of KNES. The specific requirements for the major in Exercise Science are as follows:

Required Exercise Science Courses (24 Units)

Select one of the following courses:

KNES 311 BIOMECHANICS
KNES 341 CONCEPTS OF MOTOR LEARNING
KNES 217 FUNCTIONAL ANATOMY FOR EXERCISE SCIENCE
SUGGESTED FOUR-YEAR PLAN

Freshman

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<tr>
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<tr>
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<tr>
<td>ENGL 102 (Core 2)</td>
<td>3 KNES 297</td>
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Sophomore

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<tr>
<td>BIOL 221 &amp; 221L</td>
<td>4 BIOL 222 &amp; 222L</td>
<td>4</td>
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<tr>
<td>KNES 309</td>
<td>3 KNES 217</td>
<td>3</td>
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<tr>
<td>KNES 315</td>
<td>3 KNES 361</td>
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<tr>
<td>Core</td>
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Junior

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<tr>
<td>KNES 363</td>
<td>3 KNES 369</td>
<td>4</td>
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<tr>
<td>PHYS 202 or 211</td>
<td>5 KNES 372</td>
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</tr>
<tr>
<td>Core</td>
<td>3 Core</td>
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<tr>
<td>Core</td>
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Senior

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<tr>
<td>EXSC Elective</td>
<td>3 KNES 398</td>
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<tr>
<td>KNES 311</td>
<td>3 KNES 469 (Core 9)</td>
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<td>Select one of the following: Elective</td>
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<td>CHEM 121 &amp; 121L</td>
<td>Elective</td>
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<td>CHEM 131 &amp; 131L</td>
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<tr>
<td>Elective</td>
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<td></td>
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<tr>
<td>Elective</td>
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</tbody>
</table>

Total Units: 114-117

1. Demonstrate extensive content knowledge from across the discipline of Exercise Science, including exercise psychology, biomechanics, and exercise physiology (Information Literacy Competency).
2. Demonstrate skill in using technology necessary for conducting fitness assessments, interpreting fitness data, and developing appropriate exercise prescriptions (Technological Competency).
3. Demonstrate skill in leading individual and group exercise programs.
4. Demonstrate skill in educating and/or counseling patients/clients regarding physical activity and lifestyle changes.
5. Demonstrate discipline-specific competencies in critical thinking/problem solving

Major in Physical Education

The Physical Education program prepares students to become competent physical educators consistent with developmentally and instructionally appropriate guidelines provided by the National Association for Sport and Physical Education (NASPE). Graduates of the program are eligible for certification by the Maryland State Department of Education as a K-12 Physical Education teacher.

The Physical Education program includes the following phases:

I. General Preparation
II. Pre-Professional Preparation/Internship I
III. Professional Preparation/Internship II (Capstone Internship)
The focus of Phase I is completion of Core Curriculum requirements as well as completion of courses required for the academic major. The following requirements must be met for entry into Phase II:

- A grade of C or better in the following courses:
  
  **KNES 290** INTRO TO TEACHING PHYSICAL EDUCATION 2
  **KNES 283** PHYSICAL EDUCATION ACTIVITIES FOR THE YOUNG CHILD 1
  **KNES 284** ADVENTURE BASED EDUCATION ACTIVITIES 1
  **KNES 140** TRACK AND FIELD 1
  **KNES 150** PERSONAL DEFENSE/WRESTLING 1
  **KNES 156** GYMNASTICS 1
  **KNES 182** FIELD/ COURT I 1
  **KNES 184** FIELD/ COURT II 1
  **KNES 202** NET/ WALL GAMES 1
  **KNES 239** PHYSICAL FITNESS ACTIVITIES 1
  **KNES 327** TEACHING CULTURAL DANCE FORMS AND CREATIVE MOVEMENT FOR PHYSICAL EDUCATION 3
  
  - Satisfactory scores on Praxis I, SAT, ACT or GRE.
  - Completion of a speech and hearing test

During Phase II, teacher candidates complete the Physical Education "methods" classes (i.e., KNES 324, KNES 325, and KNES 423) as well as other courses required for the academic major. Requirements for advancement to Phase III (Capstone Internship) are as follows:

- Grade point average (GPA)
  - an overall cumulative minimum GPA of 2.75
  - a cumulative GPA of 3.00 in the following courses:

  **KNES 324** TEACHING PHYSICAL EDUCATION IN ELEMENTARY SCHOOL 3
  **KNES 325** TEACHING PHYSICAL EDUCATION IN SECONDARY SCHOOL 3
  **KNES 423** ADAPTIVE PHYSICAL EDUCATION 3
  **ELED 324** INTEGRATING LITERACY IN K-12 CONTENT AREAS
  **EDUC 202** HISTORICAL AND CONTEMPORARY PERSPECTIVES: AMERICA'S URBAN SCHOOLS 3
  **PSYC 201** EDUCATIONAL PSYCHOLOGY 3
  
  - a cumulative GPA of 2.75 in the courses that are part of the KNES Professional Core and Professional Lab Skills
  - Satisfactory criminal background check
  - Additional requirements as deemed necessary by the Department of Kinesiology or College of Education

Phase III of the program includes a term of capstone internship (KNES 392 and KNES 394) and completion of KNES 480. The capstone internship experience includes placements at both an elementary and secondary school. This experience must be completed in Baltimore County, Carroll County, Harford County, Howard County or Anne Arundel County (or other counties as approved). Interns are not permitted to take any other courses during Phase III.

Effective fall 2009, all teacher candidates (i.e., students with major in Physical Education and post-bac program in Physical Education) must demonstrate achievement and maintenance of all five components of a health-related physical fitness test. Accommodations will be provided for all teacher candidates who have a documented physical disability.

A certification in Health Science is available for students who wish to be certified to teach in physical education and health education at the elementary and secondary levels. Students are advised the Department of Health Science is responsible for establishing the health-education requirements for this program. As such, students interested in pursuing this option must contact the chair of Health Science for additional and current information.

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**KNES Professional Required Courses (35 Units)**

- **KNES 290** INTRO TO TEACHING PHYSICAL EDUCATION 2
- **KNES 298** HISTORY & PHILOSOPHY PHYSICAL EDUCATION 3
- **KNES 309** TESTS AND MEASUREMENTS 3
- **KNES 311** BIOMECHANICS 3
- **KNES 313** PHYSIOLOGY OF EXERCISE 3
- **KNES 315** CARE AND PREVENTION OF ATHLETIC INJURIES 3
- **KNES 324** TEACHING PHYSICAL EDUCATION IN ELEMENTARY SCHOOL 3
- **KNES 325** TEACHING PHYSICAL EDUCATION IN SECONDARY SCHOOL 3
- **KNES 341** CONCEPTS OF MOTOR LEARNING 3
- **KNES 355** PSYCHOLOGY OF SPORT 3
- **KNES 423** ADAPTIVE PHYSICAL EDUCATION 3
- **KNES 426** MOTOR DEVELOPMENT: INFANTS TO ADULTS 3

**KNES Professional Lab Skills/Activities (15 Units)**

- **KNES 102** SELF DEFENSE 2
- **KNES 140** TRACK AND FIELD 1
- **KNES 150** PERSONAL DEFENSE/WRESTLING 1
- **KNES 156** GYMNASTICS 1
- **KNES 165** BASIC SWIMMING 1
- **KNES 182** FIELD/COURT I 1
- **KNES 184** FIELD/COURT II 1
- **KNES 202** NET/ WALL GAMES 1
- **KNES 239** PHYSICAL FITNESS ACTIVITIES 1
- **KNES 283** PHYSICAL EDUCATION ACTIVITIES FOR THE YOUNG CHILD 1
- **KNES 284** ADVENTURE BASED EDUCATION ACTIVITIES 1
- **KNES 327** TEACHING CULTURAL DANCE FORMS AND CREATIVE MOVEMENT FOR PHYSICAL EDUCATION 3

**KNES Professional Electives (6 Units)**

Select two of the following:

- **KNES 305** OUTDOOR EDUCATION: PHILOSOPHY AND METHODS
- **KNES 331** PRINCIPLES OF COACHING
- **KNES 351** PHILOSOPHY: THE SPORT EXPERIENCE
- **KNES 353** SPORT & SOCIETY
- **KNES 496** INDEPENDENT STUDY
- **HILTH 101** WELLNESS FOR A DIVERSE SOCIETY

**Capstone Internship II Experience (13 Units)**

- **KNES 392** ELEMENTARY INTERNSHIP 6
- **KNES 394** SECONDARY INTERNSHIP 6
- **KNES 480** SEMINAR IN TEACHING PHYSICAL EDUCATION 1

**Additional Required Courses (43-44 Units)**

- **BIOL 190** INTRODUCTORY BIOLOGY FOR THE HEALTH PROFESSIONS 4
- **BIOL 221 & 221L** HUMAN ANATOMY & PHYSIOLOGY I [LECTURE & LAB] 4
- **BIOL 222 & 222L** HUMAN ANATOMY & PHYSIOLOGY II [LECTURE & LAB] 4
- **CHEM 121 & 121L** ALLIED HEALTH CHEMISTRY I LECTURE and ALLIED HEALTH CHEMISTRY I LABORATORY 4-5
or PHYS 202  GENERAL PHYSICS FOR THE HEALTH SCIENCES  3
COMM 131  FUNDAMENTALS OF SPEECH COMMUNICATION  3
IDHP 110  INFORMATION UTILIZATION IN THE HEALTH PROFESSIONS  3
or ISTC 201  INFO EFFECTV EDUC  3
PSYC 101  INTRODUCTION TO PSYCHOLOGY  3
PSYC 201  EDUCATIONAL PSYCHOLOGY  3
EDUC 202  HISTORICAL AND CONTEMPORARY PERSPECTIVES: AMERICA'S URBAN SCHOOLS  3
EDUC 203  TEACHING AND LEARNING IN A DIVERSE SOCIETY  3
SCE D 304  EDUCATION, ETHICS AND CHANGE  3
ELED 324  INTEGRATING LITERACY IN K-12 CONTENT AREAS  3
REED 365  READING AND WRITING IN THE CONTENT AREAS K-12  3

Total Units  112-113

SUGGESTED FOUR-YEAR PLAN

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units</th>
<th>Term 2</th>
<th>Units</th>
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<tbody>
<tr>
<td>TSEM 102 (Core 1)</td>
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<td>ENGL 102 (Core 2)</td>
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<tr>
<td>BIOL 190</td>
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<td>MATH 109</td>
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<td>Lab Skills Course (not including KNES 283, KNES 284 or KNES 327)</td>
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<td>COMM 131</td>
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<td>PSYC 101</td>
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<td>IDHP 110 or ISTC 201</td>
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<th>Term 2</th>
<th>Units</th>
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<tbody>
<tr>
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<td>BIOL 222 &amp; 222L</td>
<td>4</td>
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<tr>
<td>KNES 283</td>
<td>1</td>
<td>KNES 327</td>
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<td>PSYC 201</td>
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<td>3</td>
<td>KNES 309</td>
<td>3</td>
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<tr>
<td>Core</td>
<td>3</td>
<td>KNES 315</td>
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</tr>
<tr>
<td>Lab Skills Course (not including KNES 283, KNES 284 or KNES 327)</td>
<td>3</td>
<td>ELED 324</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
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</tbody>
</table>

Major in Sport Management

The Sport Management major is designed to prepare students for a changing sports industry. The curriculum develops critical and ethical sensibilities as well as practical skills with the intent of producing graduates who will be responsible business leaders and community advocates able to address commercial, economic, political and social issues related to sport. Note: Students selecting this major must also declare a minor in Business Administration.

Program Requirements

The specific requirements for the major in Sport Management are as follows:

Sport Management Required Courses (30 Units)

<table>
<thead>
<tr>
<th>Course</th>
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<th>Units</th>
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<tbody>
<tr>
<td>KNES 280</td>
<td>INTRODUCTION TO SPORTS INDUSTRY</td>
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<tr>
<td>KNES 333</td>
<td>SPORT MANAGEMENT</td>
<td>3</td>
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<tr>
<td>KNES 345</td>
<td>SEMINAR AND FIELD EXPERIENCE IN SPORT MANAGEMENT</td>
<td>3</td>
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<td>KNES 353</td>
<td>SPORT &amp; SOCIETY</td>
<td>3</td>
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<tr>
<td>KNES 390</td>
<td>SPORT AND GLOBALIZATION</td>
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<tr>
<td>KNES 445</td>
<td>INTERNSHIP IN SPORT MANAGEMENT</td>
<td>6</td>
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SUGGESTED FOUR-YEAR PLAN

Freshman

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<tr>
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<td>ENGL 102 (Core 2)</td>
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Sophomore

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Junior

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<tr>
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<td>KNES 333</td>
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<td>3 MNGT 361</td>
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<td></td>
<td>3 KNES 345</td>
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Senior

<table>
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<tr>
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<td>3 KNES 445</td>
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<td>KNES 456</td>
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<td>FIN 331</td>
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Total Units: 121

1. Demonstrate accounting, economic, marketing and management skills.
2. Chart new directions for aspects of the sport industry.
3. Use software as appropriate for writing, for spreadsheets, for statistical analysis, for calculations, or for presentations.

Department of Nursing

OFFICE

Linthicum Hall 301
410-704-2069

Recorded Information: 410-704-2067
Admissions Coordinator: 410-704-4170

PROGRAMS OF THE DEPARTMENT

Nursing is both an art and a science with an evolving body of specialized knowledge derived from nursing research, as well as from the synthesis of knowledge from related disciplines. Nursing, independently or collaboratively, guides and shapes; influences the behavior of others in their efforts toward optimizing the health status of individuals, families, groups and communities.

Towson offers a program in professional nursing leading to the Bachelor of Science degree with a major in Nursing. The Nursing curriculum includes courses in the liberal arts, the sciences and nursing. The curriculum, designed for basic and registered nurse students, prepares the graduate to accept responsibility and accountability for the care of clients and families in a variety of health care settings, function in beginning leadership roles, and to be consumers of and participants in nursing research. Students are also provided with the foundation for graduate study in nursing.

The Nursing Program is approved by the Maryland Board of Nursing, and accredited by the Commission on Collegiate Nursing Education. Basic students graduating from the Nursing major are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). The Department of Nursing holds membership in the American Association of Colleges of Nursing, the Council of Baccalaureate and Higher Degree Programs of the

Towson University
National League for Nursing, Commission on Collegiate Nursing Education, and the Council on Collegiate Education in Nursing of the Southern Regional Education Board.

**ACADEMIC STANDARDS**

Students are required to maintain a cumulative GPA of 2.50 to enroll in nursing courses in the major. A grade of 2.00 or higher in both the theory and clinical components in each nursing course is required, in addition to maintaining a 2.50 overall GPA.

Students entering or re-entering the program are expected to earn the standard score established by the Department of Nursing on the designated Educational Testing Exam during their senior year, second term, in order to be eligible to sit for the NCLEX-RN examination required for licensure.

The Nursing Student Handbook provides additional information concerning department policies and is distributed upon enrollment in the major.

**SPECIAL FINANCIAL OBLIGATIONS**

All students in the Nursing major are required to:

- maintain current and active CPR certification through an approved course
- carry student nurse professional liability insurance
- carry hospitalization insurance including accident and/or emergency benefits
- purchase departmental uniforms and equipment (approximately $700 for basic students and $200 for RN students)
- provide their own transportation to and from clinical setting and between clinical facilities
- assume financial responsibility for expenses related to the required physical examination, laboratory/screening tests and clinical document tracking

Students accepted to and enrolled in the Nursing major are charged a fee of $152.50 per term to cover the costs of Educational Testing Examinations which are administered at the end of each term. The fees will be attached to clinical courses at the junior level and at the senior level. If any clinical courses are repeated, the student will be charged an additional $152.50. Students accepted to and enrolled in the Nursing major are charged a one-time fee of $250 to cover the costs of Simulation Learning tools, which include course materials required throughout the program.

Fees are non-refundable after the change of schedule period. Please note the Educational Testing Fees do not apply to the RN to B.S. completion students.

Information about financial assistance may be obtained from the university’s Office of Financial Aid.

Information sessions are offered throughout the year. For additional information, contact the admissions coordinator.

**MAJOR IN NURSING**

- Major in Nursing: Basic Students (p. 180)
- Degree Completion Options (p. 182)

**ADMISSION TO THE NURSING MAJOR**

Before students can be considered for admission to the Nursing major, they must be admitted to or have applied for admission to the university. Transfer students must adhere to the university’s transfer policies.

Admission to the Nursing major is granted only by the department. Admission to the university does not constitute or guarantee admission to the major. Students are admitted in both the fall and spring terms of each academic year. The hard copy application for admission to the Nursing major is available online. It is to be returned to the admissions coordinator, Department of Nursing, by January 15 for fall admission and August 15 for spring admission. Because the process requires official transcripts from all educational institutions that students have attended, students should allow sufficient time for receipt of transcripts in the department by the due date.

The Test of Essential Academic Skills V (TEAS) is required to apply to the major. The score received on the test is included in the selective admissions process. If official TEAS scores are not forwarded to the admissions coordinator, the nursing application will not be processed. Please review the nursing application packet for further information and instructions. A $50 non-refundable application fee is required for the application to be processed, and a $200 non-refundable nursing acceptance deposit is required when the student is admitted to the major.

**BASIC PROGRAM**

High school students are advised to take the following courses to provide the base necessary to complete the prerequisite courses for the Nursing major:

- mathematics – three units (two years of algebra and one year of geometry)
- chemistry – one unit
- biology – one unit
- Physics, although not required, is recommended.

**Eligibility and Screening**

Admission to the major is contingent upon the student being screened and admission being offered to the applicant by the department. The screening process takes place during the term prior to the student’s anticipated enrollment in the first nursing course. Students are eligible to apply for admission after they have completed a minimum of 42 undergraduate units, including at least three laboratory science prerequisites and ENGL 102. Only one grade below a grade equivalent of 2.00 is allowed in prerequisite or Core Curriculum courses, and no more than two courses may be repeated. A minimum GPA of 3.00 on a 4.00 scale is required. Students must note that achievement at the 3.00 level in itself does not guarantee admission to the program.

**INDIVIDUAL ADMISSION POLICY**

Applicants who do not meet the admission criteria may still be considered for admission under the individual admission policy. To be considered, the individual must demonstrate the ability to be successful in a rigorous academic curriculum through recent strong academic performance in relevant course work. Applicants who wish to be considered under this policy must submit, with the standard application, supporting materials making a specific, personalized case of why the applicant deserves acceptance into a rigorous academic program. Submitted materials should include a written request for consideration, two letters of recommendation from appropriate sources, such as professors or academic advisers, and a personal statement with supporting materials explaining why the applicant deserves special consideration and why his or her qualifications do not meet stated criteria. Materials submitted should contain very specific and compelling information to warrant special consideration.

**TRANSFER AND SECOND DEGREE STUDENTS**

Transfer students and those seeking a second baccalaureate degree are admitted to the university according to university policies and procedures. Generally, transfer students must complete all required nursing courses at Towson University. Nursing courses completed in another baccalaureate nursing program are evaluated individually for equivalency by the department.

**Major in Nursing: Basic Students**

The university requires a minimum of 120 units for graduation. However, established departmental requirements must also be completed for graduation.
with a Nursing major. This may necessitate in completion of more than 120 units for most students enrolled in the department.

Students must complete all prerequisite courses prior to beginning the major. Proper course planning and good advising are key to timely admission to the major and completion of the program in four years. The departmental brochure and department website contain a recommended course plan for students for the entire four-year degree. Pre-nursing majors may request a nursing adviser to help them plan their academic program prior to admission to the major. Students can contact the department for specific information and to be assigned to an adviser. Once the student is admitted to the Nursing major, the nursing courses must be completed in a sequential pattern, because each course is a foundation for the subsequent course. Part-time study options are available.

Pre-nursing students demonstrating competencies covered in MATH 115 (as determined by the Department of Mathematics) may enroll in an alternative offering of one of the following: MATH 119 or MATH 273, in order to meet the mathematics requirement. Placement in the particular course is determined by the Department of Mathematics.

In addition to the math requirement above, students must successfully complete a basic statistics course prior to enrolling in NURS 435 in the junior year, second semester. Students are strongly encouraged to complete this requirement before entering the nursing major.

Because requirements may be revised from time to time, it is the student’s responsibility to make certain that he or she is working with the most current materials. Contact the department for assistance with program planning.

**REQUIREMENTS FOR THE MAJOR**

In addition to the Core Curriculum requirements, Nursing majors must complete the following prerequisites prior to beginning major course work. Several of these courses can also meet Core Curriculum requirements.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>BIOL 190</td>
<td>INTRODUCTORY BIOLOGY FOR THE HEALTH PROFESSIONS</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 221</td>
<td>HUMAN ANATOMY &amp; PHYSIOLOGY I [LECTURE] and HUMAN ANATOMY &amp; PHYSIOLOGY I [LAB]</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 222</td>
<td>HUMAN ANATOMY &amp; PHYSIOLOGY II [LECTURE] and HUMAN ANATOMY &amp; PHYSIOLOGY II [LAB]</td>
<td>4</td>
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<tr>
<td>BIOL 215</td>
<td>ESSENTIALS OF MICROBIOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 121</td>
<td>ALLIED HEALTH CHEMISTRY I LECTURE and ALLIED HEALTH CHEMISTRY I LABORATORY</td>
<td>4</td>
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<tr>
<td>ENGL 102</td>
<td>WRITING FOR A LIBERAL EDUCATION</td>
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<td>HLTH 331</td>
<td>NUTRITION FOR HEALTH PROFESSIONALS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 115</td>
<td>BASIC MATHEMATICS FOR THE SCIENCES</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>INTRODUCTION TO PSYCHOLOGY</td>
<td>3</td>
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<tr>
<td>PSYC 203</td>
<td>HUMAN DEVELOPMENT</td>
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<tr>
<td>SOCI 101</td>
<td>INTRODUCTION TO SOCIOLGY</td>
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**Total Units:** 38

**SUGGESTED FOUR-YEAR PLAN**

### Freshman

**Term 1**

<table>
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<tr>
<th>Course</th>
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<tr>
<td>TSEM 102 or ENGL 102 (Core 1 or 2)</td>
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<tr>
<td>BIOL 190 (or CHEM 121/121L - Core 7) &amp; 121L (or BIOL 190 - Core 8)</td>
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<td>MATH 115 (Core 3)</td>
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<tr>
<td>PSYC 101 or SOCI 101 (Core 6)</td>
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**Core**

<table>
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**Units Total:** 16

### Sophomore

**Term 1**

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<tbody>
<tr>
<td>BIOL 221 &amp; 221L</td>
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<tr>
<td>MATH 231 &amp; 222L</td>
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<tr>
<td>PSYC 203</td>
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<td>HLTH 331</td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 BIOL 222</td>
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<tr>
<td>3 BIOL 215</td>
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<td>3 TSEM 102</td>
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**Units Total:** 16

### Junior Year First Term (16 Units)

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<tbody>
<tr>
<td>NURS 332</td>
<td>PROFESSIONAL NURSING I: INTRODUCTION TO NURSING</td>
<td>3</td>
</tr>
<tr>
<td>NURS 340</td>
<td>PATHOPHARMACOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>NURS 347</td>
<td>HEALTH ASSESSMENT ACROSS THE LIFE SPAN</td>
<td>3</td>
</tr>
<tr>
<td>NURS 356</td>
<td>NURS &amp; HEALTHCARE I: FOUNDATIONS [LEC]</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Course</th>
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<th>Units</th>
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</thead>
<tbody>
<tr>
<td>NURS 358</td>
<td>NURSING AND HEALTHCARE III: MENTAL HEALTH [LEC]</td>
<td>3</td>
</tr>
<tr>
<td>NURS 358C</td>
<td>NURSING AND HEALTHCARE III: MENTAL HEALTH CLINICAL</td>
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<tr>
<td>NURS 360</td>
<td>NURSING AND HEALTHCARE II: ADULT HEALTH &amp; ILLNESS [LEC]</td>
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<td>NURS 360C</td>
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### Junior Year Second Term (16 Units)

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<td>NURS 356C</td>
<td>NURSING AND HEALTHCARE I: FOUNDATIONS CLINICAL</td>
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<tr>
<td>NURS 333</td>
<td>PROFESSIONAL NURSING III: ISSUES</td>
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<td>NURS 358</td>
<td>NURSING AND HEALTHCARE III: MENTAL HEALTH</td>
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<td>NURS 358C</td>
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<tr>
<td>NURS 360</td>
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### Senior Year First Term (15 Units)

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<td>NURS 356C</td>
<td>NURSING AND HEALTHCARE I: FOUNDATIONS CLINICAL</td>
<td>2</td>
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<tr>
<td>NURS 435</td>
<td>PROFESSIONAL III: RESEARCH IN NURSING</td>
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<tr>
<td>NURS 460</td>
<td>NURSING &amp; HEALTHCARE IV: OLDER ADULTS</td>
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<tr>
<td>NURS 472</td>
<td>NURSING AND HEALTHCARE V: FAMILY HEALTH [LEC]</td>
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<td>NURS 472C</td>
<td>NURSING AND HEALTHCARE V: FAMILY HEALTH CLINICAL</td>
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<td>NURS 474</td>
<td>NURSING AND HEALTHCARE VI: CHILD HEALTH [LEC]</td>
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<td>NURS 474C</td>
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### Senior Year Second Term (14 Units)

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<tr>
<td>NURS 476</td>
<td>NURSING AND HEALTHCARE VII: COMMUNITY HEALTH [LEC]</td>
<td>3</td>
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<tr>
<td>NURS 476C</td>
<td>NURSING AND HEALTHCARE VII: COMMUNITY HEALTH CLINICAL</td>
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</tr>
<tr>
<td>NURS 480</td>
<td>NURSING &amp; HEALTHCARE VII: ADULT HEALTH AND COMPLEX ILLNESS</td>
<td>3</td>
</tr>
<tr>
<td>NURS 484</td>
<td>NURSING LEADERSHIP AND MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>NURS 485</td>
<td>CLINICAL PRACTICUM</td>
<td>3</td>
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</table>

**Total Units:** 61

1 Course may be taken in other terms.

2 Statistics must be completed prior to taking NURS 435. Currently, MATH 231 or MATH 237 will meet the requirement.
Students interested in this option should contact the Degree Completion Coordinator.

Eligibility and Screening
Admission to the Nursing Program is granted only by the department. Eligibility requirements are dependent upon the option chosen. In addition, RN students are required to have a minimum GPA of 2.50 on a 4.00 scale. Only one grade below a grade equivalent of 2.00 is allowed in the non-nursing courses required for the Nursing Program.

THE ASSOCIATE TO BACHELOR’S DEGREE NURSING OPTION (ATB)

The ATB option is an undergraduate-level full-time, year-round option designed for students dually enrolled in Community College of Baltimore County (CCBC Essex or Catonsville) or Hagerstown Community College’s nursing programs. Eligible students are recruited from those already accepted to the respective community college nursing program. In addition to acceptance in the community college’s nursing program, students must complete prerequisite courses (Microbiology, Nutrition, and General Chemistry with lab) and the TEAS exam. A statistics course is needed prior to enrolling in NURS 435. In addition an Ethics course is a Towson University requirement and will need to be completed before being awarded a bachelor’s degree from Towson University. Admission to this option is a collaborative decision between the Towson University Department of Nursing and the respective community college. Students interested in this option should contact the Degree Completion Coordinator.

THE ASSOCIATE TO MASTER’S DEGREE NURSING OPTION (ATM)

The ATM option is a graduate-level full-time, year-round program designed for students with a non-nursing bachelor’s degree. In addition to the non-nursing bachelor’s degree, students must complete prerequisite courses and the TEAS exam to be eligible for admission. Admission to the ATM program is a collaborative decision between the Community College of Baltimore County/Essex (CCBC/Essex) and the Towson University Department of Nursing. Currently, this option is not enrolling new students.

Degree Completion Options

RN ARTICULATION MODEL

The Department of Nursing participates in a statewide RN articulation model. No more than half of the baccalaureate degree, with a maximum of 60 non-nursing units, will be accepted at Towson from a community college. Nursing units will not be transferred. However, individuals with an active unencumbered Maryland or compact RN license articulating to the baccalaureate level are awarded a minimum of 30 upper-division nursing units in the program.

The minimum number of units that must be completed at Towson is 30; this may vary depending on the number of credits transferred from the community college. To ensure successful progress through the Nursing major, students must complete prerequisite courses; General Chemistry, Nutrition and Microbiology. If these courses were not part of the associate’s degree, they must be completed prior to full acceptance into the Nursing major—which could add additional units to the program. A statistics course is needed prior to enrolling in NURS 435. In addition an Ethics course is a Towson University requirement and will need to be completed before being awarded a bachelor’s degree from Towson University.

REGISTERED NURSE COMPLETION (RN-TO-B.S.)

To be eligible for admission, students must have graduated from a state-approved diploma or associate degree nursing program and be licensed as a registered nurse in Maryland. Recent graduates may be admitted pending successful completion of the NCLEX-RN. Students applying for admission to the Nursing major must either have been admitted to the university or be currently seeking admission to the university.

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<table>
<thead>
<tr>
<th>Term</th>
<th>Units</th>
<th>Term</th>
<th>Units</th>
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<tbody>
<tr>
<td>Core</td>
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<td>Core</td>
<td>3</td>
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<tr>
<td></td>
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<td>Junior</td>
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<tr>
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<td>Units</td>
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</tr>
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<td>NURS 332</td>
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<td>NURS 333 (Core 9)</td>
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<td>NURS 340</td>
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<td>NURS 358</td>
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</tr>
<tr>
<td>NURS 347</td>
<td>3</td>
<td>NURS 358C</td>
<td>2</td>
</tr>
<tr>
<td>NURS 356</td>
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<td>NURS 360</td>
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<tr>
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<td>Units</td>
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<td>NURS 476</td>
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<tr>
<td></td>
<td>15</td>
<td></td>
<td>14</td>
</tr>
</tbody>
</table>
CPR Courses and First Aid
Certification for adult, infant and child CPR is required prior to beginning the program. Proof of annual CPR certification is required during enrollment in the major. Online courses are not accepted. It is highly recommended that students complete a standard course in first aid.

Criminal Background Check
Students may be required to obtain a criminal background check and a drug screening if required by the fieldwork site. This can occur for any Level I or Level II fieldwork experience. The student is responsible for this expense.

Damaged or Missing Equipment, Assessments or Other Resources
Students are responsible for covering replacement costs for any items that are found to be damaged or missing due to their actions.

SECOND BACHELOR’S DEGREE
This is not an option for the Combined B.S./M.S. program.

OCCUPATIONAL THERAPY ASSISTANTS
Occupational therapy assistants may ask to have courses taken in fulfillment of their degree reviewed to determine if any of these courses may substitute for required 200-level courses in the Combined B.S./M.S. program of study at Towson University. Students who wish to be considered for this option must notify the department in writing of their request and must provide course descriptions and transcript for review.

PROFESSIONAL MASTER’S DEGREE PROGRAM
This Master of Science in Occupational Therapy is designed for individuals with bachelor’s degrees in other fields who are interested in becoming occupational therapists. For further information, consult the Graduate Catalog.

DOCTOR OF SCIENCE IN OCCUPATIONAL SCIENCE (SC.D.)
The applied doctoral degree in Occupational Science prepares graduates to teach, influence policy, and engage in applied research. Occupational science is the scientific study of human occupation related to the purposeful and meaningful activities that comprise everyday life experiences. The main emphasis of this interdisciplinary doctoral program is to advance education, research and service that promote occupational engagement, social and occupational justice, and health and well-being of persons, organizations and populations by applying knowledge gained through the promoted study of occupational science.

The doctoral degree requires the completion of at least 90 units beyond a bachelor’s degree. For more information, consult the Graduate Catalog or Program Director Beth Merryman at bmerryman@towson.edu or 410-704-2762.

MAJOR IN OCCUPATIONAL THERAPY AND OCCUPATIONAL SCIENCE
- Combined B.S./M.S. Program with a Bachelor's Degree in Occupation and Well-being (p. 184)

PRE-ADMISSION ADVISING
Admission to the university does not guarantee admission to the Occupational Therapy major. At students’ request, occupational therapy and occupational science faculty and administrative staff will advise candidates about the nature of the profession, the national certification examination, and the occupational
therapy curriculum prior to admission. Applicants are encouraged to contact
the department to request a Pre-Occupational Therapy adviser.

APPLICATION CRITERIA

Application materials for the Occupational Therapy Program may be obtained
from the College of Health Professions (CHP) admissions coordinator. All
application materials must be submitted to the admissions coordinator with
a postmark no later than March 1. All students applying for admission to the
Combined B.S./M.S. Occupational Therapy Program at Towson University
must meet the following criteria:

1. Applicants must have applied to Towson University for fall admission by
   February 1.
2. Applicants must have completed a minimum of 13 units in college courses,
   excluding developmental courses, by the end of the fall term preceding
   screening.
3. The following pre-requisite courses or their equivalents must be completed
   by December 31:
   a. BIOL 190 (must be completed by end of fall term preceding screening)
      OR BIOL 221/BIOL 221L (must have been taken within the last five
      years).
   b. Two of the following three courses: PSYC 101, SOCI 101, ENGL 102.
      • All of these courses must be completed by the end of the spring term
        in which screening takes place with a grade equivalent of B (3.00)
        or higher. AP exam scores may be used in lieu of course grades.
        However, scores must be equivalent to the grade requirement of a B
        (3.00) or higher, and the courses must be posted on the TU transcript.
        Applicants with lower test scores must take the course and achieve a
        grade equivalent of B (3.00) or higher to be considered for screening.
        Applicants with such test scores must contact the CHP admissions
        coordinator for specific information.
4. Applicants must have completed an approved Medical Terminology
   Course from an accredited two- or four-year institution with a grade of
   3.00 or a pass grade (for courses taken pass/fail) prior to first term in the
   program.
5. Applicants must have a minimum overall GPA of 3.00 by the end of the fall
   term preceding screening for admission to the program.
6. Applicants must submit the following documents in one packet postmarked
   by March 1:
   a. Official transcripts that include course work taken through the fall term
      preceding application to the program at institutions other than Towson
      University.
   b. A completed Human Service Activity Verification Form, which
      provides evidence of completion of at least 30 hours of work and/or
      volunteer experience in a human service activity. This work or
      volunteer experience must have involved direct contact with people
      with disabilities, illness or other disadvantages. Examples include
      work/volunteer experience with clients in hospitals, nursing homes,
      rehabilitation facilities, senior centers, drug rehabilitation programs,
      programs for the homeless, camps, etc.
   c. A typewritten application essay following the guidelines provided by
      the department.
   d. Three reference forms completed by appropriate individuals and
      submitted in accordance with application requirements.
7. Applicants must have a completed Prerequisite Checklist with the
   Admissions Coordinator on file by March 1. In addition, applicants who
   wish to have courses not listed on this form approved as equivalent to
   major courses in this program of study must submit a written request for
   approval of these courses.
8. A minimum of 23 units meeting Core Curriculum requirements must have
   been completed prior to beginning the first term of the Occupational
   Therapy Program.

Combined B.S./M.S. in Occupational Therapy

UNDERGRADUATE PORTION OF
COMBINED B.S./M.S. PROGRAM

In addition to the Core Curriculum requirements, Occupational Therapy
majors must complete 44 units in occupational therapy courses, 24–25 units
in other required courses, and 27 units in clinical and fieldwork courses at the
undergraduate level. All students must complete two 12-week 480-hour full-
time Level II fieldwork experiences*, one in physical disabilities and one in
psychosocial practices. Either may be with a children and youth focus where
they apply theoretical knowledge and demonstrate entry-level competence for
a licensed occupational therapist. Level II fieldwork is a full-time commitment,
only requiring additional time in the evenings and weekends. Students are
advised to eliminate employment during this time. While local sites (within 90
miles of the university are available, students may need to be assigned out of
the local area or out of the state for one or both of the fieldwork experiences.
All other Core Curriculum and elective courses must be completed by the
end of the fifth term of the program A total of 36 units in occupational therapy
courses and approved electives are required at the graduate level. Courses
applicable toward the major may not be taken under the Pass/Fail grading
option.

Academic Standards

Students must maintain a minimum cumulative GPA of 2.75 following
admission into the Occupational Therapy major. Should the degree student’s
average fall below a 2.75, a letter of academic warning will be sent. The
GPA must be restored to a 2.75 within 12 units or completed in a one-year
period from the term in which the GPA fell below 2.75, whichever comes first.
A student on academic probation who does not restore the GPA to 2.75 as
required will be dismissed from the degree program. By the end of the term
preceding OCTH 435, students must achieve and maintain a cumulative GPA

APPLICATION PROCESS

Admissions Coordinator is available to assist with application process at
410-704-2653 or otadmissions@towson.edu.

Screening for admission is based on a review of student’s GPA, admission
essay, letters of recommendation and required volunteer experience.

Screening

Screening will occur in June for applicants who have complete files.

The department’s Admissions Committee will evaluate all completed
applications based upon GPAs, essays and references. The top candidates
from this pool of applicants will be selected for admission.

Selection of the top candidates will be completed by June 15. A waiting list
will be developed consisting of applicants from the original pool who were not
accepted but wish to remain on the waiting list for classes beginning that fall
term. The top candidate on that list will be notified if a place becomes available
in the class. If that candidate cannot accept the place, the next candidate will
be notified. The waiting list will be maintained until the end of the drop-add
period in the fall and will not carry over into the next year.
of 3.00, and consistently demonstrate professional behaviors and necessary competencies to enroll in OCTH 435. All Core Curriculum requirements and undergraduate courses must be completed prior to advancement to graduate status. Students must have a cumulative GPA of 3.00 and successfully complete a portfolio review process to be admitted into the graduate portion of the occupational therapy program. A grade equivalent below 2.00 in a required course will not count toward major units. Students receiving a grade equivalent below 2.00 in a major course or a U in OCTH 435/OCTH 436 may retake the course once to improve their standing. Failure of OCTH 435 or OCTH 436 (U grade) may result in denial of readmission. Students may repeat no more than 2 courses required for the bachelor’s degree portion of the major.

Students must successfully complete all undergraduate course work in order to earn the Bachelor of Science degree in Occupation and Well-Being.

After advancement to graduate student status, completion of 36 graduate units is required. All students must complete the Occupational Therapy Knowledge Exam (OTKE) as a degree requirement. Occupational Therapy Combined B.S./M.S. students must meet all department and Graduate School academic standards and policies.

**Registration**

Departmental consent is required for admission to all Occupational Therapy major courses.

Students complete a total of 45 months of prerequisite, core curriculum, and professional course work, which is completed over a period of 5 to 5½ calendar years.

Departmental consent is required for admission to all Occupational Therapy major courses.

**Undergraduate Portion - Prerequisites (13 Units)**

- **Biol 190** INTRODUCTORY BIOLOGY FOR THE HEALTH PROFESSIONS 4
- **EnGL 102** WRITING FOR A LIBERAL EDUCATION 3
- **Psyc 101** INTRODUCTION TO PSYCHOLOGY 3
- **Soci 101** INTRODUCTION TO SOCIOLOGY 3

**Undergraduate Portion - First Term (Fall) (14 Units)**

- **OCTH 211** PHILOSOPHY OF OCCUPATIONAL THERAPY 3
- **OCTH 216** LIFE SPAN ADAPTATION AND OCCUPATIONS 3
- **OCTH 217** ANALYSIS OF OCCUPATIONAL PERFORMANCE 4
- **Biol 221 & 221L** HUMAN ANATOMY & PHYSIOLOGY I [LECTURE] and HUMAN ANATOMY & PHYSIOLOGY I [LAB] 4

**Undergraduate Portion - Second Term (Spring) (15 Units)**

- **Psyc 361** ABNORMAL PSYCHOLOGY 3
- **OCTH 213** SMALL GROUP DYNAMICS 3
- **OCTH 218** ANALYSIS OF OCCUPATIONAL PERFORMANCE II 3
- **Biol 222 & 222L** HUMAN ANATOMY & PHYSIOLOGY II [LECTURE] and HUMAN ANATOMY & PHYSIOLOGY II [LAB] 4
- **Biol 427** NEUROMUSCULAR MECHANISMS OF THE UPPER BODY 2

**Undergraduate Portion - Summer (Optional) (3-4 Units)**

Select one of the following: 3-4
- **Math 237** ELEMENTARY BIOSTATISTICS
- **Math 231** BASIC STATISTICS
- **Psyc 212** BEHAVIORAL STATISTICS
- **Econ 205** STATISTICS FOR BUSINESS AND ECONOMICS I

**Undergraduate Portion - Third Term (Fall) (18-19 Units)**

- **OCTH 221** CLINICAL KINESIOLOGY 3
- **OCTH 314** PRINCIPLES OF PSYCHOSOCIAL OCCUPATIONAL THERAPY PRACTICE 5
- **OCTH 320** PSYCHOSOCIAL LEVEL I FIELDWORK 3
- **Phys 211** GENERAL PHYSICS I: NON CALCULUS-BASED 4
- **or Phys 202** GENERAL PHYSICS FOR THE HEALTH SCIENCES

Select one of the following: 3-4
- **Math 237** ELEMENTARY BIOSTATISTICS
- **Math 231** BASIC STATISTICS
- **Psyc 212** BEHAVIORAL STATISTICS (if not taken in summer)
- **Econ 205** STATISTICS FOR BUSINESS AND ECONOMICS I

**Undergraduate Portion - Fourth Term (Spring) (15 Units)**

- **Hlth 207** HEALTH CARE IN THE U.S. 3
- **OCTH 313** ADULT NEUROLOGICAL OCCUPATIONAL THERAPY 3
- **OCTH 317** ADULT MUSCULOSKELETAL OCCUPATIONAL THERAPY 3
- **OCTH 319** PHYSICAL DYSFUNCTION LEVEL I FIELDWORK 3
- **OCTH 332** GERIATRONAL OCCUPATIONAL THERAPY 3

**Undergraduate Portion - Fifth Term (Fall) (14 Units)**

- **OCTH 325** OCCUPATIONAL THERAPY PRACTICE WITH CHILDREN AND YOUTH 5
- **OCTH 326** CHILDREN AND YOUTH LEVEL I FIELDWORK 3
- **OCTH 428** OCCUPATIONAL THERAPY ORGANIZATIONS IN MODERN SOCIETY 3
- **OCTH 430** RESEARCH METHODS IN OCCUPATIONAL THERAPY 3

**Portfolio Review - Sixth Term (Spring) (18 Units)**

- **OCTH 435** PHYSICAL REHAB LEVEL II FIELDWORK 9
- **OCTH 436** PSYCHOSOCIAL LEVEL II FIELDWORK 9

**Total Units** 110-112

**M.S. REQUIREMENTS**

**Graduate Portion - Summer (6 Units)**

- **OCTH 610** DATA ANALYSIS IN OCCUPATION-BASED RESEARCH AND EVIDENCE-BASED PRACTICE 3
- **OCTH 678** ASSESSMENT THROUGHOUT THE LIFESPAN 3

**Graduate Portion - Seventh Term (Fall) (12 Units)**

- **OCTH 611** ADVANCED THEORY AND PHILOSOPHY OF OCCUPATION 3
- **OCTH 612** OT HEALTH PROMOTION INITIATIVES IN THE COMMUNITY 3
- **OCTH 613** ADVANCED RESEARCH METHODS IN OCCUPATION BASED PRACTICE 3

Graduate Elective 3

**Graduate Portion - Minimester (6 Units)**

- **OCTH 880** GRADUATE PROJECT IN OCCUPATIONAL THERAPY 3

**Graduate Portion - Eighth Term (Spring) (9 Units)**

- **OCTH 703** ISSUES IN OCCUPATIONAL THERAPY 3
- **OCTH 781** GRADUATE SEMINAR IN OCCUPATIONAL THERAPY 3

Graduate Elective 3

**Graduate Portion - Summer (3 Units)**

- **OCTH 880** GRADUATE PROJECT IN OCCUPATIONAL THERAPY 3

Graduate Elective 3

**Total Units** 36

1 Four graduate electives are required.
## Accelerated Option

### Graduate Portion - Summer (6 Units)
- **OCTH 610** DATA ANALYSIS IN OCCUPATION-BASED RESEARCH AND EVIDENCE-BASED PRACTICE 3
- **OCTH 678** ASSESSMENT THROUGHOUT THE LIFESPAN 3

### Graduate Portion - Seventh Term (Fall) (12 Units)
- **OCTH 611** ADVANCED THEORY AND PHILOSOPHY OF OCCUPATION 3
- **OCTH 612** OT HEALTH PROMOTION INITIATIVES IN THE COMMUNITY 3
- **OCTH 613** ADVANCED RESEARCH METHODS IN OCCUPATION BASED PRACTICE 3

### Graduate Portion - Seventh Term (Fall) (12 Units)
- **OCTH 611** ADVANCED THEORY AND PHILOSOPHY OF OCCUPATION 3
- **OCTH 612** OT HEALTH PROMOTION INITIATIVES IN THE COMMUNITY 3
- **OCTH 613** ADVANCED RESEARCH METHODS IN OCCUPATION BASED PRACTICE 3

### Graduate Elective 1

### Graduate Portion - Minimester (6 Units)
- **OCTH 781** GRADUATE SEMINAR IN OCCUPATIONAL THERAPY 3

### Graduate Portion - Eighth Term (Spring) (12 Units)
- **OCTH 603** ISSUES IN OCCUPATIONAL THERAPY 3
- **OCTH 880** GRADUATE PROJECT IN OCCUPATIONAL THERAPY 3

### Graduate Elective 1

### Graduate Elective 2

### Total Units 36

1. Four graduate electives are required.

This sequence may change without prior notice.

All Occupational Therapy students must complete 960 hours of Level II full-time fieldwork within 24 months following completion of academic preparation.

Students in this program may not take Occupational Therapy courses prior to the terms in which they are scheduled on this plan.

## SUGGESTED FOUR-YEAR PLAN

### Freshman

<table>
<thead>
<tr>
<th>Term 1</th>
<th>UnitTerm 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102 (Core 2) 1</td>
<td>3 TSEM 102 (Core 1)</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 190 1</td>
<td>4 MATH 111 or 115 (Core 3)</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 101 1</td>
<td>3 Core/Elective 2</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 101 1</td>
<td>3 Core/Elective 2</td>
<td>3</td>
</tr>
<tr>
<td>Elective/Core</td>
<td>3 Core/Elective 2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

1. Students will demonstrate competency in using databases, search engines, and presentation software to access and properly display evidence of analysis and critique of literature related to occupational therapy philosophy, theory, and practice.

2. BA/BS graduates will demonstrate readiness for fieldwork and graduate school through portfolio review process.

3. Recent BA/BS graduates’ performance on the OTKE examination will meet or exceed a score of 55.

4. BA/BS graduates will succeed in first two semesters of graduate school.

### Sophomore

<table>
<thead>
<tr>
<th>Term 1</th>
<th>UnitTerm 2</th>
<th>UnitSummer (Optional)</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCTH 211</td>
<td>3 PSYC 361</td>
<td>3 Select one of the following: 3</td>
<td>0-4</td>
</tr>
<tr>
<td>OCTH 216</td>
<td>3 OCTH 213</td>
<td>3 MATH 231</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 217</td>
<td>4 OCTH 218</td>
<td>3 MATH 237</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 221 &amp; 221L</td>
<td>4 BIOL 222 &amp; 222L</td>
<td>4 PSYC 212</td>
<td>3</td>
</tr>
<tr>
<td>Core/Elective</td>
<td>0-3 BIOL 427</td>
<td>2 ECON 205</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14-17</strong></td>
<td><strong>15</strong></td>
<td><strong>0-4</strong></td>
</tr>
</tbody>
</table>

### Junior

<table>
<thead>
<tr>
<th>Term 1</th>
<th>UnitTerm 2</th>
<th>UnitSummer (Optional)</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCTH 221</td>
<td>3 HLTH 207</td>
<td>3 Elective/Core listed in Freshman Term 2</td>
<td>0-3</td>
</tr>
<tr>
<td>OCTH 314</td>
<td>5 OCTH 313</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>OCTH 320</td>
<td>3 OCTH 317</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHYS 202 or 211 (Core 7/8)</td>
<td>5 OCTH 319</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Statistics if not taken in Summer or Elective/Core course (3), which can also be taken Minimester between Junior Term 1 and Term 2.</td>
<td>0-4 OCTH 323</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16-20</strong></td>
<td><strong>15</strong></td>
<td><strong>0-3</strong></td>
</tr>
</tbody>
</table>

### Senior

<table>
<thead>
<tr>
<th>Term 1</th>
<th>UnitTerm 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCTH 325</td>
<td>5 OCTH 435</td>
<td>9</td>
</tr>
<tr>
<td>OCTH 326</td>
<td>3 OCTH 436</td>
<td>9</td>
</tr>
<tr>
<td>OCTH 429</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>OCTH 430</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Core/Elective (if necessary)</td>
<td>0-3</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14-17</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

### Total Units: 123-140

1. This is a prerequisite for occupational therapy. One of these can move to Freshman Term 2 if student cannot get all prerequisites for occupational therapy in Term 1. BIOL 190 must be taken in Term 1 however.

2. Choose from Cores 4, 5, 9, 10, 12, 13, 14.

3. Statistics (3-4 units) if not taken in Summer or Elective/Core course (3), can also be taken Minimester between Junior Term 1 and Junior Term 2.

### Physical Therapy Pre-Professional Preparation

**PHYSICAL THERAPY PREPARATION**

Contact Person: Melissa Egerton, Admissions and Recruitment Coordinator, College of Health Professions

**OFFICE**

Linthicum Hall, Room 115
410-704-2653

In recent years, most physical therapy programs in the United States have converted to graduate programs, and most of these will become D.P.T.
granting. Entry into these programs is highly competitive, and prerequisites vary. The minimum requirements for application to most physical therapy programs include 90 units, but many are now requiring a B.S. or B.A. Prerequisite requirements typically include extensive course work in biology, chemistry and physics, as well as statistics and courses in behavioral sciences. Because of these requirements, students often choose majors in a science or health-related field, such as Exercise Science, Athletic Training or Biology. However, any major is acceptable, as long as specific undergraduate prerequisites for individual schools are completed. A typical first-year student curriculum at Towson University might include chemistry, biology and mathematics. Towson provides advising to assist students with their undergraduate preparation for this field.
College of Liberal Arts

The departments and programs of the College of Liberal Arts explore what it means to be human, how people construct identities and institutions, and how individuals and groups interact over time—in communities, in cultures, and in nations. The college includes those disciplines customarily identified as the humanities and those generally identified as the social sciences, with each departmental discipline having a developed set of questions, methods and results. The College of Liberal Arts also hosts a variety of interdisciplinary programs that frame their studies not by discipline but by topic, bringing to bear the insights of multiple disciplinary tools and perspectives. Because it contains many of the fundamental disciplines of higher education, the college contributes heavily to the Core Curriculum course offerings of the university.

Study in the College of Liberal Arts develops those abilities and habits of mind associated with a liberal education. Students learn how to examine evidence carefully, how to represent ideas fully and fairly, and how to analyze information and construct claims. They learn to express themselves clearly and creatively, to weigh complexities of argument and circumstance in reaching informed judgments, and to appreciate the rich diversity of human culture. The cultivation of such abilities prepares students for richer lives both personally and professionally and equips liberal arts graduates to meet the highest tests of democratic citizenship.

The College of Liberal Arts limits the size of its classes whenever possible to allow greater faculty-student interaction, an emphasis on writing and constructive feedback, and responsiveness to individual students. Learning may take place in many settings and through varied forms of interaction. The college supports exploration of different teaching formats, creative uses of technology, experience beyond the classroom, and work with peers as important bases for the expansion of student learning.

Faculty are active scholars who participate in professional meetings, publish articles and books, conduct seminars or workshops, collaborate with community organizations, and engage in research and intellectual exchange regionally, nationally and internationally. Such work not only invigorates the classroom but also helps to create opportunities for students. More advanced students may undertake work under the guidance of or in collaboration with faculty on campus, perhaps as part of a grant project, as an independent study, or as a senior thesis. Internships or service-learning opportunities also reflect arenas of faculty engagement. Students join travel programs led by a faculty member or study abroad because of opportunities created through faculty contacts. The college seeks to build an intellectual and civic life that encompasses students and faculty alike.

Employers often list among the traits they most desire in their employees the ability to write clearly and effectively, the ability to analyze a problem and to pursue solutions with good judgment, the ability to work with others in groups, and the ability to understand and to appreciate cultural differences. Democratic government requires a citizenry that is able to engage in civil discourse, to understand and evaluate ideas, and to make choices in an environment of complexity. Individual appreciation of much that surrounds us in American and global culture flourishes through a recognition of pattern, precedent, reference and meaning. The demands of all of these spheres are addressed by an education in the liberal arts. In both its undergraduate and graduate programs, the College of Liberal Arts seeks to convey knowledge and to sharpen the tools of thought to aid students in constructing their personal, professional and civic lives. We invite you to join us in this voyage of creation and discovery.

Terry A. Cooney, Dean

- Cultural Studies (p. 188)
- English (p. 191)
- Environmental Science and Studies (with FCSM) (p. 200)
- Family and Human Services (p. 204)
- Family Science (p. 204)
- French (p. 211)
- Spanish
- Geography and Environmental Planning (p. 220)
- Geography and Land Surveying (p. 220)
- History (p. 228)
- Interdisciplinary Studies (p. 233)
- American Studies
- Animal Behavior
- Asian Studies
- Individually Designed Thematic Option
- Latin American and Latino/a Studies
- International Studies (p. 245)
- Law and American Civilization (p. 249)
- Metropolitan Studies (p. 251)
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- Political Science (p. 255)
- Psychology (p. 259)
- Religious Studies (p. 252)
- Social Sciences (p. 262)
- Sociology-Anthropology (p. 265)
- Sociology
- Anthropology
- Criminal Justice
- Women’s and Gender Studies (p. 272)

Liberal Arts Building 2213, 410-704-2128
Fax: 410-704-6392

Cultural Studies Program

OFFICE
LA 3334, 410-704-3199

THE PROGRAM

In the Cultural Studies Program, faculty and students study how meaning is produced and consumed in the process of constructing and inhabiting a culture. Cultural Studies programs cross disciplines in order to engage contexts like gender and sexuality, class, race and ethnicity, globalization, and national identity. This interdisciplinary approach utilizes the methods of inquiry of the humanities, social sciences and critical cultural theory, as well as science, mathematics, economics and health professions. The program brings together students and faculty who are committed to the notion that, in our increasingly global society, diversity reaches far beyond face value. Rather, diversity must be measured in the richness and complexity of ideas and experiences, a depth of understanding that the Cultural Studies Program aims to foster. In the spirit of the university’s liberal arts tradition, the Cultural Studies Program creates a space in which students can be critically engaged, aware, and active in thought, in work, and in the community.

Director: Samuel Collins (Sociology, Anthropology and Criminal Justice)

Affiliated Faculty

Professors: Peter Baker Jr (English), Jennifer Baillengee (English), Joanna Basuray (Nursing), Samuel Collins (Sociology, Anthropology & Criminal Justice), M. Paz Galupo (Psychology), Judith Isaacs (Art + Design, Art History, Art Education), Peter Lev (Electronic Media & Film), John Murungi (Philosophy & Religious Studies)
Associate Professors: Matthew Durington (Sociology, Anthropology & Criminal Justice), Kimberly Katz (History), Paul Miers (English), William Tsitsos (Sociology, Anthropology & Criminal Justice)

Assistant Professors: Ping Fu (Foreign Languages), Ryan King-White (Kinesiology)

Visiting Assistant Professor: Deborah Shaller (English)

**MAJOR IN CULTURAL STUDIES**

- **Major in Cultural Studies** (p. 189)

**MINOR IN CULTURAL STUDIES**

- **Cultural Studies** (p. 191)

**Major in Cultural Studies**

Majors in Cultural Studies must complete 42 units of course work, including the introductory course (3 units), the methodology course (3 units), required courses (15 units), either a capstone project or a capstone/internship combination (6 units), and 15 units of elective courses.

**Introductory Course (3 Units)**

CLST 201 INTRODUCTION TO CULTURAL STUDIES 3

**Methodology Course (3 Units)**

CLST 300 METHODS OF CULTURAL INQUIRY 3

**Required Courses (15 Units)**

CLST 301 PERSPECTIVES IN GLOBAL CULTURE 3

CLST 303 IDENTITY AND CULTURE 3

CLST 307 VISUAL CULTURE 3

CLST 311 SCIENCE, TECHNOLOGY & CULTURE 3

CLST 370 TOPICS IN CULTURAL STUDIES 3

**Capstone Experience (6 Units)**

Select one of the following: 6

- CLST 497 & CLST 495 CAPSTONE PROJECT IN CULTURAL STUDIES and INTERNSHIP IN CULTURAL STUDIES (3 units of each)

- CLST 497 CAPSTONE PROJECT IN CULTURAL STUDIES (6 units)

**Electives (15 Units)**

See below 15

**Total Units** 42

**ELECTIVES**

15 units of courses from the following groupings, 9 of which must be upper division. A list of offered courses will be updated each term. The following learning modules are meant to indicate possible thematic trajectories as a guide for students. As such, courses may be listed under more than one heading.

CLST 490 INDEPENDENT STUDY IN CULTURAL STUDIES 3 (limited to 3 units)

**Society of the Spectacle**

The courses in this module are meant to theorize the intersection of traditional and contemporary media and consumer cultures. In contemplating a broad spectrum of “spectacles,” students will consider the economic, political, and social discourses of visual culture and performance.

- ANTH 325 MORAL PANICS 3
- ANTH 382 VISUAL ANTHROPOLOGY 3
- ANTH 341 INFORMATION AGE CULTURES 3

**Political Economies of Empire**

The courses within this module investigate the relations of corporate, political, economic and cultural forces in the context of 21st century globalization. The courses assess factors such as: wealth distribution, the disappearance of
“local” culture, labor and labor exploitation, the military and globalization, environmental issues, and new notions of empire.

ANTH 346  WEALTH, POWER AND POLITICS IN CROSS-CULTURAL PERSPECTIVE 3
ANTH 351  DRUGS IN GLOBAL PERSPECTIVE 3
ANTH 368  GLOBALIZATION IN CROSS CULTURAL PERSPECTIVE 3
ECON 201  MICROECONOMIC PRINCIPLES 3
ECON 202  MACROECONOMIC PRINCIPLES 3
ECON 321  HISTORY OF ECONOMIC THOUGHT 3
ECON 331  GOVERNMENT AND ECONOMIC LIFE 3
ECON 341  LABOR ECONOMICS AND LABOR RELATIONS 3
ECON 374  ECONOMIC ISSUES OF GENDER 3
ECON 375  ENVIRONMENTAL ECONOMICS 3
KNES 460  CULTURAL ECONOMY OF SPORT 3
SOCI 249  SOCIAL PROBLEMS 3
SOCI 323  SOCIAL MOVEMENTS 3
SOCI 333  POLITICAL SOCIOLOGY 3
SOCI 341  CLASS, STATUS AND POWER 3
WMST 335  WOMEN, WORK, AND FAMILY 3

Critical Artscape
The courses in this module critically examine visual aspects of society.

ARTH 323  MODERN ART I 3
ARTH 324  MODERN ART II 3
ARTH 325  HISTORY OF MODERN ARCHITECTURE 3
ARTH 327  HISTORY OF MODERN DESIGN 3
ARTH 328  ART, CULTURE AND POLITICS 3
CLST 305  TEXT & CULTURE 3
ENGL 462  MODERN LITERARY THEORY 3
PHIL 343  AESTHETICS 3

Posthumans in Second Nature
The courses in this module consider the ways in which advances in genetics and the reproductive sciences have raised questions about our identities and human beings and our relation to nature, blurring divisions between human and non-human, culture and nature, animal and machine.

ANTH 341  INFORMATION AGE CULTURES 3
ANTH 368  GLOBALIZATION IN CROSS CULTURAL PERSPECTIVE 3
ARTH 351  HISTORY OF PHOTOGRAPHY 3
ENVS 301  PEOPLE AND PESTS 3
ENVS 337  THE CHESAPEAKE BAY AND ITS WATERSHED 3
PHIL 319  SCIENCE, TECHNOLOGY & VALUES 3
SOCI 312  SOCIOLOGY OF GENDER 3

Postcolonial Contexts
The courses in this module foster discussions of various conditions in which western and non-western cultures collide. In the postcolonial context, the formation of identity is understood as a result of resistance to imposing and powerful cultural forces.

ANTH 353  LATINAS IN THE AMERICAS 3
ARTH 328  ART, CULTURE AND POLITICS 3
CLST 309  PERFORM CULTURE 3
ENGL 336  POST-COLONIAL LITERATURE 3
ENGL 462  MODERN LITERARY THEORY 3

KNES 285  SPORT: CROSS-CULTURAL PERSPECTIVE 3
PHIL 204  RACE, CLASS AND GENDER 3

Wild and Docile Bodies
This module features courses that approach the body as the point of conjunction between the individual and society and therefore as a site of control, study, discipline, punishment and emancipation. Students in these courses will examine the cultural, political and economic technologies active within, and which act upon, the corporeal aspects of everyday life.

ARTH 341  WOMEN IN ART 3
ARTH 335  AFRICAN-AMERICAN ART 3
CLST 309  PERFORM CULTURE 3
HLTH 220  SEXUALITY IN A DIVERSE SOCIETY 3
KNES 353  SPORT & SOCIETY 3
LGBT 101  INTRODUCTION TO LESBIAN, GAY, BISEXUAL, AND TRANSGENDER STUDIES 3
LGBT 381  READINGS IN LGBT STUDIES 1-3
PHIL 204  RACE, CLASS AND GENDER 3
SOCI 343  SOCIOLOGY OF RACE, CLASS AND GENDER 3
SOCI 312  SOCIOLOGY OF GENDER 3
WMST 336  WOMEN AND MEDICINE 3
WMST 338  WOMEN AND SEXUALITY 3

SUGGESTED FOUR-YEAR PLAN

Freshman
Term 1  Units Term 2  Units
CLST 201  3  CLST 311  3
Lower-Division Elective  Lower-Level Elective  3
TSEM 102 (Core 1)  3  ENGL 102 (Core 2)  3
Core  3  Core  3
Core  3  Core  3
Core  3  Core  3

15  15

Sophomore
Term 1  Units Term 2  Units
CLST 301  3  CLST 307  3
CLST 303  3  CLST 370  3
Core  3  Upper-Level Elective  3
Core  3  Core  3
Core  3  Core  3

15  15

Junior
Term 1  Units Term 2  Units
CLST 300  3  CLST 495 or 497  3
Upper-Level Elective  3  Elective  3
Core/Elective  3  Elective  3
Core/Elective  3  Elective  3

15  15

Senior
Term 1  Units Term 2  Units
CLST 495 or 497  3  Upper-Level Elective  3
Elective  3  Elective  3
Elective  3  Elective  3

15  15
Minor in Cultural Studies

The minor in Cultural Studies is designed to enhance and supplement students’ studies in a number of other areas, including anthropology, education, English and mass communication. In these areas of study, the fundamental questions posed by cultural studies give students a broader, more critical look at the interactions between their fields of study and society as a whole. These courses may also provide a useful complement to any undergraduate program of study.

REQUIREMENTS

Students minoring in Cultural Studies must complete 18 units, including the introductory course (3 units), the methodology course (3 units), two from required courses list, and two electives (6 units), one of which must be upper-division. Students must earn a grade equivalent of 2.00 or higher in all courses in the minor.

Introductory Course (3 Units)

CLST 201 INTRODUCTION TO CULTURAL STUDIES 3

Methodology Course (3 Units)

CLST 300 METHODS OF CULTURAL INQUIRY 3

Required Courses (6 Units)

Select two of the following:

- CLST 301 PERSPECTIVES IN GLOBAL CULTURE
- CLST 303 IDENTITY AND CULTURE
- CLST 307 VISUAL CULTURE
- CLST 311 SCIENCE, TECHNOLOGY & CULTURE
- CLST 370 TOPICS IN CULTURAL STUDIES

Electives (6 Units)

Select two of the electives listed under Major Requirements, one of which must be upper-division. 1

Total Units: 120

1 Major Requirements (p. 189).

Department of English

OFFICE

LA 4210, 410-704-2871
Fax: 410-704-3999

PROGRAMS OF THE DEPARTMENT

English offers students pleasure and profit, wit and wisdom, a view of history and a vision of the future. English students know the delight of reading the best of British and American literature — authors as diverse as Shakespeare and Emily Dickinson, Edgar Allan Poe and Virginia Woolf, James Baldwin and John Donne. The Department of English provides several programs tailored to diverse needs. Students majoring in English can pursue a track in Literature or Writing, or a concentration in Secondary Education. Students pursuing other majors can minor in English, Creative Writing, or World Literature.

Each English major is assigned a faculty adviser, who assists the student in creating an individual program of study best suited to the student’s interests and abilities. Still, students are responsible for monitoring their own progress toward graduation. The flexibility of all programs, including majors and minors, allows the student a wide choice of courses within the department and possibilities for coordinating a program with another academic department.

The Department of English oversees the master’s in Professional Writing program, offering unique post-baccalaureate opportunities for English majors and minors interested in pursuing careers in creative writing, technical writing, editing, public relations, and teaching writing at the community-college level. Geoffrey Becker, 410-704-5196, coordinates the program.

TRANSFER CREDIT POLICY

The Department of English accepts English credits from accredited colleges and universities. However, to meet Core Curriculum requirements, students must either present 3 transfer credits in a college-level composition course, with a grade equivalent of 2.00 or higher, or earn a grade equivalent of 2.00 or higher in ENGL 102 or ENGL 190 at Towson University. Students registering in the department’s major and minor programs must complete a minimum of 12 units in Department of English offerings at Towson University.

ADVANCED PLACEMENT AND CREDIT FOR PRIOR LEARNING

The department awards units through the Advanced Placement Program of the university. Also, a selected number of entering freshmen are placed in ENGL 190 rather than ENGL 102. The department offers units for most courses, other than upper-level writing courses, through the Credit for Prior Learning Program. Students applying for credit under this program complete an examination, an interview and at least one paper in the area.

ENGLISH HONORS AND ACTIVITIES

The English Department participates in the Honors Program in coordination with the Honors College. The department offers honors sections of introductory courses for students admitted to the Honors College.

Departmental honors are designated on a graduate’s transcript and diploma when a student successfully completes ENGL 499. Students pursuing departmental honors are not required to be members of the Honors College. Departmental honors are distinct from Latin honors (cum laude, etc.) and from enrollment in the Honors College.

English majors with qualifying GPAs (at least 3.5 in the major and 3.25 overall) can complete an honors thesis under the direction of an Assistant, Associate, or Full Professor in the English Department. In exceptional cases, the Honors Thesis Coordinator and department chair may give permission for an English department Lecturer to direct an honors thesis. Typically, seniors complete an
independent study (ENGL 490) before taking ENGL 499, the thesis course. ENGL 499 fulfills the capstone requirement, taking the place of a capstone seminar or internship. Theses may consist of creative or scholarly writing. Students who are interested in pursuing departmental honors should consult the Department Chair or the Honors Thesis Coordinator during their junior year.

DEPARTMENTAL AWARDS AND SCHOLARSHIPS

The English department awards a number of prizes with annually varying monetary value. The Charlotte Koomjoh Award is a scholarship for a senior literature track major with the highest cumulative GPA. The W. Frank Guess Award, shared with the Women’s and Gender Studies Department, is for the major with a GPA of 3.5 or better and a writing portfolio judged to be the best of all entries. The English and the History departments select the winner of the Sander Distinguished Presidential Scholarship, a renewable prize for full scholarship and fees.

Three other prizes include the Margery Harris Great Starts Award, given for the best essays written in ENGL 102; the Three Arts Club of Homeland award for fiction and poetry; and the Gerry Buettner prize for the English major judged by the faculty to be the best of the graduating class.

Lambda Iota Tau is the national literary honor society with a chapter in the department, and the English Club is an informal association of majors, minors and professors who meet to exchange ideas about literature.

Students may publish in the Towson University literary publication Grub Street.

DOUBLE MAJOR PROGRAM

Students who major in one of the other programs of the university but feel a strong interest in language, literature or writing are urged to explore the value of completing a double major with their adviser or with the chair of the Department of English.

ADMISSION REQUIREMENTS FOR THE COMBINED BACHELOR’S IN ENGLISH AND MASTER’S IN HUMANITIES

Undergraduate Admission Requirements

For admission to this track on the undergraduate level, the student must apply to the Director of the Master’s in Humanities program before the second term of the junior year and meet the following criteria:

- Demonstration of a high degree of proficiency in academic writing, to be determined by the faculty to be the best of the graduating class.
- Achievement of an overall GPA of 3.30 or better and a GPA in English of 3.30 or better
- Completion of, or current enrollment in, at least 12 units of the English major, 6 of which should be ENGL 300 and ENGL 319, ENGL 313, ENGL 315 or ENGL 316.
- Completion of, or current enrollment in, at least 12 units of the English major, 6 of which should be ENGL 300 and ENGL 319, ENGL 313, ENGL 315 or ENGL 316.
- Achievement of an overall GPA of 3.30 or better and a GPA in ENGL 315 or ENGL 316.
- Completion of or current enrollment in 60 units (may include transfer credits)
- Declaration of an English major in the undergraduate Literature track
- Completion of (or current enrollment in) at least 12 units of the English major (3 of these units should fulfill the university’s Advanced Writing Seminar requirement with a class from the English department: ENGL 313, ENGL 315 or ENGL 316)
- Achievement of an overall GPA of 3.30 or better and a GPA in English of 3.30 or better
- Demonstration of a high degree of proficiency in writing, to be determined by the director of the Professional Writing Program from the student’s PRWR master’s program admission materials

MAJORS IN ENGLISH

- Major in English (p. 192)
- Major in English - Secondary Education Concentration (p. 197)
- Combined Bachelor’s in English and Master’s in Professional Writing (p. 199)
- Combined Bachelor’s in English and Master’s in Humanities (p. 199)

MINORS IN ENGLISH

- Creative Writing (p. 199)
- English (p. 200)

Major in English

English majors must complete 42 units, and each course must be completed with a grade equivalent of 2.00 or higher.

Foundation Courses (12 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 221</td>
<td>British Literature to 1798</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 222</td>
<td>British Literature since 1798</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 238</td>
<td>Survey of American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 300</td>
<td>Methods and Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Students are strongly encouraged to take ENGL 300 prior to taking other 300-400 level literature courses in the major.

Shakespeare (3 Units)

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 426</td>
<td>Topics in Shakespeare Studies</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 427</td>
<td>Shakespearean Comedy</td>
<td></td>
</tr>
<tr>
<td>ENGL 428</td>
<td>Shakespearean Tragedy</td>
<td></td>
</tr>
</tbody>
</table>

Electives (6 Units)

Two 300- or 400-level ENGL courses, at least one of which must be a literature course.

Capstone Experience (3 Units)

Select one of the following in the final year:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 485</td>
<td>Capstone Seminar in English Studies</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 498</td>
<td>Capstone Internship in English</td>
<td>1</td>
</tr>
<tr>
<td>ENGL 499</td>
<td>Capstone Honors Thesis in English</td>
<td></td>
</tr>
</tbody>
</table>
Tracks (18 Units)
Complete one of the Tracks listed below

Total Units 42

1. ENGL 498 is not open to students in the Secondary Education Concentration.
2. Secondary Education Concentration majors need the approval of their advisers to take ENGL 426.

LITERATURE TRACK REQUIREMENTS

Linguistics (3 Units)
Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 350</td>
<td>ANALYTICAL GRAMMAR</td>
</tr>
<tr>
<td>ENGL 351</td>
<td>HISTORICAL LINGUISTICS</td>
</tr>
<tr>
<td>ENGL 352</td>
<td>STRUCTURE OF THE ENGLISH LANGUAGE</td>
</tr>
<tr>
<td>ENGL 457</td>
<td>HISTORY OF THE ENGLISH LANGUAGE TO 1500</td>
</tr>
<tr>
<td>ENGL 458</td>
<td>HISTORY OF THE ENGLISH LANGUAGE SINCE 1500</td>
</tr>
<tr>
<td>ENGL 459</td>
<td>OLD ENGLISH</td>
</tr>
<tr>
<td>ENGL 475</td>
<td>TOPICS IN LINGUISTICS</td>
</tr>
</tbody>
</table>

Literary Theory (3 Units)
Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 462</td>
<td>MODERN LITERARY THEORY</td>
</tr>
<tr>
<td>ENGL 463</td>
<td>SEMIOTICS: THE STUDY OF SIGNS</td>
</tr>
<tr>
<td>ENGL 464</td>
<td>TOPICS IN LITERARY THEORY</td>
</tr>
</tbody>
</table>

British and American Literature (9 Units)
Select one of the following pre-1700 literature courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 321</td>
<td>MEDIEVAL BRITISH LITERATURE</td>
</tr>
<tr>
<td>ENGL 322</td>
<td>MEDIEVAL AND EARLY MODERN BRITISH DRAMA</td>
</tr>
<tr>
<td>ENGL 323</td>
<td>16TH-CENTURY BRITISH LITERATURE</td>
</tr>
<tr>
<td>ENGL 324</td>
<td>EARLY 17TH-CENTURY BRITISH LITERATURE</td>
</tr>
<tr>
<td>ENGL 380</td>
<td>VOICES OF MEDIEVAL WOMEN</td>
</tr>
<tr>
<td>ENGL 425</td>
<td>CHAUCER</td>
</tr>
<tr>
<td>ENGL 429</td>
<td>MILTON</td>
</tr>
</tbody>
</table>

Select one of the following 18th-19th century courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 325</td>
<td>18TH-CENTURY BRITISH LITERATURE</td>
</tr>
<tr>
<td>ENGL 326</td>
<td>LITERATURE OF THE BRITISH ROMANTIC PERIOD</td>
</tr>
<tr>
<td>ENGL 327</td>
<td>THE VICTORIAN AGE</td>
</tr>
<tr>
<td>ENGL 420</td>
<td>DEVELOPMENT OF THE BRITISH NOVEL: 18TH CENTURY</td>
</tr>
<tr>
<td>ENGL 421</td>
<td>DEVELOPMENT OF THE BRITISH NOVEL: 19TH CENTURY</td>
</tr>
<tr>
<td>ENGL 431</td>
<td>LITERATURE OF THE AMERICAN ROMANTIC PERIOD</td>
</tr>
<tr>
<td>ENGL 432</td>
<td>LITERATURE OF THE AMERICAN REALISTIC PERIOD</td>
</tr>
<tr>
<td>ENGL 435</td>
<td>DEVELOPMENT OF THE AMERICAN NOVEL: 19TH CENTURY</td>
</tr>
<tr>
<td>ENGL 437</td>
<td>AMERICAN POETRY THROUGH FROST</td>
</tr>
</tbody>
</table>

Select one of the following 20th-21st century courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 331</td>
<td>AMERICAN DRAMA</td>
</tr>
<tr>
<td>ENGL 346</td>
<td>MODERN DRAMA</td>
</tr>
<tr>
<td>ENGL 371</td>
<td>WOMEN POETS: THEMES AND IMAGES</td>
</tr>
<tr>
<td>ENGL 372</td>
<td>WOMEN WRITERS</td>
</tr>
<tr>
<td>ENGL 413</td>
<td>THE IRISH LITERARY REVIVAL- SEARCH FOR A MYTH</td>
</tr>
<tr>
<td>ENGL 422</td>
<td>DEVELOPMENT OF THE BRITISH NOVEL: 20TH CENTURY</td>
</tr>
</tbody>
</table>

Total Units 18

Depending on specific content, ENGL 469: Studies in One or Two Authors and various “topics” courses (ENGL 363, 370, 373, 426, 471, 472, 473, 476, and 477) may satisfy this requirement, with the approval of the chair.

WRITING TRACK REQUIREMENTS

Writing Courses (9 Units)
Select three of the following (at least 3 of the 9 units must be at the 400 level):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 310</td>
<td>WRITING ARGUMENT</td>
</tr>
<tr>
<td>ENGL 311</td>
<td>WRITING POETRY</td>
</tr>
<tr>
<td>ENGL 312</td>
<td>WRITING FICTION</td>
</tr>
<tr>
<td>ENGL 315</td>
<td>WRITING CREATIVE NON-FICTION</td>
</tr>
<tr>
<td>ENGL 317</td>
<td>WRITING FOR BUSINESS AND INDUSTRY</td>
</tr>
<tr>
<td>ENGL 319</td>
<td>ORGANIZATIONAL COMMUNICATIONS</td>
</tr>
<tr>
<td>ENGL 401</td>
<td>GRANT AND ADVOCACY WRITING</td>
</tr>
<tr>
<td>ENGL 411</td>
<td>ADVANCED POETRY WRITING</td>
</tr>
<tr>
<td>ENGL 412</td>
<td>ADVANCED FICTION WRITING</td>
</tr>
<tr>
<td>ENGL 414</td>
<td>EDITING THE LITERARY MAGAZINE I</td>
</tr>
<tr>
<td>ENGL 416</td>
<td>EDITING AND DIGITAL PUBLISHING</td>
</tr>
<tr>
<td>ENGL 417</td>
<td>TOPICS IN WRITING</td>
</tr>
</tbody>
</table>

Language (3 Units)
Select at least one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 301</td>
<td>RHETORIC AND SCIENCE</td>
</tr>
<tr>
<td>ENGL 350</td>
<td>ANALYTICAL GRAMMAR</td>
</tr>
<tr>
<td>ENGL 351</td>
<td>HISTORICAL LINGUISTICS</td>
</tr>
<tr>
<td>ENGL 352</td>
<td>STRUCTURE OF THE ENGLISH LANGUAGE</td>
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<tr>
<td>ENGL 457</td>
<td>HISTORY OF THE ENGLISH LANGUAGE TO 1500</td>
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<td>ENGL 459</td>
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</tr>
<tr>
<td>ENGL 462</td>
<td>MODERN LITERARY THEORY</td>
</tr>
<tr>
<td>ENGL 475</td>
<td>TOPICS IN LINGUISTICS</td>
</tr>
</tbody>
</table>
Literature (6 Units)
Any two literature courses at the 300 level or higher, including Topics courses.

Total Units 18

The Portfolio
Students will be asked in their senior year to submit portfolios of a few papers that cover their years in the major. These portfolios are used anonymously to learn how well the major is working for its students. Students themselves will not be assessed; their standing will not be affected in any way. The English program will be assessing itself through what it finds students are learning.

COURSE PREREQUISITES
Course prerequisites are noted in the course descriptions. The department strictly enforces prerequisites.

MEETING CORE CURRICULUM REQUIREMENTS/COMPETENCY
All students in the university must fulfill the Core Curriculum requirements.

Every student in the university must complete ENGL 102 or ENGL 190 with a grade equivalent of 2.00 or higher to satisfy the English Composition Core Curriculum requirement.

Students may take additional courses to complete Core Curriculum requirements. Many 200-level and some 300-level courses fulfill Core Curriculum requirements.

Philosophy, art, history, speech and theatre Core Curriculum courses provide especially effective background for an English major. Students are encouraged to select elective courses in these areas in addition to those which fulfill Core Curriculum requirements.

Students may select any of the following advanced writing courses to fulfill the Advanced Writing Seminar:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 310</td>
<td>Writing Argument</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 313</td>
<td>Academic Essay</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 315</td>
<td>Writing Creative Non-Fiction</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 316</td>
<td>Writing about Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 317</td>
<td>Writing for Business and Industry</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 318</td>
<td>Technical and Scientific Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

Students may, of course, take additional elective units in English.

Some students will be required to complete special competency courses in language and writing in addition to meeting Core Curriculum requirements in English. See the Academic Achievement Center section in Academic Resources. Students for whom English is not a native language may be required to complete courses in English as a Second Language as a prerequisite to enrollment in ENGL 102 Writing for a Liberal Education (see International Undergraduate Admissions).

LITERATURE TRACK SUGGESTED FOUR-YEAR PLAN

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102 or 190 (Core 2)</td>
<td>3 TSEM 102 (Core 1)</td>
<td>3</td>
</tr>
<tr>
<td>Core 3</td>
<td>3 ENGL 238 (Core 11)</td>
<td>3</td>
</tr>
<tr>
<td>Core 6</td>
<td>3 Core 7</td>
<td>3</td>
</tr>
<tr>
<td>Core 10</td>
<td>3 Core 13</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core 5 - Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 240</td>
<td>ENGL 283</td>
</tr>
<tr>
<td>ENGL 243</td>
<td>ENGL 311</td>
</tr>
<tr>
<td>ENGL 244</td>
<td>ENGL 312</td>
</tr>
<tr>
<td>ENGL 261</td>
<td>ENGL 332</td>
</tr>
<tr>
<td>ENGL 263</td>
<td>ENGL 265</td>
</tr>
<tr>
<td>ENGL 290</td>
<td></td>
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</tbody>
</table>

15 15

Sophomore

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 300</td>
<td>3 ENGL 221</td>
<td>3</td>
</tr>
<tr>
<td>Core 8</td>
<td>3 Literary History, 18th and 19th century (Group IIIB)</td>
<td>3</td>
</tr>
<tr>
<td>Core 9</td>
<td>3 Shakespeare</td>
<td></td>
</tr>
<tr>
<td>Core 12</td>
<td>3 Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>Core 14</td>
<td>3 ENGL 426</td>
<td>ENGL 427</td>
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<td></td>
<td>ENGL 428</td>
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<tr>
<td>Elective</td>
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15 15

Junior

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<tr>
<th>Term 1</th>
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<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary History, pre-1700 (Group IIIA)</td>
<td>3 World Literature (Group IV)</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 222</td>
<td>3 Literary Theory (Group II)</td>
<td>3</td>
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<tr>
<td>Linguistics (Group I courses)</td>
<td>3 Upper-level Elective</td>
<td>3</td>
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<tr>
<td>Upper-Level Elective</td>
<td>3 Elective</td>
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<td>Elective</td>
<td>3 ENGL Upper-level Elective Literature</td>
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15 15

Senior

<table>
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<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Literary History, 20th-21st century (Group IIIIC)</td>
<td>3 ENGL Capstone Experience - Select one of the following:</td>
<td>3</td>
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<tr>
<td>ENGL Upper-level Elective</td>
<td>3 ENGL 485</td>
<td>3</td>
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<tr>
<td>Upper-level Elective</td>
<td>3 ENGL 498</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3 ENGL 499</td>
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<td>Elective</td>
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<td>3 Elective</td>
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<td>Elective</td>
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15 15

Total Units: 120

SECONDARY EDUCATION CONCENTRATION SUGGESTED FOUR-YEAR PLAN

<table>
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<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102 or 190 (Core 2)</td>
<td>3 TSEM 102 (Core 1)</td>
<td>3</td>
</tr>
<tr>
<td>Core 3</td>
<td>3 ENGL 238 (Core 11)</td>
<td>3</td>
</tr>
<tr>
<td>Core 10</td>
<td>3 Core 7</td>
<td>3</td>
</tr>
<tr>
<td>Core 6</td>
<td>3 Core 13</td>
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</tr>
</tbody>
</table>

15 15
### Writing Track (Creative Writing)

#### Suggested Four-Year Plan

<table>
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<th>Units Term 2</th>
<th>Units</th>
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<td>TSEM 102</td>
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<td></td>
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<tr>
<td>Core 3</td>
<td>ENGL 238 (Core 11)</td>
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<td>Core 7</td>
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</tr>
<tr>
<td>Core 6</td>
<td>Core 13</td>
<td>3</td>
<td>Core 13</td>
</tr>
<tr>
<td></td>
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<tr>
<td>Core 5 - Select one of the following:</td>
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<td>Core 4 - Select one of the following:</td>
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<tr>
<td></td>
<td>ENGL 240</td>
<td>ENGL 283</td>
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<td></td>
<td>ENGL 243</td>
<td>ENGL 311</td>
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<td>ENGL 261</td>
<td>ENGL 312</td>
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<tr>
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<td>ENGL 263</td>
<td>ENGL 332</td>
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<td>ENGL 265</td>
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<td>ENGL 290</td>
<td>ENGL 332</td>
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<td>15</td>
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</tr>
<tr>
<td>Junior</td>
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</tr>
<tr>
<td>Term 1</td>
<td>ENGL 222</td>
<td>3</td>
<td>World Literature/Non-Western Literature</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
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<tr>
<td>Advanced Writing</td>
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<td>ENGL 243</td>
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<td>Select one of the following:</td>
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<tr>
<td>ENGL 310</td>
<td>ENGL 248</td>
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<td>ENGL 313</td>
<td>ENGL 341</td>
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<tr>
<td>ENGL 315</td>
<td>ENGL 342</td>
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<td>ENGL 343</td>
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<td>WMST 333</td>
<td>ENGL 347</td>
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<td>SCED Course</td>
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<td>ENGL 471</td>
<td></td>
</tr>
<tr>
<td>Upper-level Elective</td>
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<td>Linguistics and Grammar (B)</td>
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<td>Select one of the following:</td>
<td>ENGL 350</td>
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<td></td>
</tr>
<tr>
<td>ENGL 351</td>
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<td>ENGL 457</td>
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<td>ENGL 475</td>
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<td>ENGL Upper-level Elective Literature</td>
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<td>Elective</td>
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<td>15</td>
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<tr>
<td>Sophomore</td>
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<tr>
<td>Term 1</td>
<td>ENGL 300</td>
<td>3</td>
<td>ENGL 221</td>
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<tr>
<td>Core 8</td>
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<td>Creative Writing: Genres 1</td>
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<td>ENGL 311</td>
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<td>Core 12</td>
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<td>ENGL 311</td>
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<td></td>
<td>3</td>
<td>ENGL 312</td>
<td></td>
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<td>Core 14</td>
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<td>ENGL 315</td>
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<tr>
<td>Shakespeare</td>
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<td></td>
<td>ENGL 427</td>
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<td>ENGL 428</td>
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<td>SCED Course</td>
<td>3</td>
<td>ENGL 471</td>
<td></td>
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<td>Upper-level Elective</td>
<td>3</td>
<td>Linguistics and Grammar (B)</td>
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</tr>
<tr>
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<tr>
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<tr>
<td>ENGL Upper-level Elective</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>ENGL Upper-level Elective Literature</td>
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<tr>
<td>Elective</td>
<td>3</td>
<td></td>
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<td></td>
<td>15</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term 1</td>
<td>ENGL 311</td>
<td>3</td>
<td>ENGL 222</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Creative Writing: Genres 2</td>
<td>3</td>
<td>Advanced Creative Writing: Genres 3</td>
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<tr>
<td></td>
<td>ENGL 311</td>
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<td></td>
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<tr>
<td>Select one of the following:</td>
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<td>3</td>
<td>ENGL 312</td>
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<td>ENGL 411</td>
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<td>ENGL 412</td>
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</table>
Major in English

Language
ENGL 415
Select one of the following:
ENGL 301   Elective 3
ENGL 350   Elective 3
ENGL 351
ENGL 352
ENGL 457
ENGL 458
ENGL 459
ENGL 462
ENGL 464
ENGL 475
Elective 3
Elective 3
Elective 3

ENGL 300

Senior
Term 1  Units  Term 2  Units
ENGL Upper-Level Literature  3  ENGL Capstone Experience  3
ENGL Upper-level Elective  3  Select one of the following:  3
Elective 3
Elective 3
Elective 3

Junior
Term 1  Units  Term 2  Units
ENGL 222  3  Shakespeare  3
Intro to Professional Writing courses 3  Select one of the following:  3
ENGL 317
ENGL 319
ENGL 414  Language  3
ENGL 416  Select one of the following:  3
ENGL 417  ENGL 301  3
ENGL Upper-level Literature Elective 1
Elective 3
Elective 3
Elective 3
Elective 3

Total Units: 123

WRITING TRACK (PROFESSIONAL WRITING) SUGGESTED FOUR-YEAR PLAN

Freshman
Term 1  Units  Term 2  Units
ENGL 102 or 190 (Core 2)  3  TSEM 102 (Core 1)  3
Core 3  3  ENGL 238 (Core 11)  3
Core 6  3  Core 7  3
Core 10  3  Core 13  3
Core 5 - Select one of the following:  3  Core 4 - Select one of the following:  3
ENGL 240  ENGL 243
ENGL 244  ENGL 261
ENGL 263  ENGL 265
ENGL 290

15  15

Sophomore
Term 1  Units  Term 2  Units
ENGL 300  3  ENGL 221  3

15  15

Senior
Term 1  Units  Term 2  Units
Upper-level Literature Elective  3  ENGL 498  3
ENGL Upper-level Elective  3  Elective  3
Elective  3  Elective  3
Elective  3  Elective  3

15  15

Total Units: 120

1) READ: Interpret written materials flexibly: understand that although multiple meanings are possible, textual evidence needs to support individual
interpretations of the literature being read as well as the implications drawn from it.
2) WRITE: Write in a variety of forms (e.g. expository, argumentative, imaginative, business/technical) as appropriate to audience, purpose, and occasion, using evidence to support interpretations.
3) RESEARCH: Use research skills that include understanding of methods, technology, and conventions.
4) REFLECT: Be reflective and lifelong learners.

Major in English - Secondary Education Concentration

English majors must complete 42 units, and each course must be completed with a grade equivalent of 2.00 or higher.

Foundation Courses (12 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 221</td>
<td>BRITISH LITERATURE TO 1798</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 222</td>
<td>BRITISH LITERATURE SINCE 1798</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 238</td>
<td>SURVEY OF AMERICAN LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 300</td>
<td>METHODS AND RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

Students are strongly encouraged to take ENGL 300 prior to taking other 300-400 level literature courses in the major.

Shakespeare (3 Units)

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 426</td>
<td>TOPICS IN SHAKESPEARE STUDIES</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 427</td>
<td>SHAKESPEAREAN COMEDY</td>
<td></td>
</tr>
<tr>
<td>ENGL 428</td>
<td>SHAKESPEAREAN TRAGEDY</td>
<td></td>
</tr>
</tbody>
</table>

Electives (6 Units)

Two 300- or 400-level ENGL courses, at least one of which must be a literature course.

Capstone Experience (3 Units)

Select one of the following in the final year:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ENGL 485</td>
<td>CAPSTONE SEMINAR IN ENGLISH STUDIES</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 498</td>
<td>CAPSTONE INTERNSHIP IN ENGLISH</td>
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</tr>
<tr>
<td>ENGL 499</td>
<td>CAPSTONE HONORS THESIS IN ENGLISH</td>
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</tbody>
</table>

Tracks/Concentration (18 Units)

Complete a Track or Concentration.

<table>
<thead>
<tr>
<th>Track/Concentration</th>
<th>Units</th>
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<tbody>
<tr>
<td></td>
<td>18</td>
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</table>

TOTAL UNITS: 42

1. ENGL 498 is not open to students in the Secondary Education Concentration.
2. Students who place out of this course through departmental examination are to take ENGL 463 in its place.

SECONARY EDUCATION CONCENTRATION REQUIREMENTS

Diversity in American Literature (3 Units)

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 233</td>
<td>SURVEY OF AFRICAN-AMERICAN LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 234</td>
<td>MAJOR WRITERS IN AFRICAN-AMERICAN LITERATURE</td>
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</tr>
<tr>
<td>ENGL 235</td>
<td>ETHNIC-AMERICAN LITERATURE</td>
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</tr>
<tr>
<td>ENGL 236</td>
<td>AMERICAN INDIAN LITERATURE, 1772-PRESENT</td>
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</tr>
<tr>
<td>ENGL 239</td>
<td>MODERN JEWISH LITERATURE</td>
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</tr>
<tr>
<td>ENGL 473</td>
<td>TOPICS IN AMERICAN LITERATURE (when appropriate)</td>
<td>1</td>
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<tr>
<td>ENGL 476</td>
<td>TOPICS IN MULTI-ETHNIC AMERICAN LITERATURE (when appropriate)</td>
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Linguistics and Grammar (6 Units)

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ENGL 243</td>
<td>INTRODUCTION TO CLASSICAL MYTHOLOGY</td>
<td></td>
</tr>
<tr>
<td>ENGL 244</td>
<td>WORLD FOLKLORE</td>
<td></td>
</tr>
<tr>
<td>ENGL 248</td>
<td>LITERATURE OF GLOBAL EXPERIENCE</td>
<td></td>
</tr>
<tr>
<td>ENGL 341</td>
<td>HISTORY AND LITERATURE OF THE OLD TESTAMENT</td>
<td></td>
</tr>
<tr>
<td>ENGL 342</td>
<td>FOLKLORE AND LITERATURE</td>
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<tr>
<td>ENGL 343</td>
<td>MYTH AND LITERATURE</td>
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<tr>
<td>ENGL 347</td>
<td>WORLD LITERATURE WRITTEN IN ENGLISH</td>
<td></td>
</tr>
<tr>
<td>ENGL 471</td>
<td>TOPICS IN WORLD LITERATURE</td>
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</tr>
</tbody>
</table>

World Literature/Non-Western Literature (3 Units)

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>ENGL 310</td>
<td>WRITING ARGUMENT</td>
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<td>ENGL 313</td>
<td>ACADEMIC ESSAY</td>
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</tr>
<tr>
<td>ENGL 316</td>
<td>WRITING ABOUT LITERATURE</td>
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</tr>
<tr>
<td>WMST 333</td>
<td>WOMEN'S WORDS, WOMEN'S LIVES</td>
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</table>

Textual Analysis (3 Units)

ENGL 463   SEMIOTICS: THE STUDY OF SIGNS | 3 |

TOTAL UNITS: 18

1. Depending on specific content, ENGL 473, 476, and 477 may satisfy this requirement, with the approval of the student’s Secondary Education Advisor.
2. Students who place out of this course through departmental examination are to take ENGL 463 in its place.

Students in the Secondary Education concentration should be aware of the formal admission requirements for Secondary Education, including specified Core Curriculum requirements, and must determine what courses are required and permitted before formal admission. (See the Department of Secondary Education section of this catalog.) Students pursuing Secondary Education should visit the Department of Secondary Education in Hawkins Hall 404 as early as possible to declare their SCED track and obtain a Secondary Education adviser.

Students who decide not to complete all secondary education requirements must select and complete a different concentration/track in the major in order to graduate.

The Portfolio

Students will be asked in their senior year to submit portfolios of a few papers that cover their years in the major. These portfolios are used anonymously to learn how well the major is working for its students. Students themselves will not be assessed; their standing will not be affected in any way. The English program will be assessing itself through what it finds students are learning.
COURSE PREREQUISITES

Course prerequisites are noted in the course descriptions. The department strictly enforces prerequisites.

MEETING CORE CURRICULUM REQUIREMENTS/COMPETENCY

All students in the university must fulfill the Core Curriculum requirements.

Every student in the university must complete ENGL 102 or ENGL 190 with a grade equivalent of 2.00 or higher to satisfy the English Composition Core Curriculum requirement.

Students may take additional courses to complete Core Curriculum requirements. Many 200-level and some 300-level courses fulfill Core Curriculum requirements.

Philosophy, art, history, speech and theatre Core Curriculum courses provide especially effective background for an English major. Students are encouraged to select elective courses in these areas in addition to those which fulfill Core Curriculum requirements.

Students may select any of the following advanced writing courses to fulfill the Advanced Writing Seminar:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 310</td>
<td>WRITING ARGUMENT</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 313</td>
<td>ACADEMIC ESSAY</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 316</td>
<td>WRITING ABOUT LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 317</td>
<td>WRITING FOR BUSINESS AND INDUSTRY</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 318</td>
<td>TECHNICAL AND SCIENTIFIC WRITING</td>
<td>3</td>
</tr>
</tbody>
</table>

Students may, of course, take additional elective units in English.

Some students will be required to complete special competency courses in language and writing in addition to meeting Core Curriculum requirements in English. See the Academic Achievement Center section in Academic Resources. Students for whom English is not a native language may be required to complete courses in English as a Second Language as a prerequisite to enrollment in ENGL 102 Writing for a Liberal Education (see International Undergraduate Admissions).

SECONDARY EDUCATION TEACHER REQUIREMENTS

In addition to majoring in one of the certification subject areas as well as satisfying the university Core Curriculum requirements, students must complete the professional education courses listed below.

Required Professional Courses for Secondary Education

A minimum grade equivalent of 2.00 or higher is required for all courses with an overall grade point average of 2.75 and 3.00 in professional education courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTC 301</td>
<td>INTEGRATING INSTRUCTIONAL TECHNOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>SCED 305</td>
<td>ADOLESCENT LEARNING, DEVELOPMENT, AND DIVERSITY</td>
<td>3</td>
</tr>
<tr>
<td>SCED 341</td>
<td>PRINCIPLES OF SECONDARY EDUCATION</td>
<td>4</td>
</tr>
<tr>
<td>SCED 401</td>
<td>ANALYZING INTERNSHIP</td>
<td>1-3</td>
</tr>
<tr>
<td>SCED 419</td>
<td>YOUNG ADULT LITERATURE (English majors only)</td>
<td>3</td>
</tr>
<tr>
<td>SCED 460</td>
<td>USING READING AND WRITING IN THE SECONDARY SCHOOLS</td>
<td>4</td>
</tr>
<tr>
<td>SCED 462</td>
<td>SEMINAR IN TEACHING READING IN THE SECONDARY CONTENT AREAS</td>
<td>1</td>
</tr>
</tbody>
</table>

Methods Requirement

Select one of the following based on major: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCED 353</td>
<td>TEACHING MODERN FOREIGN LANGUAGE IN THE SECONDARY SCHOOL</td>
<td>3</td>
</tr>
<tr>
<td>SCED 355</td>
<td>TEACHING SOCIAL STUDIES IN THE SECONDARY SCHOOL</td>
<td>3</td>
</tr>
<tr>
<td>SCED 357</td>
<td>TEACHING ENGLISH IN THE SECONDARY SCHOOL</td>
<td>3</td>
</tr>
</tbody>
</table>

Internship Requirement by Major

Select one of the following based on major: 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCED 383</td>
<td>INTERNSHIP IN SECONDARY EDUCATION-ENGLISH</td>
<td>3</td>
</tr>
<tr>
<td>SCED 384</td>
<td>INTERNSHIP IN SECONDARY EDUCATION-FRENCH</td>
<td>3</td>
</tr>
<tr>
<td>SCED 389</td>
<td>INTERNSHIP IN SECONDARY EDUCATION-HISTORY</td>
<td>3</td>
</tr>
<tr>
<td>SCED 394</td>
<td>STUDENT TEACHING IN SECONDARY EDUCATION-SPANISH</td>
<td>3</td>
</tr>
<tr>
<td>SCED 396</td>
<td>INTERNSHIP IN SECONDARY EDUCATION-SOCIAL SCIENCE</td>
<td>3</td>
</tr>
<tr>
<td>SCED 461</td>
<td>TEACHING READING IN THE SECONDARY CONTENT AREAS (taken concurrently with SCED 499)</td>
<td>3</td>
</tr>
<tr>
<td>SCED 499</td>
<td>INTERNSHIP IN SECONDARY EDUCATION 2</td>
<td>6</td>
</tr>
<tr>
<td>SPED 301</td>
<td>INTRODUCTION TO SPECIAL EDUCATION</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional requirements to be integrated into Core Curriculum:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 131</td>
<td>FUNDAMENTALS OF SPEECH COMMUNICATION</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 202</td>
<td>HISTORICAL AND CONTEMPORARY PERSPECTIVES: AMERICA'S URBAN SCHOOLS</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 203</td>
<td>TEACHING AND LEARNING IN A DIVERSE SOCIETY</td>
<td>3</td>
</tr>
<tr>
<td>HIST 145</td>
<td>HISTORY OF THE UNITED STATES TO THE CIVIL WAR</td>
<td>3</td>
</tr>
<tr>
<td>or HIST 146</td>
<td>HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR</td>
<td>3</td>
</tr>
<tr>
<td>SCED 304</td>
<td>EDUCATION, ETHICS AND CHANGE</td>
<td>3</td>
</tr>
</tbody>
</table>

1 Taken concurrently with SCED 341 and shares a required field experience.
2 Taken at a professional development school during the fall or spring term, whichever precedes the full-time internship term, with Methods of Teaching Major Subject and SCED 461
3 Some methods courses are offered spring or fall only. Check with your adviser.

The Professional Year

As part of their yearlong professional internship, all teacher candidates begin these activities in Professional Development Schools (PDS). These are schools in which the Department of Secondary Education and the College of Education have partnerships in which the PDS and the Department collaborate on a number of issues, including serving as in-school sites for courses as well as the activities taking place during the Full-Time Internship year.

REQUIREMENTS FOR FULL-TIME INTERNSHIP

1. All students must meet the following GPA requirements to be admitted to student teaching: 2.75 GPA in major field and 3.00 in professional education courses with a minimum 2.75 overall GPA, based on transcripts from all institutions of higher learning attended, including Towson University. (Consult with SCED adviser.)
2. All preservice students in Teacher Education programs at Towson University whose program of study requires an intensive and extensive
combined Bachelor's and Master's in Humanities

The combined bachelor’s-master’s degree program in English and Humanities is designed to allow students to complete combined undergraduate and graduate degrees in five years, including 6 units taken during summer terms. This program is open only to undergraduates pursuing the Literature track in English.

9 units taken at the 600-level after completion of the junior year will be double-counted toward fulfilling the 120 units required for the B.A.-B.S. and the 30 units required for the M.A.:

- Three of the following partially fulfill undergraduate requirements for electives (6 units):
  - HUMA 611 RHETORIC: THE PURSUIT OF ELOQUENCE 3
  - Select one course in Philosophical Inquiry: 3
  - HUMA 616 - HUMA 630
  - Select one or two courses in Humanities and Comparative Literary Inquiry:
    - HUMA 606 - HUMA 615

  **Total Units** 9-12

Undergraduates may count no more than 6 graduate units per term toward an undergraduate degree, beginning in the summer following the junior year.

A bachelor’s degree will be awarded after all degree requirements for the bachelor’s are met, normally after the fourth year. Students who do not successfully complete the bachelor’s portion of this track, or who do not maintain a 3.30 GPA, may not proceed to the M.S. level unless such deficiencies are resolved. Students must receive a grade of B or better in the double-counted graduate level courses.

The student applies for admission to the Master’s in Professional Writing Program during the first term of the senior year and enters the master’s program during the first term of the fifth year.

Students who complete the bachelor’s but decide not to continue with the M.S. program will terminate their program with the fulfillment of all requirements for the bachelor’s degree. Students may withdraw from the combined degree program by informing the director of the Professional Writing Program. If a student becomes ineligible to participate in the combined program, the director of the Professional Writing Program will inform the student in writing. A student who is ineligible to participate or who withdraws from the combined degree program cannot double-count any courses for both bachelor’s and master’s degrees.

Minor in Creative Writing

Recognizing that all good writing is an act of imagination, ordering and synthesis that transcends subject-matter boundaries, the Creative Writing minor is designed for students with academic majors outside the field of English who desire to develop their present writing skills beyond those specifically geared to their chosen disciplines, and to do this under the supervision of professional writers.

Students minoring in Creative Writing must complete 24 units with a grade equivalent of 2.00 or higher in each course. At least 15 units must be earned at the 300–400 level. Students are encouraged to complete ENGL 102 or ENGL 190 as soon as possible.

**Required Courses (12-15 Units)**

Select at least four of the following:

- ENGL 261 ELEMENTS OF DRAMA
- ENGL 265 ELEMENTS OF FICTION
- ENGL 268 ELEMENTS OF POETRY
- ENGL 312 WRITING FICTION
- ENGL 315 WRITING CREATIVE NON-FICTION 1
- ENGL 417 TOPICS IN WRITING 2
- ENGL 490 DIRECTED STUDIES IN ENGLISH 2

**Formal Study of a Genre (3 Units)**

Select one of the following:

- ENGL 283 INTRODUCTION TO CREATIVE WRITING
- ENGL 311 WRITING POETRY
- ENGL 312 WRITING FICTION
- ENGL 315 WRITING CREATIVE NON-FICTION 1
- ENGL 411 ADVANCED POETRY WRITING
- ENGL 412 ADVANCED FICTION WRITING
- ENGL 417 TOPICS IN WRITING 2
- ENGL 490 DIRECTED STUDIES IN ENGLISH 2

**Total Units 9**

A bachelor’s degree will be awarded after all degree requirements for the bachelor’s are met, normally after the fourth year. Students who do not successfully complete the bachelor’s portion of this track, or who do not maintain a 3.30 GPA, may not proceed to the M.S. level unless such deficiencies are resolved. Students must receive a grade of B or better in the double-counted graduate level courses.

The student applies for admission to the Master’s in Professional Writing Program during the first term of the senior year and enters the master’s program during the first term of the fifth year.

Students who complete the bachelor’s but decide not to continue with the M.S. program will terminate their program with the fulfillment of all requirements for the bachelor’s degree. Students may withdraw from the combined degree program by informing the director of the Professional Writing Program. If a student becomes ineligible to participate in the combined program, the director of the Professional Writing Program will inform the student in writing. A student who is ineligible to participate or who withdraws from the combined degree program cannot double-count any courses for both bachelor’s and master’s degrees.
Minor in English

Students must complete 24 units with a grade equivalent of 2.00 or higher in each course, including:

Required Course (3 Units)
ENGL 102  WRITING FOR A LIBERAL EDUCATION 3
or ENGL 190  HONORS WRITING SEMINAR

Electives (21 Units)
Select two 200-level courses 6
Select two upper- or lower-level courses 6
Select three upper-level courses 9

Total Units 24

No specific courses or blocks of courses are stipulated for the minor.

Electives

Electives may be chosen from the courses listed above or from other courses in British, American and World literature, folklore, mythology, ethnic literature or literary criticism. With the permission of the minor advisor and the Department of English chair, students may take up to 6 units in literature courses taught in a foreign language. These courses are offered through the Department of Foreign Languages; course descriptions may be found under the listings for the specific language.

Environmental Science and Studies Program

OFFICE
Administration Building 213, 410-704-4920
Fax: 410-704-3959

THE PROGRAM

The Environmental Science and Studies Program has two primary educational objectives. One is to provide the fundamental scientific, technical and social knowledge that program graduates will need to assess, plan, evaluate and communicate environmental concerns, particularly those confronting metropolitan regions. The second is to instill the wide range of cognitive skills and content mastery that students will need to effectively analyze environmental issues, propose realistic plans for solving environmental problems at local, regional and national levels, or bring improved understanding of these issues to others through informal environmental education programs.

The requirements of the program are structured to meet these two objectives and include mathematical and scientific foundations as well as extensive interdisciplinary study related to environmental issues. The upper-level courses integrate the student’s program of study and provide hands-on practice in an environmental field. The environmental problems addressed in many classes and seminars will focus on the adjacent urban/suburban region and its impact on the surrounding environment.

Most environmental problems resist solutions from any single discipline and environmental education programs need to reflect the complexity of the environmental processes they present. Therefore the program utilizes a rigorous interdisciplinary approach. The curriculum draws upon the expertise of faculty in the areas of biology, chemistry, geology, mathematics, environmental ethics and values, public policy, science education, economics, geography, public health and social change.

The Environmental Science and Studies Program has two concentrations: Environmental Studies and Environmental Science. For information about the Environmental Science Concentration, see the Fisher College of Science and Mathematics (p. 276).

Director: Christopher Salice (Biological Sciences)

Affiliated Faculty

Professors: Rachel Burks (Physics, Astronomy & Geosciences), Ryan Casey (Chemistry), Brian Fath (Biological Sciences), Susan Gresens (Biological Sciences), L. Scott Johnson (Biological Sciences), Steven Lev (Physics, Astronomy & Geosciences), Antoinette Marzotto (Political Science), John Morgan III (Geography & Environmental Planning), Jay Nelson (Biological Sciences), Thomas Rhoads (Economics), Martin Roberge (Geography & Environmental Planning), Robert Rook (History), Lev Ryzhkov (Chemistry), Stephen Scales (Philosophy & Religious Studies), Erik Scully (Biological Sciences), Richard Seigel (Biological Sciences), Jane Wolfson (Biological Sciences), Tamara Woroby (Economics)

Associate Professors: Andrea Brace (Health Science), John Bullock (Political Science), David Hearn (Biological Sciences), Matthew Hemm (Biological Sciences), Kathryn Kautzman (Chemistry), Claire Muhror (Chemistry), Karen Oslund (History), David Owmbry (Chemistry), Roland Roberts (Biological Sciences), Shannon Stitzel (Chemistry), Timothy Sullivan (Economics), Jeremy Tasch (Geography & Environmental Planning), Paporn Thebpanya (Geography & Environmental Planning), Donn Worgs (Political Science)

Assistant Professors: Andrea Brace (Health Science), John Bullock (Political Science), David Hearn (Biological Sciences), Matthew Hemm (Biological Sciences), Kathryn Kautzman (Chemistry), Sya Kedzior (Geography & Environmental Planning), Joel Moore (Physics, Astronomy & Geosciences), Makmiller Pedroso (Philosophy & Religious Studies), Chris Salice (Biological Sciences), John Sivey (Chemistry)

Affiliated Faculty

Major in Environmental Science and Studies

MAJOR IN ENVIRONMENTAL SCIENCE AND STUDIES
- Major in Environmental Science and Studies - Environmental Studies Concentration (p. 200)

MINOR IN ENVIRONMENTAL SCIENCE AND STUDIES
- Environmental Science and Studies (p. 203)

Major in Environmental Studies and Environmental Science - Environmental Studies Concentration

The Environmental Science and Studies Program has two concentrations: Environmental Studies and Environmental Science. There is considerable overlap in the required courses between the two concentrations. As students progress though the program, they begin to specialize in their area of
greatest interest. During the senior year students in both concentrations are involved in course work that emphasizes application of concepts to real-world problems. For information about the Environmental Science Concentration, see the Fisher College of Science and Mathematics (http://catalog.towson.edu/undergraduate/fisher-science-mathematics).

Along with completing the common required courses, students in the Environmental Studies Concentration complete additional units as they complete one of five tracks. The tracks are:

- Environmental Geographical Analysis
- Environmental Policy/Management
- Environmental Health
- Directed Environmental Studies
- Informal Environmental Education

All students in the program will complete the required courses establishing the scientific principles and mathematical skills needed as a foundation for more specialized study. They also will complete additional courses in the social sciences, an upper-level internship or research course and additional course work appropriate to the selected track.

REQUIRED COURSES (37-39 UNITS)

Natural Sciences (16 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 201</td>
<td>INTRODUCTION TO CELL BIOLOGY AND GENETICS</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 202</td>
<td>INTRODUCTION TO ECOLOGY AND EVOLUTION</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 104</td>
<td>INTRODUCTION TO ENVIRONMENTAL CHEMISTRY</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 121</td>
<td>PHYSICAL GEOLOGY</td>
<td>4</td>
</tr>
</tbody>
</table>

Mathematics and Statistics (6-8 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 119</td>
<td>PRE-CALCULUS</td>
<td>3-4</td>
</tr>
<tr>
<td>or MATH 211</td>
<td>CALCUAS FOR APPLICATIONS</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3-4</td>
</tr>
<tr>
<td>MATH 231</td>
<td>BASIC STATISTICS</td>
<td></td>
</tr>
<tr>
<td>MATH 237</td>
<td>ELEMENTARY BIOSTATISTICS</td>
<td></td>
</tr>
<tr>
<td>GEOG 375</td>
<td>QUANTITATIVE METHODS IN GEOGRAPHY</td>
<td></td>
</tr>
<tr>
<td>ECON 205</td>
<td>STATISTICS FOR BUSINESS AND ECONOMICS I</td>
<td></td>
</tr>
</tbody>
</table>

Additional Writing Course (3 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 318</td>
<td>TECHNICAL AND SCIENTIFIC WRITING</td>
<td>3</td>
</tr>
<tr>
<td>or GEOG 383</td>
<td>NATURAL RESOURCES AND SOCIETY: A GEOGRAPHIC PERSPECTIVE</td>
<td></td>
</tr>
</tbody>
</table>

Environmental Geography, Ethics and Health (12 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 101</td>
<td>PHYSICAL GEOGRAPHY</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 410</td>
<td>ENVIRONMENTAL GEOGRAPHY</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 451</td>
<td>INTRODUCTION TO ENVIRONMENTAL HEALTH</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 255</td>
<td>ENVIRONMENTAL ETHICS</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units 37-39

ENVIRONMENTAL GEOGRAPHICAL ANALYSIS TRACK (34–35 UNITS)

Required Courses (28 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 201</td>
<td>MICROECONOMIC PRINCIPLES</td>
<td>3</td>
</tr>
<tr>
<td>ECON 375</td>
<td>ENVIROMENTAL ECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>or ECON 376</td>
<td>NATURAL RESOURCE ECONOMICS</td>
<td></td>
</tr>
<tr>
<td>POSC 103</td>
<td>AMERICAN NATIONAL GOVERNMENT</td>
<td>3</td>
</tr>
<tr>
<td>or POSC 207</td>
<td>STATE GOVERNMENT</td>
<td></td>
</tr>
<tr>
<td>POSC 421</td>
<td>POLITICS AND ENVIRONMENTAL POLICY</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 221</td>
<td>INTERPRETATION OF MAPS</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 232</td>
<td>INTRO TO GEOGRAPHIC INFORMATION SCIENCE</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 416</td>
<td>PRINCIPLES OF REMOTE SENSING AND DIGITAL IMAGE PROCESSING</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 481</td>
<td>ENVIRONMENTAL IMPACT ANALYSIS</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ENVS 482</td>
<td>ENVIRONMENTAL RESEARCH</td>
<td></td>
</tr>
<tr>
<td>ENVS 485</td>
<td>ENVIRONMENTAL INTERNSHIP</td>
<td></td>
</tr>
<tr>
<td>ENVS 491</td>
<td>SENIOR SEMINAR</td>
<td></td>
</tr>
</tbody>
</table>

Electives (6-7 Units)

Select two additional courses, one from any Environmental Studies track AND one from any Environmental Science and Studies track 6-7

Total Units 34-35

ENVIRONMENTAL POLICY/ MANAGEMENT TRACK (33–34 UNITS)

Required Courses (15 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 201</td>
<td>MICROECONOMIC PRINCIPLES</td>
<td>3</td>
</tr>
<tr>
<td>ECON 375</td>
<td>ENVIRONMENTAL ECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>or ECON 376</td>
<td>NATURAL RESOURCE ECONOMICS</td>
<td></td>
</tr>
<tr>
<td>POSC 103</td>
<td>AMERICAN NATIONAL GOVERNMENT</td>
<td>3</td>
</tr>
<tr>
<td>or POSC 207</td>
<td>STATE GOVERNMENT</td>
<td></td>
</tr>
<tr>
<td>POSC 421</td>
<td>POLITICS AND ENVIRONMENTAL POLICY</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ENVS 482</td>
<td>ENVIRONMENTAL RESEARCH</td>
<td></td>
</tr>
<tr>
<td>ENVS 485</td>
<td>ENVIRONMENTAL INTERNSHIP</td>
<td></td>
</tr>
<tr>
<td>ENVS 491</td>
<td>SENIOR SEMINAR</td>
<td></td>
</tr>
</tbody>
</table>

Electives (18-20 Units)

Select five of the following (additional prerequisites may be required): 15-16

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 306</td>
<td>HUMAN ECOLOGY AND SUSTAINABILITY</td>
<td></td>
</tr>
<tr>
<td>ECON 326</td>
<td>ECONOMIC DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>ECON 337</td>
<td>PUBLIC FINANCE</td>
<td></td>
</tr>
<tr>
<td>ECON 351</td>
<td>URBAN ECONOMICS</td>
<td></td>
</tr>
<tr>
<td>ECON 375</td>
<td>ENVIRONMENTAL ECONOMICS (if not taken as part of required courses)</td>
<td></td>
</tr>
<tr>
<td>ECON 376</td>
<td>NATURAL RESOURCE ECONOMICS (if not taken as part of required courses)</td>
<td></td>
</tr>
<tr>
<td>ECON 470</td>
<td>ADVANCED TOPICS IN ECONOMICS (with approval of program director)</td>
<td></td>
</tr>
<tr>
<td>PHIL 319</td>
<td>SCIENCE, TECHNOLOGY &amp; VALUES</td>
<td></td>
</tr>
<tr>
<td>POSC 304</td>
<td>POLITICS OF METROPOLITAL GROWTH AND CHANGE</td>
<td></td>
</tr>
<tr>
<td>POSC 305</td>
<td>URBAN GOVERNMENT AND POLITICS</td>
<td></td>
</tr>
<tr>
<td>POSC 470</td>
<td>SPECIAL TOPICS IN POLITICAL SCIENCE (with approval of program director)</td>
<td></td>
</tr>
<tr>
<td>POSC 481</td>
<td>SEMINAR IN AMERICAN GOVERNMENT AND PUBLIC POLICY (requires approval of the director)</td>
<td></td>
</tr>
<tr>
<td>POSC 482</td>
<td>SEMINAR IN COMPARATIVE POLITICS (requires approval of the director)</td>
<td></td>
</tr>
<tr>
<td>WMST 345</td>
<td>WOMEN, ENVIRONMENT, AND HEALTH</td>
<td></td>
</tr>
</tbody>
</table>

Select one additional elective from any of the Environmental Science and Studies track 3-4

Total Units 33-35

ENVIRONMENTAL HEALTH TRACK (33–34 UNITS)

Required Courses (15 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 201</td>
<td>MICROECONOMIC PRINCIPLES</td>
<td>3</td>
</tr>
</tbody>
</table>
Major in Environmental Studies and Environmental Science - Environmental Studies Concentration

ECON 375  ENVIRONMENTAL ECONOMICS  3
or ECON 376  NATURAL RESOURCE ECONOMICS
POSC 103  AMERICAN NATIONAL GOVERNMENT  3
or POSC 207  STATE GOVERNMENT
POSC 421  POLITICS AND ENVIRONMENTAL POLICY  3
Select one of the following:
ENVS 482  ENVIRONMENTAL RESEARCH
ENVS 485  ENVIRONMENTAL INTERNSHIP
ENVS 491  SENIOR SEMINAR

Electives (18-20 Units)
Select five of the following:  15-16
GEOG 232  INTRO TO GEOGRAPHIC INFORMATION SCIENCE
GEOG 329  MEDICAL GEOGRAPHY
GEOG 385  POPULATION GEOGRAPHY
or SOCI 329  DEMOGRAPHY
GEOG 411  STUDIES IN NATURAL HAZARDS
GEOG 470  SEMINAR: SELECTED TOPICS IN GEOGRAPHY
HLTH 435  EPIDEMIOLOGICAL BASIS OF DISEASE AND ENVIRONMENTAL HEALTH
POSC 481  SEMINAR IN AMERICAN GOVERNMENT AND PUBLIC POLICY (requires approval of the director)
WMST 345  WOMEN, ENVIRONMENT, AND HEALTH
Select one additional course from any Environmental Science and Studies track  3-4

Total Units  33-35

DIRECTED ENVIRONMENTAL STUDIES TRACK (33–34 UNITS)
All students selecting this track should, in consultation with their adviser, develop a coherent course of study that includes six electives.

Required Courses (15 Units)
ECON 201  MICROECONOMIC PRINCIPLES  3
ECON 375  ENVIRONMENTAL ECONOMICS  3
or ECON 376  NATURAL RESOURCE ECONOMICS
POSC 103  AMERICAN NATIONAL GOVERNMENT  3
or POSC 207  STATE GOVERNMENT
POSC 421  POLITICS AND ENVIRONMENTAL POLICY  3
Select one of the following:
ENVS 482  ENVIRONMENTAL RESEARCH
ENVS 485  ENVIRONMENTAL INTERNSHIP
ENVS 491  SENIOR SEMINAR

Electives (18-20 Units)
Select five of the following:  15-16
BIOL 306  HUMAN ECOLOGY AND SUSTAINABILITY  1
ECON 326  ECONOMIC DEVELOPMENT
ECON 337  PUBLIC FINANCE
ECON 351  URBAN ECONOMICS
ECON 375  ENVIRONMENTAL ECONOMICS (if not selected above)
ECON 376  NATURAL RESOURCE ECONOMICS (if not selected above)
ECON 470  ADVANCED TOPICS IN ECONOMICS (requires approval of the director)
ENVS 431  SPECIAL TOPICS IN ENVIRONMENTAL SCIENCE AND STUDIES
ENVS 432  SPECIAL TOPICS IN ENVIRONMENTAL SCIENCE AND STUDIES
ENVS 438  SPECIAL TOPICS IN ENVIRONMENTAL SCIENCE AND STUDIES
ENVS 471  INDEPENDENT STUDY IN ENVIRONMENTAL SCIENCE AND STUDIES
GEOG 221  INTERPRETATION OF MAPS
GEOG 232  INTRO TO GEOGRAPHIC INFORMATION SCIENCE
GEOG 317  ENERGY RESOURCES
GEOG 319  SOILS AND VEGETATION
GEOG 329  MEDICAL GEOGRAPHY
GEOG 383  NATURAL RESOURCES AND SOCIETY: A GEOGRAPHIC PERSPECTIVE (if not taken as part of required courses)
GEOG 385  POPULATION GEOGRAPHY
POSC 304  POLITICS OF METROPOLITAN GROWTH AND CHANGE
POSC 305  URBAN GOVERNMENT AND POLITICS
POSC 375  PUBLIC ADMINISTRATION
POSC 470  SPECIAL TOPICS IN POLITICAL SCIENCE (requires approval of the director)
POSC 481  SEMINAR IN AMERICAN GOVERNMENT AND PUBLIC POLICY (Requires approval of the director)
POSC 482  SEMINAR IN COMPARATIVE POLITICS (Requires approval of the director)
PSYC 341  ENVIRONMENTAL PSYCHOLOGY
WMST 345  WOMEN, ENVIRONMENT, AND HEALTH
Select one additional elective from any Environmental Science and Studies track  3-4

Total Units  33-35

INFORMAL ENVIRONMENTAL EDUCATION (37–39 UNITS)

Required Courses (23 Units)
BIOL 205  GENERAL BOTANY  4
BIOL 207  GENERAL ZOOLOGY  4
BIOL 301  FIELD AND NATURAL SCIENCE  3
Towson University

or BIOL 304  NATURAL HISTORY INTERPRETATION AND PUBLIC ENVIRONMENTAL EDUCATION
ENVS 485  ENVIRONMENTAL INTERNSHIP 3
SCIE 380  TEACHING SCIENCE IN THE SECONDARY SCHOOLS 3
Select one two-course sequence in one discipline consisting of one lower-level and one upper-level course: 6
Sequence 1
ECON 201  MICROECONOMIC PRINCIPLES
& ECON 375  and ENVIRONMENTAL ECONOMICS
ECON 201  MICROECONOMIC PRINCIPLES
& ECON 376  and NATURAL RESOURCE ECONOMICS
Sequence 2
POSC 103  AMERICAN NATIONAL GOVERNMENT
& POSC 421  and POLITICS AND ENVIRONMENTAL POLICY
POSC 207  STATE GOVERNMENT
& POSC 421  and POLITICS AND ENVIRONMENTAL POLICY
Select one of the following:
BIOL 402  GENERAL ECOLOGY
or BIOL 435  PLANT ECOLOGY
Electives (10-12 Units)
Select three of the following: 10-12
BIOL 306  HUMAN ECOLOGY AND SUSTAINABILITY
BIOL 353  INVERT ZOOLOGY
BIOL 432  VASCULAR PLANT TAXONOMY
BIOL 455  FISH BIOLOGY
BIOL 456  ORNITHOLOGY
BIOL 458  MAMMALOGY
BIOL 461  ENTOLOGISTRY
BIOL 467  HERPETOLOGY
ENVS 382  ENVIRONMENTAL EDUCATION AND SERVICE LEARNING IN THE TROPICS
GEOG 319  SOILS AND VEGETATION
GEOL 305  ENVIRONMENTAL GEOLOGY
Total Units: 33-35

SUGGESTED FOUR-YEAR PLAN

Freshman
Term 1  Units  Term 2  Units
BIOL 202 (Core 7)  4  GEOL 121  4
MATH 119 (Core 3)  4  CHEM 132  4
& 132L
CHEM 131  4  ECON/GEOG/POSC (Core 6)  3
Core or Elective  3  Core or Elective  3
15  14

Sophomore
Term 1  Units  Term 2  Units
MATH 231  3  ECON/GEOG/POSC upper level  3
ECON/GEOG/POSC lower level  3  Track Requirement 2  4
Track Requirement 1  4  Track Requirement 3  4
Core or Elective  3  Core or Elective  3
Core or Elective  3
16  14

Junior
Term 1  Units  Term 2  Units
HLTH 451 or PHIL 255  3  ENGL 318  3
ECON/GEOG/POSC upper level  3  Track Requirement 5  5
Track Requirement 4  4  Track Requirement 6  4
Core or Elective  3  Core or Elective  3
Core or Elective  3
16  15

Senior
Term 1  Units  Term 2  Units
Select one of the following: 3  Track Requirement 9 (if needed)  3
ENVS 482  Track Requirement 10 (if needed)  3
ENVS 485  Track Requirement 11 (if needed)  3
ENVS 491  Core or Elective  3
Track Requirement 7  4  Core or Elective  3
Track Requirement 8  3
Core or Elective  3
Core or Elective  3
16  15

Total Units: 121

1. Apply their knowledge of the sciences and the scientific method to collect, analyze and interpret data that they have collected or to critique the methods used by others to collect, analyze and interpret data.
2. Identify the cultural, economic, geographic and/or political facets of environmental problems/situations and relate their understanding of these components to particular situations.
3. Relate the theoretical background materials presented in natural science, social science or humanities courses to specific current environmental problems/dilemmas.
4. Students will display competency in essential skills required of a college graduate by reading, interpreting, analyzing and evaluating written discourse.
5. Students will display competency in essential skills required of a college graduate by researching a topic, develop an argument and organize supporting details (ILTC)

Minor in Environmental Science and Studies

Students may minor in Environmental Science and Studies by taking five key required courses and fulfilling an additional 6–8 unit requirement for the minor (21–23 units total).

All students minoring in Environmental Science and Studies take the following five required courses for a total of 15 units. Some of these courses have prerequisites.

ECON 375  ENVIRONMENTAL ECONOMICS 3
or ECON 376  NATURAL RESOURCE ECONOMICS 3
GEOG 410  ENVIRONMENTAL GEOGRAPHY 3
HLTH 451  INTRODUCTION TO ENVIRONMENTAL HEALTH 3
PHIL 255  ENVIRONMENTAL ETHICS 3
POSC 421  POLITICS AND ENVIRONMENTAL POLICY 3
Total Units: 15
Science majors who minor in Environmental Science and Studies take two additional 3-unit elective courses from among the environmental studies electives. Total unit requirement for the minor for science majors is 21 units.

Non-science majors who minor in Environmental Science and Studies take 8 units in the environmental sciences. A one-year sequence in a science with lab (8 units) selected from the environmental sciences (BIOL 201-BIOL 202, CHEM 131/131L-CHEM 132/CHEM 132L, GEOL 121 and GEOL 305) satisfies this requirement. Total unit requirement for the minor for non-science majors is 23 units.

The Department of Family Studies and Community Development sponsors two student organizations. For additional details, contact the Department of Family Studies and Community Development.

For GRADUATE PROGRAMS, the Department of Family Studies and Community Development offers two majors: Family and Human Services and Family Science. A minor in Family Studies also is offered.

The Family and Human Services major provides students with academic and field experiences related to the study of individual and family development across the lifespan, with an emphasis on human service education. A Family and Human Services major may choose among four tracks: Human Services, Services to Children and Youth, Introduction to Child Life, and Leadership in the Nonprofit Sector. Academic preparation includes the study of family life methodology, theories of family functioning, dynamics within families, and the interaction between families and society. The curriculum includes course work that emphasizes civic engagement through service learning. The service learning activities are designed to provide students with opportunities to integrate course work with real-life professional experiences. Field experiences include observation, small group community service assignments, and internships. Community participation is required in several courses.

The Family Science major provides students with academic experiences focusing on the study of families and relationships in the context of contemporary society. The major offers training in the scientific methods used to understand family behavior and development across the lifespan. Students learn to analyze the quality of family life through applied research, and they acquire both written and oral communication skills across the Family Science curriculum. Majoring in Family Science will provide a concentration on the social/behavioral science foundation necessary for those working in education and human services as well as those seeking graduate education in social sciences, health professions, education, and law.

The department offers a B.S./M.S. five-year program in Family and Human Services—Introduction to Child Life (B.S.) and Child Life, Administration and Family Collaboration (M.S.); an M.S. in Child Life, Administration and Family Collaboration; a B.A. (or B.S.)/M.A. five-year program in Family Science and Leadership in Jewish Education and Communal Service; an M.A. in Leadership in Jewish Education and Communal Service; and Post-Baccalaureate Certificates in Family-Professional Collaboration, Jewish Education and Jewish Communal Service. See the Graduate Catalog for additional details.

The Towson University Student Council on Family Relations (TUSCFR) is affiliated with the National Council on Family Relations (NCFR).

The Towson University Child Life Club is open to undergraduate and graduate students who are interested in learning more about children's healthcare settings. Club members provide service to area facilities that work with children and families with healthcare concerns.

**ADVISING**

Advising is an important component of a student’s experience. Family Studies majors meet regularly with department advisers who help them plan for the future. Please note the specific information about the advising process listed below.

1. Family Studies students must meet individually with their assigned advisers at least once a term. All advisers have times set aside during the week to address students’ questions and concerns or to speak with students who simply want to check in and review progress and plans. Students should contact their advisers to set up appointments.

2. All new majors receive a welcome message with contact information for their assigned academic adviser, directions to the department’s Blackboard Advising Module, and forms to complete prior to their first advising appointment. New or potential majors may contact the Department of Family Studies and Community Development either via phone at 410-704-5851 or via e-mail at FMST@towson.edu.

3. Some FMST courses require special permits. These are given out by the department chairperson.

**TRANSFER CREDIT POLICY**

Students may transfer no more than 18 credits toward the major in Family and Human Services or Family Science. Transfer credit must be approved by the department.

**MAJORS IN FAMILY STUDIES AND COMMUNITY DEVELOPMENT**

- Major in Family and Human Services (p. 206)
- Major in Family Science (p. 204)
- Combined Bachelor’s in Family and Human Services/Introduction to Child Life Track and Master’s in Child Life, Administration and Family Collaboration (p. 209)
- Combined Bachelor’s Family Science and Master’s in Leadership in Jewish Education and Communal Service (p. 210)
- Minor in Family Studies (p. 211)

**Major in Family Science**

Majors in Family Science complete 27 units of required course work and 21 units of electives. Students must maintain a 2.00 GPA or better in all courses required for the major and must meet Towson University requirements for the completion of a Bachelor of Arts or Bachelor of Science degree.

**Prerequisites for Courses in the Major (0 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102</td>
<td>WRITING FOR A LIBERAL EDUCATION 1</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 190</td>
<td>HONORS WRITING SEMINAR</td>
<td></td>
</tr>
<tr>
<td>PSYC 101</td>
<td>INTRODUCTION TO PSYCHOLOGY 1</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 101</td>
<td>INTRODUCTION TO SOCIOLOGY 1</td>
<td>3</td>
</tr>
<tr>
<td>MATH 231</td>
<td>BASIC STATISTICS</td>
<td></td>
</tr>
<tr>
<td>MATH 237</td>
<td>ELEMENTARY BIOSTATISTICS</td>
<td></td>
</tr>
<tr>
<td>ECON 205</td>
<td>STATISTICS FOR BUSINESS AND ECONOMICS I</td>
<td></td>
</tr>
<tr>
<td>PSYC 212</td>
<td>BEHAVIORAL STATISTICS</td>
<td></td>
</tr>
</tbody>
</table>

Students who have completed the prerequisite courses in the major are not required to repeat the same course at Towson University. Transfer credit must be approved by the department.
# FMST 285
STATISTICS FOR FAMILY SCIENCE AND HUMAN SERVICE

## Required Courses (27 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FMST 101</td>
<td>INTRODUCTION TO FAMILY STUDIES</td>
<td>3</td>
</tr>
<tr>
<td>or FMST 102</td>
<td>HONORS INTRODUCTION TO FAMILY STUDIES</td>
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</tr>
<tr>
<td>FMST 201</td>
<td>FAMILY RESOURCES</td>
<td>3</td>
</tr>
<tr>
<td>FMST 301</td>
<td>FAMILY RELATIONSHIPS</td>
<td>3</td>
</tr>
<tr>
<td>FMST 302</td>
<td>FAMILY THEORIES</td>
<td>3</td>
</tr>
<tr>
<td>FMST 303</td>
<td>CONTEMPORARY TRENDS IN FAMILY POLICY</td>
<td>3</td>
</tr>
<tr>
<td>FMST 305</td>
<td>PARENT-CHILD RELATIONSHIPS ACROSS THE LIFESPAN</td>
<td>3</td>
</tr>
<tr>
<td>FMST 380</td>
<td>FAMILY LAW</td>
<td>3</td>
</tr>
<tr>
<td>FMST 485</td>
<td>RESEARCH METHODS IN FAMILY STUDIES</td>
<td>3</td>
</tr>
<tr>
<td>FMST 495</td>
<td>ADVANCED RESEARCH METHODS IN FAMILY SCIENCE</td>
<td>3</td>
</tr>
</tbody>
</table>

## Electives (21 Units)

### Elective Area I: Life Span Development
- Select two of the following:
  - ECED 201 EARLY CHILDHOOD DEVELOPMENT AND INTERVENTION
  - ECED 315 INFANCY AND TODDLERHOOD DEVELOPMENT AND INTERVENTION
  - GERO 101 INTRODUCTION TO GERONTOLOGY
  - GERO 367 DEATH, DYING AND BEREAVEMENT
  - OCTH 216 LIFE SPAN ADAPTATION AND OCCUPATIONS
  - PSYC 203 HUMAN DEVELOPMENT
  - PSYC 403 INFANT AND CHILD DEVELOPMENT
  - PSYC 404 ADOLESCENT PSYCHOLOGY
  - PSYC 405 PSYCHOLOGY OF AGING
  - PSYC 467 MIDLIFE DEVELOPMENT
  - SOCI 359 SOCIAL GERONTOLOGY

### Elective Area II: Interdisciplinary Electives
- Select two upper-level courses from the following disciplines:
  - Anthropology
  - Communication Studies
  - Cultural Studies
  - Criminal Justice
  - Deaf Studies
  - Foreign Languages
  - Gerontology
  - Health Science
  - Nursing (NURS 323, NURS 416)
  - Occupational Therapy (OCTH 301, OCTH 305)
  - Philosophy
  - Psychology
  - Religious Studies
  - Sociology
  - Special Education
  - Women's Studies

### Elective Area III: Written Communication
- Select an additional Advanced Writing Seminar course (FMST 485 currently required for major) certified as a University Core Course

### Elective Area IV: FMST Elective
- Select two of the following:
  - FMST 240 INTRODUCTION TO CHILD LIFE
  - FMST 310 LESBIAN, GAY, BISEXUAL, AND TRANSGENDER FAMILIES

## Total Units
- 48

---

1. The 100-level courses should be taken early in the student's academic studies.
2. Electives must be approved by a Family Studies adviser or the department chairperson.
3. Family Science/Leadership in Jewish Education and Communal Service B.A./M.A. students will take these courses during their senior year. They will be double counted toward the undergraduate and graduate degrees.

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## SUGGESTED FOUR-YEAR PLAN

### Freshman

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FMST 101</td>
<td>3 FMST 201 (Core 10)</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 101 (Core 6)</td>
<td>3 SOCI 101</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102 or 190 (Core 2)</td>
<td>3 Core</td>
<td>3</td>
</tr>
<tr>
<td>Core</td>
<td>3 Core</td>
<td>3</td>
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</tbody>
</table>

#### Term 1

<table>
<thead>
<tr>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>15</td>
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</tbody>
</table>

### Sophomore

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following:</td>
<td>3-4 FMSC Major or Elective Requirement</td>
<td>3</td>
</tr>
<tr>
<td>MATH 231</td>
<td>FMSC Major or Elective Requirement</td>
<td>3</td>
</tr>
<tr>
<td>MATH 237</td>
<td>FMSC Major or Elective Requirement</td>
<td>3</td>
</tr>
<tr>
<td>ECON 205</td>
<td>Core</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 212</td>
<td>Core</td>
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</tr>
<tr>
<td>PSYC 213</td>
<td>FMSC Major or Elective Requirement</td>
<td>3</td>
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</tbody>
</table>

#### Term 1

<table>
<thead>
<tr>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-16</td>
<td>15</td>
</tr>
</tbody>
</table>
Major in Family and Human Services

Majors in Family and Human Services complete 64 or 65 units of course work depending on the track of study the student selects. Students complete 43 units of required courses. For each track, they complete additional track-specific courses and electives. These requirements include a sequence of focused community courses including FMST 297, FMST 387, FMST 397, and FMST 490. The units of internship requirements are specified by each track. Students must maintain a 2.00 GPA or better in all courses required for the major and must meet Towson University requirements for the completion of a Bachelor of Arts or Bachelor of Science degree.

Prerequisites for Courses in the Major

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102</td>
<td>3</td>
</tr>
<tr>
<td>or ENGL 190</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 101</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following in basic statistics (must be taken prior to FMST 485):</td>
<td></td>
</tr>
<tr>
<td>MATH 231</td>
<td>3</td>
</tr>
<tr>
<td>MATH 237</td>
<td>3</td>
</tr>
<tr>
<td>ECON 205</td>
<td>3</td>
</tr>
<tr>
<td>FMST 285</td>
<td>3</td>
</tr>
</tbody>
</table>

3. Students will demonstrate competency in written communication skills and the presentation of research.
4. Students will demonstrate comprehensive research skills related to the discipline and utilize informational literacy and technological competency in the process.

1. Students will demonstrate knowledge and understanding of families, relationships, life span development, and family policy.
2. Students will demonstrate competency in critically analyzing research and applying theoretical, factual and conceptual knowledge about issues relevant to families and developmental processes based on fundamental principles underlying the family science and human development discipline.
3. Students will demonstrate competency in written communication skills and the presentation of research.
4. Students will demonstrate comprehensive research skills related to the discipline and utilize informational literacy and technological competency in the process.

FAMILY LIFE EDUCATOR CERTIFICATION

Completion of the above required course work prepares the student for provisional certification as a Family Life Educator (CFLE). A student may become fully certified by completing two years of family life work experience following graduation. The CFLE credential is administered through the National Council on Family Relations.

HUMAN SERVICES TRACK (22 UNITS)

Required Courses (10 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 205</td>
<td>3</td>
</tr>
<tr>
<td>or FMST 350</td>
<td>3</td>
</tr>
<tr>
<td>or FMST 430</td>
<td>3</td>
</tr>
<tr>
<td>FMST 497</td>
<td>4</td>
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</tbody>
</table>

Electives (12 Units)

Electives shall be selected from the following content areas: psychology, sociology, health science, education, gerontology, and women’s studies. Students are encouraged to take a course in small-group dynamics and gerontology. Three elective courses (9 units) must be at the 300 level or above. Minors in Gerontology, Sociology, and Psychology can be completed with minimal or no additional course work. Electives must be approved by a Family Studies adviser or the department chairperson.

SERVICES TO CHILDREN AND YOUTH TRACK (21 UNITS)

Required Courses (6 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 101</td>
<td>3</td>
</tr>
<tr>
<td>or FMST 102</td>
<td>3</td>
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<tr>
<td>or FMST 201</td>
<td>3</td>
</tr>
<tr>
<td>or FMST 297</td>
<td>3</td>
</tr>
<tr>
<td>or FMST 301</td>
<td>3</td>
</tr>
<tr>
<td>or FMST 302</td>
<td>3</td>
</tr>
<tr>
<td>or FMST 303</td>
<td>3</td>
</tr>
<tr>
<td>or FMST 305</td>
<td>3</td>
</tr>
<tr>
<td>or FMST 380</td>
<td>3</td>
</tr>
<tr>
<td>or FMST 387</td>
<td>3</td>
</tr>
<tr>
<td>or FMST 397</td>
<td>3</td>
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<tr>
<td>or FMST 485</td>
<td>3</td>
</tr>
<tr>
<td>or FMST 490</td>
<td>4</td>
</tr>
<tr>
<td>or PSYC 203</td>
<td>3</td>
</tr>
<tr>
<td>or HLTH 220</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units: 120-121

1. The 100-level courses should be taken early in the student’s academic studies.
2. Required for Leadership in the Nonprofit Sector track.
ECED 201  EARLY CHILDHOOD DEVELOPMENT AND INTERVENTION  3
FMST 415  SERVICES TO CHILDREN AND YOUTH  3

Electives (15 Units)
Electives shall be selected from the following content areas: education, psychology, sociology, and health science. Three elective courses (9 units) must be at the 300 level or above. Electives must be approved by a Family Studies adviser or the department chairperson.

Total Units  21

INTRODUCTION TO CHILD LIFE TRACK (21 UNITS)

Required Courses (15 Units)
FMST 240  INTRODUCTION TO CHILD LIFE  3
OCTH 213  SMALL GROUP DYNAMICS  3
or PSYC 431  GROUP DYNAMICS  3
PSYC 205  INTRODUCTION TO THE HELPING RELATIONSHIP  3
FMST 340  THE HOSPITALIZED CHILD AND FAMILY  3
GERO 367  DEATH, DYING AND BEREAVEMENT  3

Required Child and Adolescent Development Courses (6 Units)
PSYC 403  INFANT AND CHILD DEVELOPMENT  3
PSYC 404  ADOLESCENT PSYCHOLOGY  3

Total Units  21

Other Recommended Courses
FMST 140  MEDICAL TERMINOLOGY FOR HUMAN SERVICE WORKERS  1
ECED 201  EARLY CHILDHOOD DEVELOPMENT AND INTERVENTION  3
ECED 315  INFANCY AND TODDLERHOOD DEVELOPMENT AND INTERVENTION  3
FMST 345  INTRODUCTION TO ART THERAPY  3

LEADERSHIP IN THE NONPROFIT SECTOR TRACK (10 UNITS)

The requirements for this track include FMST courses and completion of the minor in Business Administration (BUAD) (21 units).

Required Nonprofit Leadership Courses (10 Units)
FMST 350  FUNDAMENTALS OF LEADERSHIP IN THE NON-PROFIT SECTOR  3
FMST 355  FUNDRAISING, FRIENDRAISING AND VOLUNTEER MANAGEMENT  3
FMST 497  ADVANCED INTERNSHIP IN FAMILY STUDIES AND COMMUNITY DEVELOPMENT  4

Required BUAD Minor (21 Units)
ACCT 201  PRINCIPLES OF FINANCIAL ACCOUNTING  3
ACCT 202  PRINCIPLES OF MANAGERIAL ACCOUNTING  3
ECON 201  MICROECONOMIC PRINCIPLES  3
ECON 202  MACROECONOMIC PRINCIPLES  3
FIN 331  PRINCIPLES OF FINANCIAL MANAGEMENT  3
MKTG 341  PRINCIPLES OF MARKETING  3
MGMT 361  LEADERSHIP AND MANAGEMENT  3

Total Units  31

COMMUNITY EXPERIENCE
Civic Engagement/Service Learning

Internships and service learning are critical components of the Family and Human Services major. A continuum of field experiences offered throughout the program provides opportunities for students to enhance their understanding of course content, develop professional skills, and apply knowledge in the field. The first concentrated field experience is obtained during FMST 387. This course focuses on service learning through program development. Students participate directly with community organizations and agencies. Internships are the culminating field experience for the Family and Human Services major. The internship experience offers students the opportunity to apply course content, learn new skills, and develop professional contacts.

Family and Human Services interns work in a variety of settings depending on their interests. Internships occur in off-campus public and private agencies, including but not limited to, preschools, day-care centers for children or adults, child abuse and domestic violence centers, family support centers, agencies for the disabled, and various mental health and health care facilities. Examples of recent student placements include: Adoptions Together, Art with a Heart, Ashland Preschool Center, Boys and Girls Club of Metro Baltimore, The Family Tree, Jemicy School, Johns Hopkins Children’s Center, Law Office of Carl Gold, Leukemia and Lymphoma Society, National Family Resiliency Center, Rose of Sharon Equestrian School, University of Maryland Hospital for Children, Young Parent Support Center.

The curriculum emphasizes civic engagement through service learning. Service learning involves a process of preparation for community experiences, participation in the community, and integration of the academic preparation and community participation. The integration process involves self-reflection as well as self-discovery, including understanding of values, skills, and content. Community participation is required in several courses throughout the curriculum.

HUMAN SERVICES TRACK SUGGESTED FOUR-YEAR PLAN

Freshman
Term 1 Units Term 2 Units
FMST 101 3 FMST 201 (Core 10) 3
PSYC 101 (Core 6) 3 SOC 101 3
ENGL 102 or 190 (Core 2) 3 Core 3
Core 3 Core 3
Core 3 Core 3

15 15

Sophomore
Term 1 Units Term 2 Units
Basics Statistics Course (Core 3) - Select one of the following: 3-4 FMST Major or Track Requirement 3
MATH 231 3 FMST Major or Track Requirement 3
MATH 237 3 FMST Major or Track Requirement 3
PSYC 212 3 Core 7 or 8 - Lab Course 4
PSYC 213 3 Core 3
ECON 205 3 Core 3
FMST 285 3 Core 3

31
## Major in Family and Human Services

### Services to Children and Youth

**Track Suggested Four-Year Plan**

**Freshman**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
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<tbody>
<tr>
<td>FMST 101</td>
<td>3 FMST 201 (Core 10)</td>
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<tr>
<td>PSYC 101 (Core 6)</td>
<td>3 SOCI 101</td>
<td>3</td>
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<td>ENGL 102 (Core 2)</td>
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<td>Core</td>
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**Sophomore**

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<tr>
<td>Basic Statistics Course (Core 3) - Select one of the following:</td>
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<td>MATH 231</td>
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<td>PSYC 212</td>
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<td>FMST 285</td>
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**Junior**

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<tr>
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**Senior**

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<tr>
<td>FMST 297</td>
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<tr>
<td>FMST 387</td>
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<td>FMST 485 (Core 9)</td>
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<td>3 Non-Major Elective</td>
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**Total Units: 120-121**

### Introduction to Child Life

**Suggested Four-Year Plan**

**Freshman**

<table>
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<tr>
<th>Term 1</th>
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**Sophomore**

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<tr>
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<td>Basic Statistics Course (Core 3) - Select one of the following:</td>
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<td>MATH 231</td>
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**Junior**

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<tbody>
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**Senior**

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**Total Units: 121-122**
LEADERSHIP IN THE NONPROFIT SECTOR TRACK WITH BUSINESS ADMINISTRATION MINOR SUGGESTED FOUR-YEAR PLAN

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<tr>
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<th>Term 1</th>
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<tbody>
<tr>
<td>FMST 397</td>
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<tr>
<td>FMST 485 (Core 9)</td>
<td>3 FMST 497</td>
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<td>4 FMST 497</td>
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Total Units: 120

1) Students will demonstrate competency in written communication and oral communication.
2) Students will use knowledge acquired in family studies and human services courses in field experiences (community service and internship placements) and capstone courses.
3) Students will demonstrate comprehensive research skills related to the discipline. Students will demonstrate informational literacy and technological competency.

Five-Year Bachelor’s-to-Master’s Programs

The department offers two five-year bachelor’s to masters programs. One is a B.S. in Family and Human Services-Introduction to Child Life track combined with an M.S. in Child Life, Administration and Family Collaboration. The other is a B.A. (or B.S.) in Family Science combined with an M.A. in Leadership in Jewish Education and Communal Service.

- Combined Bachelor’s in Family and Human Services/Introduction to Child Life track and Master’s in Child Life, Administration and Family Collaboration (p. 209)
- Combined Bachelor’s in Family Science and Master’s in Leadership in Jewish Education and Communal Service (p. 210)

Combined B.S. in Family and Human Services/M.S. in Child Life, Administration & Family Collaboration

Students in the Department of Family Studies Introduction to Child Life Track may, in their junior year, apply for admission to the B.S. to M.S. Program. This program allows students to complete combined undergraduate and graduate degrees in 5 years. Students accepted into the program begin graduate course work during their senior year. Nine units taken at the 500/600 level after completion of the junior year will be double-counted toward the B.S. and M.S. A bachelor’s degree will be awarded to the B.S. to M.S. program students after all degree requirements for the bachelor’s are met. Students who do not complete the bachelor’s portion of the track or who do not maintain a 3.0 GPA may not proceed to the M.S. level unless deficiencies are resolved. Students must earn a “B” or better in the double-counted courses.

This program is open only to undergraduates pursuing the Introduction to Child Life Track in the Department of Family Studies and Community Development.

Undergraduate Admission Requirements

- Completion of or current enrollment in 60 units (may include transfer units)
- Declaration of a Family and Human Services Major in the Introduction to Child Life Track
- Completion of the following courses with a grade of B or better:
  - FMST 240 INTRODUCTION TO CHILD LIFE 3
  - FMST 301 FAMILY RELATIONSHIPS 3
  - FMST 302 FAMILY THEORIES 3
  - STATS 3
  - PSYC 101 INTRODUCTION TO PSYCHOLOGY 3
Interdisciplinary Electives will be fulfilled by the courses students select to meet the undergraduate major requirements for Elective Area IV: FMST 550; FMST 555. These two courses (6 units) will meet the undergraduate major requirements for Elective Area IV do not count toward the 38 units required for the degree. Students may select other graduate courses to fulfill these requirements with the approval of the academic advisor/graduate program director.

Admission Requirements

- Acceptance into the university with a declaration of a B.A. in Family Science
- Requirements for transition to the M.A. component of the program:
  - Completion of 90 units (may include current enrollment and transfer units)
  - Minimum overall GPA of 3.0 by the end of the spring term preceding transition to the MA program
  - Completion of the following courses with a grade of B or better
  - STATS:
    
    Select one of the following:  
    
    | Course       | Title                        | Units |
    |--------------|------------------------------|-------|
    | MATH 231     | BASIC STATISTICS             | 3     |
    | MATH 237     | ELEMENTARY BIOSTATISTICS     | 3     |
    | PSYC 212     | BEHAVIORAL STATISTICS        | 3     |
    | ECON 205     | STATISTICS FOR BUSINESS AND ECONOMICS I | 3     |
    | FMST 301     | FAMILY RELATIONSHIPS        | 3     |
    | FMST 302     | FAMILY THEORIES             | 3     |

- Completion of the Hebrew Requirement: Students must take the Hebrew placement examination. In order to be admitted into the BA/MA students must demonstrate proficiency equivalent to the level of two years of college Hebrew (through Biblical or Modern Hebrew IV). Beginning with their first term of matriculation, students must study Hebrew every term until this proficiency is attained. Students taking Hebrew course work must attain a grade of "B" or better each term in order to be considered proficient.

Degree Requirements

Please see the B.S. requirements (p. 206) listed under the Major in Family and Human Services. 9 units (FMST 540, FMST 545, FMST 601) taken at the 500/600 level after completion of the junior year will be double counted toward fulfilling the 120 units required for the B.S. and the 40 units required for the M.S.

Please see the M.S. requirements in the Graduate Catalog. (http://catalog.towson.edu/graduate/degree-certificate-programs/liberal-arts/child-life-administration-family-collaboration-ms)

Combined B.A/B.S. in Family Science and M.A. in Leadership in Jewish Education and Communal Service

The combined bachelor’s to master’s program is designed to allow students to complete both the undergraduate and graduate degrees in five years, including 9 units taken during the summer terms. Students are required to complete the Hebrew Language requirement necessary for both the B.A. and acceptance into the M.A. program. The following graduate courses will count towards the undergraduate and graduate degrees and will be completed by the student in the senior year of study: FMST 550; FMST 555. These two courses (6 units) will meet the undergraduate major requirements for Elective Area IV: FMST Elective, and at the graduate level these courses will fulfill the Professional Courses Elective requirement (6 units).

Three units of the undergraduate requirement for Elective Area II: Interdisciplinary Electives will be fulfilled by the course students select to complete the graduate requirement of The Jewish Studies Elective (3).
Minor in Family Studies

The 21-unit minor in Family Studies provides an opportunity for students who would like to study families along with their major focus of study. Knowledge about families and working with families has emerged as a critical area of concern for health, social service, and education professionals. Thus, this program fits well for students studying in health professions, liberal arts, and education.

Pre-Registration Requirements (0 Units)

PSYC 101 INTRODUCTION TO PSYCHOLOGY 3
SOCI 101 INTRODUCTION TO SOCIOLOGY 3

Required Courses (15 Units)

FMST 101 INTRODUCTION TO FAMILY STUDIES 3
FMST 201 FAMILY RESOURCES 3
FMST 301 FAMILY RELATIONSHIPS 3
FMST 302 FAMILY THEORIES 3
FMST 303 CONTEMPORARY TRENDS IN FAMILY POLICY 3

Upper-Level Discipline-Based Elective (3 Units)

Select one of the following: 3

FMST 305 PARENT-CHILD RELATIONSHIPS ACROSS THE LIFESPAN
FMST 340 THE HOSPITALIZED CHILD AND FAMILY
FMST 345 INTRODUCTION TO ART THERAPY
FMST 350 FUNDAMENTALS OF LEADERSHIP IN THE NON-PROFIT SECTOR
FMST 370 SPECIAL TOPICS IN FAMILY STUDIES (with approval of department chairperson)
FMST 380 FAMILY LAW
FMST 387 COMMUNITY SERVICES FOR FAMILIES
FMST 397 INTERNSHIP IN FAMILY AND HUMAN SERVICES ¹
FMST 415 SERVICES TO CHILDREN AND YOUTH
FMST 490 FAMILY AND HUMAN SERVICE CAPSTONE: METHODS IN FAMILY LIFE EDUCATION ²

Additional Elective (3 Units)

Select this elective from the list of FMST electives in any of the four tracks in the Family and Human Services major. Additional courses may be counted as electives at the discretion of the Family Studies chair. 3

Total Units 21

¹ Prerequisites are FMST 297 and FMST 387. FMST 297 must be taken one term prior to enrollment in FMST 397.
² Must be approved by the department chairperson.

Department of Foreign Languages

OFFICE
College of Liberal Arts Building
Room 4210,
410-704-2883
Fax: 410-704-4290

PROGRAMS OF THE DEPARTMENT

• Major in Foreign Languages with concentrations in:
  • French Literature/Professional Program (p. 213)
  • French Secondary Education (p. 213)

  • Spanish Literature/Professional Program (p. 213)
  • Spanish Secondary Education (p. 216)
  • Minor in Chinese, French, German, Italian or Spanish
  • Proficiency in French and Spanish for non-degree-seeking professionals in the community who wish to acquire a reasonable oral and written competency in a foreign language
  • Language Elective, for all students who wish to acquire a reading or conversational ability in one of the following languages:
    i Arabic
    ii Chinese (Mandarin)
    iii Biblical Hebrew
    iv Modern Hebrew
    v Ancient Greek
    vi Japanese
    vii Latin
    viii Portuguese
    ix Russian

Expansion of these non-major languages will be made in response to expressed student interest. Students who major or minor in Foreign Languages must declare their concentrations in the department and are required to have academic advisers in their major and minor field and maintain close contact with the faculty advisers in order to select and prepare their course of study. Majors should see their advisers at least once a term. It is recommended that the concentration be declared before or during the sophomore year.

Culture and Civilization Course Requirement

The requirement of 6 upper-division units of culture and civilization for Foreign Languages majors in the Spanish Concentration is strongly felt by the Spanish faculty to be a necessity in the program. This is primarily because of the great diversity of Spanish-speaking countries in Europe, South America, Central America and the Caribbean, and the importance of the knowledge of this diversity for all who teach or otherwise use Spanish. The French faculty also feel that the study of French culture and civilization represents a necessary aspect of the program and believe that it cannot be separated from the study of the language and literature. The German culture and civilization course is required for the Teacher Education Program in German.

Double Tracks or Majors

The department encourages its FORL majors to carry an additional concentration in either another language or to combine their language with another field of study. Interested students should consult the department.

MINOR IN A FOREIGN LANGUAGE

The minor programs in French, German, Spanish Italian, and Chinese provide majors in other disciplines with the educational language background necessary to enhance their career opportunities. Language minors may transfer up to 6 units toward a minor. Transfer students may then complete up to 6 units off campus through Towson University’s study abroad or Maryland state inter-institutional exchange. All minors must complete at least 6 upper-level units as on-campus or off-campus course work at TU. The minor should be approved by the student’s department adviser. Minors in all languages need a C or higher in each completed course applied toward the minor.

PROFICIENCY IN A FOREIGN LANGUAGE

The department has designed a program of study that offers non-degree-seeking professionals in the community a recognition of Proficiency in Foreign Languages with a focus in French or Spanish upon satisfactory completion of prescribed requirements.
The proficiency may be earned by any individual whose sole interest in attending the university is for the purpose of obtaining the proficiency of the language.

The program is designed for those individuals who are planning or practicing careers which require reasonable oral and written competence in a modern language. In the job market, national and international, a large number of opportunities await persons whose knowledge of one or more modern languages has been well established through intensive college/university study. The proficiency is quite advantageous for aspiring professionals in the fields of communications, public service, business and finance, agriculture, transportation, health services, education, energy, natural resources, journalism, law, foreign services, air traffic, management, import/export purchasing, sales, etc.

In order to complete the recognition of proficiency, students must complete all required courses with a grade equivalent of 2.00 or higher. Students who are prepared to begin at the advanced level will need to complete 12 units of study, whereas students who begin at the elementary level will have to earn 24 units in the particular language.

**French Proficiency Required Courses (24 units)**

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<tr>
<td>FREN 102</td>
<td>FRENCH ELEMENTS II</td>
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<td>FREN 201</td>
<td>FRENCH INTERMEDIATE I</td>
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</tr>
<tr>
<td>FREN 202</td>
<td>FRENCH INTERMEDIATE II</td>
<td>3</td>
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<tr>
<td>FREN 301</td>
<td>ADVANCED CONVERSATION</td>
<td>3</td>
</tr>
<tr>
<td>FREN 302</td>
<td>ADVANCED COMPOSITION</td>
<td>3</td>
</tr>
<tr>
<td>FREN 495</td>
<td>INTERNSHIP FOR PROFICIENCY IN FRENCH</td>
<td>3</td>
</tr>
<tr>
<td>FREN XXX</td>
<td>One elective course in FREN</td>
<td></td>
</tr>
</tbody>
</table>

**Total Units** 24

**Spanish Proficiency Required Courses (24 units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 101</td>
<td>SPANISH ELEMENTS I</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 102</td>
<td>SPANISH ELEMENTS II</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 201</td>
<td>SPANISH INTERMEDIATE I</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 202</td>
<td>SPANISH INTERMEDIATE II</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 301</td>
<td>COMPOSITION AND CONVERSATION I</td>
<td>3</td>
</tr>
<tr>
<td>or SPAN 302</td>
<td>COMPOSITION AND CONVERSATION II</td>
<td></td>
</tr>
<tr>
<td>SPAN 311</td>
<td>CULTURE AND CIVILIZATION OF SPAIN</td>
<td>3</td>
</tr>
<tr>
<td>or SPAN 312</td>
<td>CULTURE AND CIVILIZATION OF LATIN AMERICA</td>
<td></td>
</tr>
<tr>
<td>SPAN 497</td>
<td>INTERNSHIP IN SPANISH</td>
<td>3</td>
</tr>
<tr>
<td>SPAN XXX</td>
<td>One elective course in SPAN</td>
<td></td>
</tr>
</tbody>
</table>

**Total Units** 24

**MEETING B.A. REQUIREMENTS**

Completion of the intermediate level of a foreign language (201 and 202) or its equivalent is required of all Bachelor of Arts degree candidates. This requirement may be met by:

1. completing two or more years of the language in high school plus intermediate levels I and II in college;
2. completing the elementary- and intermediate-level courses of the language in college;
3. successfully completing one term of any course beyond the intermediate level; or
4. successfully completing a Credit for Prior Learning Exam in any language offered at the 301–302 level at Towson University administered each November by the Department of Foreign Languages.

**CREDIT FOR PRIOR LEARNING (CPL) EXAM**

This annual examination is for Native and Heritage speakers in the languages offered by the Department of Foreign Languages at the 301–302 level only. There is no departmental exam offered to earn elementary or intermediate units in any language. An overall exam score of A is required in order to receive 6 units; an exam score of B entitles the student to 3 units. Every October, the application for the exam is distributed by the department to qualified students. Applicants are then advised of the date and time in November when the exam will be administered. The exam is not offered at any other time of the year.

**PLACEMENT IN LANGUAGES**

The department reserves the right to assess and place students in the language level appropriate to their prior learning and/or native or heritage speaking skills. The following guideline pertains to entering students with high school language study:

- One year of high school language study, students may register for 101 or 102.
- Two years of high school language study, students may register for 102 or 201.
- Three years of high school language study, students may register for 102 or 201.
- Students with 3 or more years of high school language study may not register in 101.
- Four years of high school language study, students may register for 201 or 202.
- Five years of high school language study, students may register for 202 or 301.

**TRANSFER CREDIT POLICY**

All Foreign Languages majors may transfer up to 15 units toward the major. All Foreign Languages minors may transfer up to 6 units toward the minor.

**HONORS PROGRAM**

The department participates in the Honors College. Students interested in completing a language major with departmental honors should consult the departmental honors faculty coordinator no later than the first term of their junior year.

**SPECIAL DEPARTMENTAL PROGRAMS**

The department sponsors the Eta Gamma Chapter of the National Spanish Honor Society, Sigma Delta Pi, and encourages all Spanish students to participate in the activities of the society. The department also sponsors the Kappa Pi chapter of the National French Honor Society, Phi Delta Phi and Gamma Kappa Alpha, the National Italian Honor Society.

The department offers an internship program through the University’s Career Center.

Faculty-led study abroad programs are available for students interested in studying abroad in a variety of destinations around the world.

**ORAL PROFICIENCY INTERVIEW (OPI)**

As part of the requirements for graduation, teacher candidates in French, German and Spanish must complete the Oral Proficiency Interview (OPI), administered by an interviewer certified by the American Council on the Teaching of Foreign Languages (ACTFL). While candidates may take the
Note for Foreign Language students: Courses at the levels of 101, 102, 201, 202, 301 and 302 in any foreign language offered by the department are not open to students who have completed or tested at a higher level in the same language.

MAJORS IN FOREIGN LANGUAGES

• Major in Foreign Languages with concentrations in:
  • French Literature/Professional Program (p. 213)
  • French Secondary Education (p. 213)
  • Spanish Literature/Professional Program (p. 215)
  • Spanish Secondary Education (p. 216)

MINORS IN FOREIGN LANGUAGES

• Chinese (p. 218)
• French (p. 219)
• German (p. 219)
• Italian (p. 219)
• Spanish (p. 219)

French Literature/Professional Concentration

In addition to the Core Curriculum requirements, Foreign Languages majors in the French Literature/Professional Concentration must complete 30 units with a grade equivalent of 2.00 or higher in French beyond the intermediate level. Of the 30 units, at least 15 units must be taken at Towson University.

Required Courses (6 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 301</td>
<td>ADVANCED CONVERSATION</td>
<td>3</td>
</tr>
<tr>
<td>FREN 302</td>
<td>ADVANCED COMPOSITION</td>
<td>3</td>
</tr>
</tbody>
</table>

Literature and Civilization Required Courses (9 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 328</td>
<td>20TH-CENTURY LITERATURE AND CIVILIZATION</td>
<td>3</td>
</tr>
<tr>
<td>or FREN 329</td>
<td>CONTEMPORARY FRENCH LITERATURE AND CIVILIZATION: 1945 TO PRESENT</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two of the following: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 325</td>
<td>EARLY FRENCH LITERATURE AND CIVILIZATION: MIDDLE AGES TO 17TH CENTURY</td>
<td>3</td>
</tr>
<tr>
<td>FREN 326</td>
<td>18TH-CENTURY LITERATURE AND CIVILIZATION</td>
<td>3</td>
</tr>
<tr>
<td>FREN 327</td>
<td>19TH-CENTURY LITERATURE AND CIVILIZATION</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (15 Units)

Select fifteen units in the target language, of which 9 units at the 400 level are required.

Total Units 30

1 Native and Heritage speakers of French may earn up to 6 units for FREN 301 and/or FREN 302 by taking the department’s credit for Prior Learning Exam.

2 Students wishing to emphasize the Professional Concentration, with the permission of the department, can substitute the internship (FREN 497) for one 400-level elective course. The internship is generally completed in the junior or senior year, and students will need to complete 27 units beyond the intermediate level and have a GPA of at least 2.50 in French before applying for the internship.

1. Students are expected to achieve oral proficiency at the Intermediate Mid-level according to ACTFL standards.
2. Students are expected to achieve listening comprehension at the Intermediate High level according to ACTFL standards.
3. Students are expected to achieve reading comprehension at the Intermediate High level according to ACTFL standards.
4. Students are expected to demonstrate written proficiency at the Intermediate High level according to ACTFL.

French Secondary Education Concentration

Foreign Languages majors may wish to obtain certification to teach French at the secondary level. Students in this Secondary Teacher Education Concentration receive certification to teach in Maryland upon graduation. In addition to the Core Curriculum requirements and the requirements specified by the Department of Secondary Education, students must complete 30 units with a grade equivalent of 2.00 or higher beyond the intermediate level from among the following courses. Students must contact the Department of Secondary Education about admission to the Secondary Education Program.

Students who decide not to complete all secondary education requirements must select and complete a different concentration/track in the major in order to graduate.

Majors who are in the Secondary Teacher Education Program are required to take Advanced Grammar and Method of Teaching a Foreign Language before internship. Students are also required to complete the Oral Proficiency Interview.

Required Courses (6 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 301</td>
<td>ADVANCED CONVERSATION</td>
<td>3</td>
</tr>
<tr>
<td>FREN 302</td>
<td>ADVANCED COMPOSITION</td>
<td>3</td>
</tr>
</tbody>
</table>

Literature and Civilization Required Courses (12 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 391</td>
<td>ADVANCED FRENCH GRAMMAR</td>
<td>3</td>
</tr>
<tr>
<td>or FREN 328</td>
<td>20TH-CENTURY LITERATURE AND CIVILIZATION</td>
<td>3</td>
</tr>
<tr>
<td>or FREN 329</td>
<td>CONTEMPORARY FRENCH LITERATURE AND CIVILIZATION: 1945 TO PRESENT</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two of the following: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 325</td>
<td>EARLY FRENCH LITERATURE AND CIVILIZATION: MIDDLE AGES TO 17TH CENTURY</td>
<td>3</td>
</tr>
<tr>
<td>FREN 326</td>
<td>18TH-CENTURY LITERATURE AND CIVILIZATION</td>
<td>3</td>
</tr>
<tr>
<td>FREN 327</td>
<td>19TH-CENTURY LITERATURE AND CIVILIZATION</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (12 Units)

Select twelve units of electives, including 6 units at the 400 level. These courses must be taken in addition to the Department of Secondary Education requirements.

Total Units 30

1 Native and Heritage speakers of French may earn up to 6 units for FREN 301 and/or FREN 302 by taking the department’s credit for Prior Learning Exam.
SECONDARY TEACHER EDUCATION REQUIREMENTS

In addition to majoring in one of the certification subject areas as well as satisfying the university Core Curriculum requirements, students must complete the professional education courses listed below.

Required Professional Courses for Secondary Education

A minimum grade equivalent of 2.00 or higher is required for all courses with an overall grade point average of 2.75 and 3.00 in professional education courses.

ISTC 301 INTEGRATING INSTRUCTIONAL TECHNOLOGY 3
SCED 305 ADOLESCENT LEARNING, DEVELOPMENT, AND DIVERSITY (prerequisite: PSYC 101) 3
SCED 341 PRINCIPLES OF SECONDARY EDUCATION 4
SCED 401 ANALYZING INTERNSHIP 1-3
SCED 419 YOUNG ADULT LITERATURE (English majors only) 3
SCED 460 USING READING AND WRITING IN THE SECONDARY SCHOOLS 4
SCED 462 SEMINAR IN TEACHING READING IN THE SECONDARY SCHOOLS 1

Methods Requirement
Select one of the following based on major: 3
SCED 353 TEACHING MODERN FOREIGN LANGUAGE IN THE SECONDARY SCHOOL 3
SCED 355 TEACHING SOCIAL STUDIES IN THE SECONDARY SCHOOL
SCED 357 TEACHING ENGLISH IN THE SECONDARY SCHOOL

Internship Requirement by Major
Select one of the following based on major: 12
SCED 383 INTERNSHIP IN SECONDARY EDUCATION-ENGLISH
SCED 384 INTERNSHIP IN SECONDARY EDUCATION-FRENCH
SCED 389 INTERNSHIP IN SECONDARY EDUCATION-HISTORY
SCED 394 STUDENT TEACHING IN SECONDARY EDUCATION-SPANISH
SCED 396 INTERNSHIP IN SECONDARY EDUCATION-SOCIAL SCIENCE
SCED 461 TEACHING READING IN THE SECONDARY CONTENT AREAS (taken concurrently with SCED 499) 3
SCED 499 INTERNSHIP IN SECONDARY EDUCATION 6
SPED 301 INTRODUCTION TO SPECIAL EDUCATION 3

Additional requirements to be integrated into Core Curriculum:
COMM 131 FUNDAMENTALS OF SPEECH COMMUNICATION 3
EDUC 202 HISTORICAL AND CONTEMPORARY PERSPECTIVES: AMERICA’S URBAN SCHOOLS 3
EDUC 203 TEACHING AND LEARNING IN A DIVERSE SOCIETY 3
HIST 145 HISTORY OF THE UNITED STATES TO THE CIVIL WAR 3
or HIST 146 HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR 3
SCED 304 EDUCATION, ETHICS AND CHANGE 3

REQUIREMENTS FOR FULL-TIME INTERNSHIP

1. All students must meet the following GPA requirements to be admitted to student teaching: 2.75 GPA in major field and 3.00 in professional education courses with a minimum 2.75 overall GPA, based on transcripts from all institutions of higher learning attended, including Towson University. (Consult with SCED adviser.)

2. All preservice students in Teacher Education programs at Towson University whose program of study requires an intensive and extensive internship or student teaching experience in a public school setting (pre-K through 12) are required to undergo a criminal background check before entering this experience. The criminal background check must be filed with the Center for Professional Practice.

The Professional Year

As part of their yearlong professional internship, all teacher candidates begin these activities in Professional Development Schools (PDS). These are schools in which the Department of Secondary Education and the College of Education have partnerships in which the PDS and the Department collaborate on a number of issues, including serving as in-school sites for courses as well as the activities taking place during the Full-Time Internship year.

FRENCH SECONDARY EDUCATION SUGGESTED FOUR-YEAR PLAN

<table>
<thead>
<tr>
<th>Term</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term 1</td>
<td>3 FREN 202</td>
<td>3</td>
</tr>
<tr>
<td>Term 2</td>
<td>3 ENGL 102</td>
<td>3</td>
</tr>
<tr>
<td>Term 3</td>
<td>3 Core</td>
<td>3</td>
</tr>
<tr>
<td>Core</td>
<td>3 Core</td>
<td>3</td>
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<tr>
<td>Core</td>
<td>3 Core</td>
<td>3</td>
</tr>
<tr>
<td>Core/Elective</td>
<td>3 Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

| Sophomore  |              |       |
| Term 1     | 3 FREN 302  | 3     |
| Term 2     | 3 Core      | 3     |
| Core       | 3 Core      | 3     |
| Core       | 3 Elective  | 3     |
| Core/Elective | 3 Elective | 3     |

| Junior     |              |       |
| Term 1     | 3 FREN 391  | 3     |
| Term 2     | Select one of the following (all three may also be taken concurrently): 2  |
| Elective   | 3 FREN 325  | 3     |
| Elective   | 3 FREN 326  | 3     |
| Elective   | 3 Elective  | 3     |
| Elective   | 3 Elective  | 3     |

| Total      | 12           | 9     |

1. Taken at a professional development school during the fall or spring term, whichever precedes the full-time internship term, with Methods of Teaching Major Subject and SCED 461
2. Some methods courses are offered spring or fall only. Check with your adviser.

1. Taken concurrently with SCED 341 and shares a required field experience
That they will need to become advocates with students, colleagues, and members of the community to promote the field.

Spanish Literature/Professional Concentration

In addition to the Core Curriculum requirements, students in the Spanish Literature/Professional Concentration must complete 30 units with a grade equivalent of 2.00 or higher in Spanish beyond the intermediate level. Of the 30 units, at least 15 units must be taken at Towson University.

Required Courses (18 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 301</td>
<td>COMPOSITION AND CONVERSATION I ^1</td>
</tr>
<tr>
<td>or SPAN 303</td>
<td>SPANISH FOR HERITAGE SPEAKERS I</td>
</tr>
<tr>
<td>SPAN 302</td>
<td>COMPOSITION AND CONVERSATION II ^1</td>
</tr>
<tr>
<td>or SPAN 304</td>
<td>SPANISH FOR HERITAGE SPEAKERS III</td>
</tr>
<tr>
<td>SPAN 311</td>
<td>CULTURE AND CIVILIZATION OF SPAIN</td>
</tr>
<tr>
<td>SPAN 312</td>
<td>CULTURE AND CIVILIZATION OF LATIN AMERICA</td>
</tr>
<tr>
<td>SPAN 321</td>
<td>SURVEY OF SPANISH LITERATURE</td>
</tr>
<tr>
<td>SPAN 322</td>
<td>SURVEY OF SPANISH-AMERICAN LITERATURE</td>
</tr>
</tbody>
</table>

Electives (12 Units)

Select four of the following: 2,3

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 305</td>
<td>READINGS IN SPANISH</td>
</tr>
<tr>
<td>SPAN 306</td>
<td>SPANISH PHONETICS</td>
</tr>
<tr>
<td>SPAN 331</td>
<td>SPANISH FOR BUSINESS</td>
</tr>
<tr>
<td>SPAN 391</td>
<td>ADVANCED SPANISH GRAMMAR</td>
</tr>
<tr>
<td>SPAN 407</td>
<td>ADVANCED SPANISH COMPOSITION</td>
</tr>
<tr>
<td>SPAN 408</td>
<td>ADVANCED SPANISH CONVERSATION</td>
</tr>
<tr>
<td>SPAN 409</td>
<td>SPANISH TRANSLATION</td>
</tr>
<tr>
<td>SPAN 455</td>
<td>HISPANIC POPULAR CULTURES</td>
</tr>
<tr>
<td>SPAN 470</td>
<td>SPECIAL TOPICS IN SPANISH</td>
</tr>
<tr>
<td>SPAN 471</td>
<td>SPECIAL TOPICS IN SPANISH</td>
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<tr>
<td>SPAN 472</td>
<td>SPECIAL TOPICS IN SPANISH</td>
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<tr>
<td>SPAN 473</td>
<td>SPECIAL TOPICS IN SPANISH</td>
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<td>SPAN 474</td>
<td>SPECIAL TOPICS IN SPANISH</td>
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<td>SPAN 475</td>
<td>SPEC TPcs IN SPAN</td>
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<tr>
<td>SPAN 476</td>
<td>SPECIAL TOPICS IN SPAN</td>
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<tr>
<td>SPAN 477</td>
<td>SPECIAL TOPICS IN SPAN</td>
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<td>SPAN 478</td>
<td>SPECIAL TOPICS IN SPAN</td>
</tr>
<tr>
<td>SPAN 479</td>
<td>SPECIAL TOPICS IN SPAN</td>
</tr>
<tr>
<td>SPAN 4XX</td>
<td>Upper-level literature course</td>
</tr>
</tbody>
</table>

Total Units 30

1 Native speakers of Spanish may earn up to 6 units for SPAN 301 and/or SPAN 302 by taking the department’s Credit for Prior Learning Exam.

2 Of the 12 units of electives in the target language, 3 units must be in a 400-level literature course or in a 400-level special topics course. However, before enrolling in a 400-level literature course, students must have completed a survey of literature course, either SPAN 321 or SPAN 322.

3 Students wishing to emphasize the Professional Track, with the permission of the department, can substitute the internship (SPAN 497) for one 400-level elective course. The internship is generally completed in the junior or senior year, and students will need to complete 27 units beyond the intermediate level and have a GPA of at least 2.50 in the foreign language before applying for the internship.
## SPANISH - LITERATURE CONCENTRATION SUGGESTED FOUR-YEAR PLAN

### Freshman

<table>
<thead>
<tr>
<th>Term</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 201 1</td>
<td>3 SPAN 202 1</td>
<td>3</td>
</tr>
<tr>
<td>TSEM 102 (Core 1)</td>
<td>3 ENGL 102 (Core 2)</td>
<td>3</td>
</tr>
<tr>
<td>Core 3</td>
<td>3 Core</td>
<td>3</td>
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<tr>
<td>Core 3</td>
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<td>3</td>
</tr>
<tr>
<td>Core</td>
<td>3 Core</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Units: 15**

### Sophomore

<table>
<thead>
<tr>
<th>Term</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 301</td>
<td>3 SPAN 302</td>
<td>3</td>
</tr>
<tr>
<td>Core 3</td>
<td>3 Core</td>
<td>3</td>
</tr>
<tr>
<td>Core 3</td>
<td>3 Core</td>
<td>3</td>
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</tbody>
</table>

**Total Units: 15**

### Junior

<table>
<thead>
<tr>
<th>Term</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 311</td>
<td>3 SPAN 312</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 321</td>
<td>3 SPAN 322</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Units: 9**

### Senior

<table>
<thead>
<tr>
<th>Term</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 4xx Literature/Special Topics course</td>
<td>3 SPAN 3xx/4xx Spanish Upper-Level Elective</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 3xx/4xx Spanish Upper-Level Elective</td>
<td>3 SPAN 497</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Units: 12**

**Total Units: 111**

1. During their first academic year, students may take Spanish Intermediate courses (SPAN 201-202) if needed, or they may start with SPAN 301 after consultation with a faculty adviser from the Department of Foreign Languages.

## SPANISH PROFESSIONAL CONCENTRATION SUGGESTED FOUR-YEAR PLAN

### Freshman

<table>
<thead>
<tr>
<th>Term</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 201 1</td>
<td>3 SPAN 202 1</td>
<td>3</td>
</tr>
<tr>
<td>TSEM 102 (Core 1)</td>
<td>3 ENGL 102 (Core 2)</td>
<td>3</td>
</tr>
<tr>
<td>Core 3</td>
<td>3 Core</td>
<td>3</td>
</tr>
<tr>
<td>Core 3</td>
<td>3 Core</td>
<td>3</td>
</tr>
<tr>
<td>Core</td>
<td>3 Core</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Units: 15**

### Sophomore

<table>
<thead>
<tr>
<th>Term</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 301</td>
<td>3 SPAN 302</td>
<td>3</td>
</tr>
<tr>
<td>Core 3</td>
<td>3 Core</td>
<td>3</td>
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<tr>
<td>Core 3</td>
<td>3 Core</td>
<td>3</td>
</tr>
<tr>
<td>Core/Elective</td>
<td>Elective</td>
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</tbody>
</table>

**Total Units: 15**

### Junior

<table>
<thead>
<tr>
<th>Term</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 311</td>
<td>3 SPAN 312</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 321</td>
<td>3 SPAN 322</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Units: 9**

### Senior

<table>
<thead>
<tr>
<th>Term</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 4xx Literature/Special Topics course</td>
<td>3 SPAN 3xx/4xx Spanish Upper-Level Elective</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 3xx/4xx Spanish Upper-Level Elective</td>
<td>3 SPAN 497</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Units: 12**

**Total Units: 108**

1. During their first academic year, students may take Spanish Intermediate courses (SPAN 201-202) if needed, or they may start with SPAN 301 after consultation with a faculty adviser from the Department of Foreign Languages.

## Spanish Secondary Education Concentration

Foreign Languages majors in the Spanish Secondary Teacher Education Concentration receive certification to teach in Maryland upon graduation. In addition to the Core Curriculum requirements and the requirements specified by the Department of Secondary Education, students must complete 30 units with a grade equivalent of 2.75 or higher beyond the intermediate level in the following courses. Students must contact the Department of Secondary Education about admission to the Secondary Teacher Education Program. Students are also required to complete the Oral Proficiency Interview.

Students who decide not to complete all secondary education requirements must select and complete a different concentration/track in the major in order to graduate.

### Required Courses (27 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Term</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 301</td>
<td>COMPOSITION AND CONVERSATION I 1</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 302</td>
<td>COMPOSITION AND CONVERSATION II 1</td>
<td>3</td>
</tr>
</tbody>
</table>
A minimum grade equivalent of 2.00 or higher is required for all courses with an overall grade point average of 2.75 and 3.00 in professional education. Required Professional Courses for Secondary Education

A minimum grade equivalent of 2.00 or higher is required for all courses with an overall grade point average of 2.75 and 3.00 in professional education courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTC 301</td>
<td>INTEGRATING INSTRUCTIONAL TECHNOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>SCED 305</td>
<td>ADOLESCENT LEARNING, DEVELOPMENT, AND DIVERSITY (prerequisite: PSYC 101)</td>
<td>3</td>
</tr>
<tr>
<td>SCED 341</td>
<td>PRINCIPLES OF SECONDARY EDUCATION</td>
<td>4</td>
</tr>
<tr>
<td>SCED 401</td>
<td>ANALYZING INTERNSHIP</td>
<td>1-3</td>
</tr>
<tr>
<td>SCED 419</td>
<td>YOUNG ADULT LITERATURE (English majors only)</td>
<td>3</td>
</tr>
<tr>
<td>SCED 460</td>
<td>USING READING AND WRITING IN THE SECONDARY SCHOOLS</td>
<td>4</td>
</tr>
<tr>
<td>SCED 462</td>
<td>SEMINAR IN TEACHING READING IN THE SECONDARY CONTENT AREAS</td>
<td>1</td>
</tr>
</tbody>
</table>

Methods Requirement
Select one of the following based on major: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCED 353</td>
<td>TEACHING MODERN FOREIGN LANGUAGE IN THE SECONDARY SCHOOL</td>
<td>3</td>
</tr>
<tr>
<td>SCED 355</td>
<td>TEACHING SOCIAL STUDIES IN THE SECONDARY SCHOOL</td>
<td></td>
</tr>
<tr>
<td>SCED 357</td>
<td>TEACHING ENGLISH IN THE SECONDARY SCHOOL</td>
<td></td>
</tr>
</tbody>
</table>

Internship Requirement by Major
Select one of the following based on major: 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCED 383</td>
<td>INTERNSHIP IN SECONDARY EDUCATION-ENGLISH</td>
<td>12</td>
</tr>
</tbody>
</table>

Select any 400-level Spanish Literature or Culture Course 3

Additional Requirement(s) (3-6 Units)
Select one of the following: 3-6

Native and Heritage Spanish speakers:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 407</td>
<td>ADVANCED SPANISH COMPOSITION</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 408</td>
<td>ADVANCED SPANISH CONVERSATION</td>
<td>3</td>
</tr>
</tbody>
</table>

Non-native Spanish speakers, in consultation with their FORL SCED adviser:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 407</td>
<td>ADVANCED SPANISH COMPOSITION</td>
<td>3</td>
</tr>
<tr>
<td>or SPAN 408</td>
<td>ADVANCED SPANISH CONVERSATION</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units 30-33

1 Native and Heritage speakers of Spanish may earn up to 6 units for SPAN 301 and/or SPAN 302 by taking the department’s Credit for Prior Learning Exam.

All of the above required courses must be completed in addition to the Department of Secondary Education requirements

SECONDARY TEACHER EDUCATION REQUIREMENTS

In addition to majoring in one of the certification subject areas as well as satisfying the university Core Curriculum requirements, students must complete the professional education courses listed below.

Required Professional Courses for Secondary Education

A minimum grade equivalent of 2.00 or higher is required for all courses with an overall grade point average of 2.75 and 3.00 in professional education courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCED 384</td>
<td>INTERNSHIP IN SECONDARY EDUCATION-FRENCH</td>
<td>3</td>
</tr>
<tr>
<td>SCED 389</td>
<td>INTERNSHIP IN SECONDARY EDUCATION-HISTORY</td>
<td>3</td>
</tr>
<tr>
<td>SCED 394</td>
<td>STUDENT TEACHING IN SECONDARY EDUCATION-SPANISH</td>
<td>3</td>
</tr>
<tr>
<td>SCED 396</td>
<td>INTERNSHIP IN SECONDARY EDUCATION-SOCIAL SCIENCE</td>
<td>3</td>
</tr>
<tr>
<td>SCED 461</td>
<td>TEACHING READING IN THE SECONDARY CONTENT AREAS (taken concurrently with SCED 499)</td>
<td>3</td>
</tr>
<tr>
<td>SCED 499</td>
<td>INTERNSHIP IN SECONDARY EDUCATION</td>
<td>2</td>
</tr>
<tr>
<td>SPED 301</td>
<td>INTRODUCTION TO SPECIAL EDUCATION</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional requirements to be integrated into Core Curriculum:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 131</td>
<td>FUNDAMENTALS OF SPEECH COMMUNICATION</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 202</td>
<td>HISTORICAL AND CONTEMPORARY PERSPECTIVES: AMERICA’S URBAN SCHOOLS</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 203</td>
<td>TEACHING AND LEARNING IN A DIVERSE SOCIETY</td>
<td>3</td>
</tr>
<tr>
<td>HIST 145</td>
<td>HISTORY OF THE UNITED STATES TO THE CIVIL WAR</td>
<td>3</td>
</tr>
<tr>
<td>or HIST 146</td>
<td>HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR</td>
<td>3</td>
</tr>
<tr>
<td>SCED 304</td>
<td>EDUCATION, ETHICS AND CHANGE</td>
<td>3</td>
</tr>
</tbody>
</table>

1 Taken concurrently with SCED 341 and shares a required field experience
2 Taken at a professional development school during the fall or spring term, whichever precedes the full-time internship term, with Methods of Teaching Major Subject and SCED 461
3 Some methods courses are offered spring or fall only. Check with your adviser.

The Professional Year

As part of their yearlong professional internship, all teacher candidates begin these activities in Professional Development Schools (PDS). These are schools in which the Department of Secondary Education and the College of Education have partnerships in which the PDS and the Department collaborate on a number of issues, including serving as in-school sites for courses as well as the activities taking place during the Full-Time Internship year.

REQUIREMENTS FOR FULL-TIME INTERNSHIP

1. All students must meet the following GPA requirements to be admitted to student teaching: 2.75 GPA in major field and 3.00 in professional education courses with a minimum 2.75 overall GPA, based on transcripts from all institutions of higher learning attended, including Towson University. (Consult with SCED adviser.)
2. All preservice students in Teacher Education programs at Towson University whose program of study requires an intensive and extensive internship or student teaching experience in a public school setting (pre-K through 12) are required to undergo a criminal background check before entering this experience. The criminal background check must be filed with the Center for Professional Practice.

SPANISH SECONDARY EDUCATION CONCENTRATION SUGGESTED FOUR-YEAR PLAN

Freshman
Term 1 Units Term 2 Units
SPAN 201 1 3 SPAN 202 1 3
Minor in Chinese

Students minoring in Chinese must complete 18 units at the 200, 300 and/or 400 level with a grade equivalent of 2.00 or higher in each course. Twelve units must be taken at the 300–400 level.

**Required Courses (6 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHNS 301</td>
<td>CHINESE COMPOSITION AND CONVERSATION I 1</td>
<td>3</td>
</tr>
<tr>
<td>CHNS 302</td>
<td>CHINESE COMPOSITION AND CONVERSATION II 1</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives (12 Units)**

Select four of the following: 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHNS 311</td>
<td>CHINESE CULTURE AND CIVILIZATION</td>
<td>3</td>
</tr>
<tr>
<td>CHNS 370</td>
<td>SPECIAL TOPICS IN CHINESE</td>
<td></td>
</tr>
<tr>
<td>CHNS 491</td>
<td>DIR READ CHINESE I</td>
<td></td>
</tr>
<tr>
<td>CHNS 492</td>
<td>DIR READ CHINESE II</td>
<td></td>
</tr>
<tr>
<td>CHNS 494</td>
<td>CHNS STUDY ABROAD</td>
<td></td>
</tr>
<tr>
<td>CHNS 201</td>
<td>INTERMEDIATE CHINESE I</td>
<td></td>
</tr>
<tr>
<td>CHNS 202</td>
<td>INTERMEDIATE CHINESE II</td>
<td></td>
</tr>
<tr>
<td>ARTH 331</td>
<td>ART OF CHINA</td>
<td></td>
</tr>
<tr>
<td>HIST 315</td>
<td>IMPERIAL CHINA: THE LAST DYNASTY</td>
<td></td>
</tr>
<tr>
<td>HIST 316</td>
<td>REVOLUTIONARY CHINA</td>
<td></td>
</tr>
<tr>
<td>PHIL 302</td>
<td>PHILOSOPHIES OF CHINA &amp; JAPAN</td>
<td></td>
</tr>
<tr>
<td>ASST 270</td>
<td>SPECIAL TOPICS IN ASIAN STUDIES</td>
<td></td>
</tr>
<tr>
<td>ASST 470</td>
<td>ADVANCED TOPICS IN ASIAN STUDIES</td>
<td></td>
</tr>
<tr>
<td>ASST 490</td>
<td>DIRECTED READINGS IN ASIAN STUDIES</td>
<td></td>
</tr>
<tr>
<td>ASST 492</td>
<td>INDEPENDENT STUDY IN ASIAN STUDIES</td>
<td></td>
</tr>
<tr>
<td>ASST 494</td>
<td>INTERNSHIP IN ASIAN STUDIES</td>
<td></td>
</tr>
<tr>
<td>PHIL 380</td>
<td>PHILOSOPHICAL TOPICS</td>
<td></td>
</tr>
</tbody>
</table>

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1. During their first academic year, students must take Spanish Intermediate courses (SPAN 201-202) if needed, or they may start with SPAN 301 after consultation with a faculty adviser from the Department of Foreign Languages.

2. All courses must be taken at the 300–400 level.

ACTFL Standard 1. Language, Linguistics, Comparisons. Candidates (a) demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency (See the following supporting explanation and rubrics for required levels of proficiency); (b) know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own; and (c) know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own.

ACTFL Standard 2. Cultures, Literatures, Cross-Disciplinary Concepts. Candidates (a) demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices; (b) recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time; and (c) integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.

ACTFL Standard 3. Language Acquisition Theories and Instructional Practices. Candidates (a) demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction and (b) develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners.

ACTFL Standard 4. Integration of Standards into Curriculum and Instruction. Candidates (a) demonstrate an understanding of the goal areas and standards of the Standards for Foreign Language Learning and their state standards, and they integrate these frameworks into curricular planning; (b) integrate the Standards for Foreign Language Learning and their state standards into language instruction; and (c) use standards and curricular goals to evaluate, select, design, and adapt instructional resources.

ACTFL Standard 5. Assessment of Language and Cultures. Candidates (a) believe that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures; (b) reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction; and (c) interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.

ACTFL Standard 6. Professionalism. Candidates (a) engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice and (b) know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.
Minor in French

Students minoring in French must complete 18 units with a grade equivalent of 2.00 or higher in each course. Twelve units must be taken at the 300-400 level.

Required Courses (6 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 301</td>
<td>ADVANCED CONVERSATION ¹</td>
<td>3</td>
</tr>
<tr>
<td>FREN 302</td>
<td>ADVANCED COMPOSITION ¹</td>
<td>3</td>
</tr>
</tbody>
</table>

Literature and Civilization Courses (3 Units)

Select at least one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 325</td>
<td>EARLY FRENCH LITERATURE AND CIVILIZATION: MIDDLE AGES TO 17TH CENTURY</td>
</tr>
<tr>
<td>FREN 326</td>
<td>18TH-CENTURY LITERATURE AND CIVILIZATION</td>
</tr>
<tr>
<td>FREN 327</td>
<td>19TH-CENTURY LITERATURE AND CIVILIZATION</td>
</tr>
<tr>
<td>FREN 328</td>
<td>20TH-CENTURY LITERATURE AND CIVILIZATION</td>
</tr>
<tr>
<td>FREN 329</td>
<td>CONTEMPORARY FRENCH LITERATURE AND CIVILIZATION: 1945 TO PRESENT</td>
</tr>
</tbody>
</table>

Electives (9 Units)

Select three electives at the 200, 300 or 400 level:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 301</td>
<td>SPANISH FOR HERITAGE SPEAKERS I</td>
<td>3</td>
</tr>
<tr>
<td>FREN 302</td>
<td>SPANISH FOR HERITAGE SPEAKERS II</td>
<td>3</td>
</tr>
<tr>
<td>FREN 303</td>
<td>SPANISH FOR HERITAGE SPEAKERS III</td>
<td>3</td>
</tr>
</tbody>
</table>

Minor in German

Students minoring in German must complete 18 units with a grade equivalent of 2.00 or higher in each course. Twelve units must be taken at the 300-400 level.

Required Courses (6 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERM 301</td>
<td>GERMAN COMPOSITION AND CONVERSATION I ¹</td>
<td>3</td>
</tr>
<tr>
<td>GERM 302</td>
<td>GERMAN COMPOSITION AND CONVERSATION II ¹</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (12 Units)

Select four electives at either the 200, 300 or 400 level:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERM 301</td>
<td>GERMAN COMPOSITION AND CONVERSATION I ¹</td>
<td>3</td>
</tr>
<tr>
<td>GERM 302</td>
<td>GERMAN COMPOSITION AND CONVERSATION II ¹</td>
<td>3</td>
</tr>
</tbody>
</table>

Minor in Italian

Students minoring in Italian must complete 18 units with a grade equivalent of 2.00 or higher in each course. Twelve units must be taken at the 300-400 level.

Required Courses (3 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITAL 301</td>
<td>ADVANCED CONVERSATION ¹</td>
<td>3</td>
</tr>
<tr>
<td>or ITAL 302</td>
<td>ADVANCED COMPOSITION</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (15 Units)

Select 5 electives at either the 200, 300 or 400 level:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITAL 301</td>
<td>ITALIAN COMPOSITION AND CONVERSATION</td>
<td>3</td>
</tr>
<tr>
<td>or ITAL 302</td>
<td>ITALIAN COMPOSITION</td>
<td>3</td>
</tr>
</tbody>
</table>

Minor in Spanish

Students minoring in Spanish must complete 18 units with a grade equivalent of 2.00 or higher in each course. Twelve units must be taken at the 300-400 level.

Required Courses (6 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 301</td>
<td>COMPOSITION AND CONVERSATION I ¹</td>
<td>3</td>
</tr>
<tr>
<td>or SPAN 303</td>
<td>SPANISH FOR HERITAGE SPEAKERS I</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 302</td>
<td>COMPOSITION AND CONVERSATION II ¹</td>
<td>3</td>
</tr>
<tr>
<td>or SPAN 304</td>
<td>SPANISH FOR HERITAGE SPEAKERS III</td>
<td>3</td>
</tr>
</tbody>
</table>

Culture and Civilization Courses (3 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 311</td>
<td>CULTURE AND CIVILIZATION OF SPAIN</td>
<td>3</td>
</tr>
<tr>
<td>or SPAN 312</td>
<td>CULTURE AND CIVILIZATION OF LATIN AMERICA</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (9 Units)

Select three electives at either the 200, 300 or 400 level:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 301</td>
<td>SPANISH FOR HERITAGE SPEAKERS I</td>
<td>3</td>
</tr>
<tr>
<td>or SPAN 303</td>
<td>SPANISH FOR HERITAGE SPEAKERS III</td>
<td>3</td>
</tr>
</tbody>
</table>

Courses should be selected in consultation with the student’s minor adviser.

1. Native and Heritage speakers of German may earn up to 6 units for GERM 301 and/or GERM 302 by taking the department’s Credit for Prior Learning Exam.

2. Language minors may transfer up to 6 units toward a minor and must earn 6 upper-division units at Towson. Courses should be selected in consultation with the student’s minor adviser.
Department of Geography and Environmental Planning

OFFICE
LA 2210
410-704-2973

PROGRAMS OF THE DEPARTMENT

The Department of Geography and Environmental Planning offers the following programs: majors in Geography and Environmental Planning (with a General or Global Skills Track), and in Geography and Land Surveying; minors in Geography, in Geographic Information Sciences and in Meteorology; and the Master of Arts in Geography and Environmental Planning. The Department also participates in the Master of Education and Master of Social Science with emphasis in Geography. For more information about the graduate programs, consult the Graduate Catalog.

The Geography and Environmental Planning major is designed as a liberal arts program that explores how geographers carefully observe and measure human uses of the earth under diverse combinations of natural and cultural environments. Such academic preparation facilitates understanding of the changing world. The program prepares students for careers in business, management, government service, planning, public affairs and other professions, as well as for graduate school.

The major in Geography and Land Surveying is designed to meet the requirements of professionals in the field of land surveying. Courses taken in geography at Towson University will both complement those taken in surveying at the Community College of Baltimore County-Catonsville as well as provide additional skills of value to the professional surveyor. Completion of the four-year degree will shorten the time necessary to achieve professional licensure.

COMBINED MAJORS

The department has established cooperative programs with the departments of Economics, History, Political Science, and Sociology, Anthropology and Criminal Justice, which make it possible for students to attain majors in both Geography and one of these other disciplines. For further information, contact the Department of Geography and Environmental Planning or one of the cooperating departments listed above.

TRANSFER CREDIT POLICY

Geography and Environmental Planning majors may transfer up to 12 credits toward a major, and Geography minors may transfer up to 6 credits. All transfer credits require department approval.

INTERNSHIPS

Majors have the opportunity to participate in the university’s Internship/Cooperative Education Program. This valuable adjunct to the educational program provides qualified students with both academic credit and work experience with participating government agencies (federal, state and local) and private businesses. The internship offers the student a way of trying out a potential career choice prior to actual entry into the job market. Because the benefits of this experience are so positive, majors are strongly urged to participate in this program. Interns must work a minimum of 40 hours for each internship unit.

SPECIAL DEPARTMENTAL PROGRAMS

The department sponsors the Beta Delta Chapter of Gamma Theta Upsilon, an international geography honorary society. GTU holds lectures and presents films and speakers on topics in geography and environmental planning. All Geography majors are welcome to join.

Travel studies are available during the summer within the United States and to foreign locations.

The National Council for Geographic Education awards are given to academically outstanding graduating majors.

DEPARTMENTAL HONORS IN GEOGRAPHY

The department offers an honors program in geography. To be admitted, students must have a cumulative GPA of 3.25, and a 3.50 in the major, or consent of their faculty adviser. Students may be admitted to the program no sooner than the spring of their sophomore year.

The honors program requires a minimum of 40 units, including 6 to 9 units in seminars, directed readings and research projects. A senior thesis and oral defense are also required. Students should consult their faculty adviser for more information.

CAREERS IN GEOGRAPHY AND ENVIRONMENTAL PLANNING

Faculty of the department are active in career advising. Occasional careers days are held, and the department participates in a regional network of career advising in geography. Graduates of the department are currently employed in a wide array of jobs such as teachers, professors, meteorologists, intelligence analysts with the Department of Defense, cartographers, planners, statisticians, travel agents and environmental engineers.

GRADUATE PROGRAM

The Master of Arts degree program in Geography and Environmental Planning is designed to prepare students for doctoral programs as well as for career opportunities in private business and public agencies. The program is oriented toward applied geography and allows students to specialize in geographic information science, human geography, area studies, or the management of environmental resources.

Graduate students in Geography and Environmental Planning are encouraged to take pertinent course work in other departments. Students may pursue either the thesis program (30 units and a 6-unit thesis) or the non-thesis program (36 units). Detailed information is given in the Graduate Catalog.

Qualified Geography undergraduates are eligible to participate in an accelerated 3+2 M.A. program in Geography.

MAJORS IN GEOGRAPHY AND ENVIRONMENTAL PLANNING

- Major in Geography and Environmental Planning (p. 221)
- Major in Geography and Land Surveying (p. 223)
- Combined Major in Geography and History (p. 223)
- Combined Major in Geography and Sociology-Anthropology (p. 224)
- Combined Major in Geography and Political Science (p. 225)
- Combined Major in Economics and Geography and Environmental Planning (p. 52)
- Combined B.S./M.A. in Geography and Environmental Planning (p. 226)

MINORS IN GEOGRAPHY AND ENVIRONMENTAL PLANNING

- Geography (p. 227)
- Geographic Information Sciences (p. 227)
- Meteorology (p. 227)
Major in Geography and Environmental Planning

GENERAL TRACK (40 UNITS)

General Track Geography majors must complete a minimum of 40 units in geography courses with a grade equivalent of 2.00 or higher.

Required Courses (22 Units)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tr>
<td>GEGO 101</td>
<td>PHYSICAL GEOGRAPHY</td>
<td>3</td>
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<tr>
<td>Select one of the following:</td>
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<tr>
<td>GEGO 109</td>
<td>INTRODUCTION TO HUMAN GEOGRAPHY</td>
<td>3</td>
</tr>
<tr>
<td>or GEGO 110</td>
<td>HONORS INTRODUCTION TO HUMAN GEOGRAPHY</td>
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</tr>
<tr>
<td>GEGO 102</td>
<td>WORLD REGIONAL GEOGRAPHY</td>
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<td>GEGO 105</td>
<td>GEOGRAPHY OF INTERNATIONAL AFFAIRS</td>
<td></td>
</tr>
<tr>
<td>GEGO 221</td>
<td>INTERPRETATION OF MAPS</td>
<td>3</td>
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<tr>
<td>GEGO 232</td>
<td>INTRO TO GEOGRAPHIC INFORMATION SCIENCE</td>
<td>4</td>
</tr>
<tr>
<td>GEGO 375</td>
<td>QUANTITATIVE METHODS IN GEOGRAPHY</td>
<td>3</td>
</tr>
<tr>
<td>GEGO 401</td>
<td>GROWTH OF GEOGRAPHIC THOUGHT</td>
<td>3</td>
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Select at least one regional course from the following or from additional courses approved by the department:

<table>
<thead>
<tr>
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<th>Title</th>
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<tbody>
<tr>
<td>GEGO 420</td>
<td>GEOGRAPHY OF THE UNITED STATES AND CANADA</td>
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<tr>
<td>GEGO 423</td>
<td>GEOGRAPHY OF MARYLAND</td>
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<td>GEGO 431</td>
<td>GEOGRAPHY OF AFRICA</td>
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<tr>
<td>GEGO 443</td>
<td>GEOGRAPHY OF EAST ASIA</td>
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<td>GEGO 447</td>
<td>GEOGRAPHY OF THE MIDDLE EAST</td>
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<tr>
<td>GEGO 453</td>
<td>THE RUSSIAN COLOSSUS: HISTORICAL AND CONTEMPORARY GEOGRAPHIES OF RUSSIA</td>
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<tr>
<td>GEGO 454</td>
<td>RETHINKING BRAZIL</td>
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<td>GEGO 461</td>
<td>GEOGRAPHY OF LATIN AMERICA</td>
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<td>GEGO 462</td>
<td>THE TWO DOWN-UNDERS: GEOGRAPHIES OF AUSTRALIA AND AOTEAROA-NEW ZEALAND</td>
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<tr>
<td>GEGO 463</td>
<td>THE SILK ROAD: THE GEOGRAPHIES OF CENTRAL EURASIA</td>
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</tbody>
</table>

Electives (18 Units)

Select 18 units of geography electives at the 100–400 level. Electives should reflect the student’s major areas of interest. A maximum of 3 units may be taken at the 100 level and 3 units at the 200 level, or 6 units at the 200 level.

Total Units 40

GLOBAL SKILLS TRACK

The Global Skills Track requires 40 units and focuses on analytical, technical and regional expertise for those considering careers in the international arena. It is aimed at developing multicultural skills and critical thinking in cross-cultural scenarios; acquiring analytic and technical competence for identifying and making effective decisions on spatial issues; and developing geographic fluency regarding one or more regions of the world.

In addition to taking selected geography courses for completion of this track, students will be advised toward taking non-geography courses relevant to their topical or regional interests, in order to deepen their skills and knowledge base for successful understanding of complex global issues.

Qualified undergraduate students pursuing the Global Skills Track in geography may be eligible, beginning their junior year, to participate in an accelerated B.A./M.A. program in Geography. Interested students should contact the geography graduate program director for details.

Foreign Language Requirement

Students opting for the Global Skills Track must achieve a level of proficiency equivalent to four terms of college-level language training in a modern foreign language that is offered by or can be tested by the Department of Foreign Languages. The language selected may depend upon the interests of the student. Students can fulfill this language requirement through any of the procedures outlined in the “Meeting B.A. Requirements” section of the Department of Foreign Languages entry in this catalog. Lower-division courses taken in a foreign language do not count toward the 40 units needed to complete the Geography – Global Skills major.

Required Courses (22 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<td>INTERPRETATION OF MAPS</td>
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<td>INTRO TO GEOGRAPHIC INFORMATION SCIENCE</td>
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<td>QUANTITATIVE METHODS IN GEOGRAPHY</td>
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<tr>
<td>GEGO 401</td>
<td>GROWTH OF GEOGRAPHIC THOUGHT</td>
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Group Requirements (15 Units)

Select one technique course beyond GEOG 232
Select two upper-level regional courses
Select two systematic courses at the 200-400 level

Electives (3 Units)

Select a geography elective at the 200-400 level.

Total Units 40

MAJOR IN GEOGRAPHY AND ENVIRONMENTAL PLANNING

SUGGESTED FOUR-YEAR PLAN

Freshman

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<td>GEGO 101</td>
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<tr>
<td></td>
<td>GEGO 221</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>GEGO 232</td>
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<td>GEGO Elective 2</td>
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<td>MATH 111</td>
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Sophomore

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<td>GEGO Elective 3</td>
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<td>Core 8</td>
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Junior

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<td>GEGO Any Upper-Level Regional course</td>
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<td></td>
<td>Core 5</td>
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<tr>
<td></td>
<td>Core 13</td>
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MAJOR IN GEOGRAPHY AND ENVIRONMENTAL PLANNING GLOBAL SKILLS TRACK SUGGESTED FOUR-YEAR PLAN

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<td>Elective</td>
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<td>Core 7 or 12</td>
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<td>Core 11</td>
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<td>GEOG Elective 4</td>
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<td>GEOG Any Upper-Level Regional course</td>
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<td>Core 6</td>
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MAJOR IN GEOGRAPHY AND ENVIRONMENTAL PLANNING WITH GIS MINOR SUGGESTED FOUR-YEAR PLAN

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MAJOR IN GEOGRAPHY AND ENVIRONMENTAL PLANNING WITH METEOROLOGY MINOR SUGGESTED FOUR-YEAR PLAN

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be taken at Catonsville or Towson, and which must be passed with a grade of C or higher.

For further information on this program, contact Robert L. Banzhoff, Jr., coordinator of the Surveying Program at CCBC-Catonsville (443-840-4965), or the chair of the Department of Geography and Environmental Planning at Towson University (410-704-2973).

**SUGGESTED FOUR-YEAR PLAN**

Earn an AAS in Surveying from CCBC-Catonsville. For details of this program, go to [www.ccbcmd.edu/catalog/programs/survdegsurv.html](http://www.ccbcmd.edu/catalog/programs/survdegsurv.html). Recommend that you take the equivalent of the following courses at CCBC: GEOG 101, GEOG 102 and MATH 273.

**Junior**

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<td>3 Core 6</td>
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<td>Core 5</td>
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**Senior**

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<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 401 (GEOG Elective 5)</td>
<td>3 GEOG Elective 6 - Any Upper-Level Technical course</td>
<td>3</td>
</tr>
<tr>
<td>EMF 481</td>
<td>3 Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3 Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3 Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

**Total Units: 120-122**

1. Demonstrate global awareness in a geographic context.
2. Analyze problems using spatial reasoning and problem solving skills.
3. Acquire geographical information literacy.
4. Demonstrate effective communication of geographical information.

**Major in Geography and Land Surveying**

The major in Geography and Land Surveying is based on a transfer articulation agreement between the Community College of Baltimore County-Catonsville and Towson University. Most students electing to major in Geography and Land Surveying will complete the A.A.S. degree in Land Surveying at CCBC-Catonsville prior to enrollment at Towson University. The details of this 64-credit program can be found at [www.ccbcmd.edu/catalog/programs/survdegsurv.html](http://www.ccbcmd.edu/catalog/programs/survdegsurv.html). All surveying courses will transfer units. However, Towson University will only accept a maximum of 40 total transfer. Any Core Curriculum requirements not completed prior to enrollment will be completed at Towson University. Current Towson Geography majors interested in this program should see the department chair.

The program of study follows the guidelines for a major in Geography and Environmental Planning (p. 221). A total of 40 units are required. (GEOG 101 is part of the A.A.S. degree.) The preferred course for fulfilling the regional requirement is GEOG 423. Elective units (a minimum of 18) should be selected in consultation with the adviser, to complement surveying skills. GEOG 491 is strongly recommended for those with little or no work experience. Students may not substitute past work experience, nor use concurrent work to meet internship requirements, without permission of the department. A non-major requirement for this program is calculus, which may

**Combined Major in Geography and History**

The completion of individual majors in History and Geography requires the successful completion of 82 units (42 in History and 40 in Geography) with a grade equivalent of 2.00 or higher. However, by electing the combined major in History and Geography, students will be able to complete both majors with a total of 70 units (36 in History and 34 in Geography). Students interested in this combined major should consult with an adviser in both departments.

In Geography and Environmental Planning, students must complete all requirements for the major. However, they must substitute two approved courses (6 units) in History toward fulfillment of the required six elective courses (18 units) in Geography and Environmental Planning.

All upper-division History electives (300-400) with specific geographic foci (region, country, continent or global) are approved for the Geography component of the program (e.g. HIST 307, HIST 312, and HIST 329). Courses on environmental and landscape history are also approved for Geography.
(e.g. HIST 336 and HIST 484, the latter which includes topics such as the environmental history of the Chesapeake). Students should consult with their academic advisers to ensure the selection of appropriate History courses for the Geography component.

In History, students must complete all requirements for the major according to the specifications below:

**Required Course (3 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 300</td>
<td>INTRODUCTION TO HISTORICAL STUDY (to be taken during the junior year or equivalent)</td>
<td>3</td>
</tr>
</tbody>
</table>

**History Electives - Lower-Division Survey Courses (15 Units)**

Select one course in pre-modern history (history prior to 1500) | 3     |
Select one of the following U.S. survey courses: | 3     |

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 145</td>
<td>HISTORY OF THE UNITED STATES TO THE CIVIL WAR</td>
<td></td>
</tr>
<tr>
<td>HIST 146</td>
<td>HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR</td>
<td></td>
</tr>
<tr>
<td>HIST 147</td>
<td>HONORS HISTORY OF THE UNITED STATES TO THE CIVIL WAR</td>
<td></td>
</tr>
<tr>
<td>HIST 148</td>
<td>HONORS HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following European survey courses: | 3     |

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 101</td>
<td>INTRODUCTION TO ANCIENT CIVILIZATION</td>
<td></td>
</tr>
<tr>
<td>HIST 102</td>
<td>HISTORY OF EUROPEAN CIVILIZATION THROUGH THE 17TH CENTURY</td>
<td></td>
</tr>
<tr>
<td>HIST 103</td>
<td>HISTORY OF EUROPEAN CIVILIZATION FROM THE 17TH CENTURY</td>
<td></td>
</tr>
<tr>
<td>HIST 105</td>
<td>BYZANTINE EMPIRE AND BALKANS TO 1821</td>
<td></td>
</tr>
</tbody>
</table>

Select two non-Western survey courses (Africa, Middle East, Asia, Latin America, World History) | 6     |

**History Electives - Upper Division Courses (24 Units)**

Select seven upper-division courses including the following: | 21    |

- Two courses in pre-modern history (history prior to 1500)
- One course in U.S. History
- One course in European history
- Two courses in non-Western history | 1     |

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 486</td>
<td>SENIOR HISTORY SEMINAR (either U.S., European, or global history)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Geography Electives (6 Units)**

Select two of the following: | 6     |

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 355</td>
<td>HISTORICAL GEOGRAPHY OF URBANIZATION</td>
<td></td>
</tr>
<tr>
<td>GEOG 420</td>
<td>GEOGRAPHY OF THE UNITED STATES AND CANADA</td>
<td></td>
</tr>
<tr>
<td>GEOG 423</td>
<td>GEOGRAPHY OF MARYLAND</td>
<td></td>
</tr>
<tr>
<td>GEOG 427</td>
<td>THE GLOBAL ECONOMY</td>
<td></td>
</tr>
<tr>
<td>GEOG 431</td>
<td>GEOGRAPHY OF AFRICA</td>
<td></td>
</tr>
<tr>
<td>GEOG 445</td>
<td>GEOGRAPHY OF SOUTHEAST ASIA</td>
<td></td>
</tr>
<tr>
<td>GEOG 447</td>
<td>GEOGRAPHY OF THE MIDDLE EAST</td>
<td></td>
</tr>
<tr>
<td>GEOG 451</td>
<td>GEOGRAPHY OF EUROPE</td>
<td></td>
</tr>
<tr>
<td>GEOG 453</td>
<td>THE RUSSIAN COLOSSUS: HISTORICAL AND CONTEMPORARY GEOGRAPHIES OF RUSSIA</td>
<td></td>
</tr>
<tr>
<td>GEOG 462</td>
<td>THE TWO DOWN-UNDERS: GEOGRAPHIES OF AUSTRALIA AND AOTEAROA-NEW ZEALAND</td>
<td></td>
</tr>
<tr>
<td>GEOG 463</td>
<td>THE SILK ROAD: THE GEOGRAPHIES OF CENTRAL EURASIA</td>
<td></td>
</tr>
</tbody>
</table>

**Total Units** 48

---

1. Note: Not all non-Western courses can be from the same region.

**SUGGESTED FOUR-YEAR PLAN**

Please contact your major department for more information.

**Combined Major in Sociology-Anthropology and Geography**

The departments of Geography and Environmental Planning and Sociology, Anthropology and Criminal Justice offer a program leading to a bachelor’s degree with a combined major in Geography and Environmental Planning and Sociology-Anthropology, with a concentration in Sociology or Anthropology. The Sociology Concentration course requirements are listed below. For information on the Anthropology Concentration combined major option, see the department chair in Sociology, Anthropology and Criminal Justice.

**Required Lower-Division Courses (6 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 101</td>
<td>PHYSICAL GEOGRAPHY (counts toward Core Curriculum requirements)</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 101</td>
<td>INTRODUCTION TO SOCIOLOGY (counts toward Core Curriculum requirements)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Statistics Requirement (3 Units)**

Select one of the following: | 3     |

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 375</td>
<td>QUANTITATIVE METHODS IN GEOGRAPHY</td>
<td></td>
</tr>
<tr>
<td>PSYC 212</td>
<td>BEHAVIORAL STATISTICS</td>
<td></td>
</tr>
<tr>
<td>MATH 231</td>
<td>BASIC STATISTICS</td>
<td></td>
</tr>
</tbody>
</table>

**Upper-Level Sociology Courses applied to Geography Electives (6 Units)**

Select two of the following: | 6     |

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 313</td>
<td>INTRODUCTION TO SOCIAL PSYCHOLOGY</td>
<td></td>
</tr>
<tr>
<td>SOCI 323</td>
<td>SOCIAL MOVEMENTS</td>
<td></td>
</tr>
<tr>
<td>SOCI 327</td>
<td>URBAN SOCIOLOGY</td>
<td></td>
</tr>
<tr>
<td>SOCI 329</td>
<td>DEMOGRAPHY</td>
<td></td>
</tr>
<tr>
<td>SOCI 331</td>
<td>DEVIANC AND ORGANIZATIONS</td>
<td></td>
</tr>
<tr>
<td>SOCI 333</td>
<td>POLITICAL SOCIOLOGY</td>
<td></td>
</tr>
<tr>
<td>SOCI 335</td>
<td>MEDICAL SOCIOLOGY</td>
<td></td>
</tr>
<tr>
<td>SOCI 341</td>
<td>CLASS, STATUS AND POWER</td>
<td></td>
</tr>
<tr>
<td>SOCI 359</td>
<td>SOCIAL GERONTOLOGY</td>
<td></td>
</tr>
<tr>
<td>SOCI 470</td>
<td>SPECIAL TOPICS IN SOCIOLOGY</td>
<td></td>
</tr>
</tbody>
</table>

**Upper-Level Geography Courses applied to Sociology Electives (6 Units)**

Select two of the following: | 6     |

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 329</td>
<td>MEDICAL GEOGRAPHY</td>
<td></td>
</tr>
<tr>
<td>GEOG 355</td>
<td>HISTORICAL GEOGRAPHY OF URBANIZATION</td>
<td></td>
</tr>
<tr>
<td>GEOG 357</td>
<td>CULTURAL GEOGRAPHY</td>
<td></td>
</tr>
<tr>
<td>GEOG 381</td>
<td>POLITICAL GEOGRAPHY</td>
<td></td>
</tr>
<tr>
<td>GEOG 383</td>
<td>NATURAL RESOURCES AND SOCIETY: A GEOGRAPHIC PERSPECTIVE (second writing course)</td>
<td></td>
</tr>
<tr>
<td>GEOG 385</td>
<td>POPULATION GEOGRAPHY</td>
<td></td>
</tr>
<tr>
<td>GEOG 391</td>
<td>URBAN SYSTEMS</td>
<td></td>
</tr>
<tr>
<td>GEOG 405</td>
<td>COMPREHENSIVE PLANNING</td>
<td></td>
</tr>
<tr>
<td>GEOG 470</td>
<td>SEMINAR: SELECTED TOPICS IN GEOGRAPHY</td>
<td></td>
</tr>
<tr>
<td>GEOG 494</td>
<td>TRAVEL AND STUDY</td>
<td></td>
</tr>
<tr>
<td>GEOG 495</td>
<td>DIRECTED READING IN GEOGRAPHY (with approval of Department of Sociology, Anthropology and Criminal Justice adviser)</td>
<td></td>
</tr>
</tbody>
</table>
In Geography and Environmental Planning, students must complete all requirements for the major (p. 221). However, they must substitute two of the following upper-level courses (6 units) in political science toward fulfillment of the required eight courses (18 units) of lower/upper-division geography and environmental planning electives:

- GEOG 401
- GEOG 232
- GEOG 221
- GEOG 401

Select one upper-level regional geography course
- GEOG 401
- GEOG 232
- GEOG 221

Select two upper-level elective geography courses
- GEOG 401
- GEOG 232
- GEOG 221

Total Units 67

Any of these courses will count as 3 units in either Geography or Sociology and satisfy the statistics requirement in both programs. Students cannot receive credit in both the first and second major for more than one of these courses.

Topics offered here may be accepted with approval of the Department of Geography and Environmental Planning advisor.

1. Topics to be approved by the Department of Geography and Environmental Planning

SUGGESTED FOUR-YEAR PLAN

Please contact your major department for more information.

Combined Major in Economics and Geography and Environmental Planning

Completion of individual majors in Geography and Environmental Planning and Economics requires the successful completion of 76–77 units (40 in Geography and Environmental Planning and 36–37 in Economics). By electing the combined major in Geography and Environmental Planning and Economics, students are able to complete both majors with a total of 61–62 units.

Economics Required Courses (21-22 Units)
- ECON 201 MICROECONOMIC PRINCIPLES 3
- or ECON 203 HONORS MICROECONOMIC PRINCIPLES 3
- ECON 202 MACROECONOMIC PRINCIPLES 3
- or ECON 204 HONORS MACROECONOMIC PRINCIPLES 3
- MATH 211 CALCULUS FOR APPLICATIONS 3-4
- or MATH 273 CALCULUS I 3
- ECON 206 STATISTICS FOR BUSINESS AND ECONOMICS II 3
- ECON 309 INTERMEDIATE PRICE THEORY 3
- ECON 310 MACROECONOMIC THEORY 3
- Select a 400-level elective, excluding ECON 495 or ECON 497 3

Geography Required Courses (19 Units)
- GEOG 101 PHYSICAL GEOGRAPHY 3
- Select one of the following: 3
  - GEOG 102 WORLD REGIONAL GEOGRAPHY
  - GEOG 105 GEOGRAPHY OF INTERNATIONAL AFFAIRS
  - GEOG 109 INTRODUCTION TO HUMAN GEOGRAPHY
- GEOG 221 INTERPRETATION OF MAPS 3
- GEOG 232 INTRO TO GEOGRAPHIC INFORMATION SCIENCE 4
- GEOG 401 GROWTH OF GEOGRAPHIC THOUGHT 3

Any of these courses will count as 3 units in either Geography or Sociology and satisfy the statistics requirement in both programs. Students cannot receive credit in both the first and second major for more than one of these courses.

Topics offered here may be accepted with approval of the Department of Geography and Environmental Planning advisor.

1. Topics to be approved by the Department of Geography and Environmental Planning

SUGGESTED FOUR-YEAR PLAN

Please contact your major department for more information.

Combined Major in Geography and Political Science

Completion of individual majors in Political Science and Geography requires the successful completion of 79 units (39 in political science, 40 in geography). However, by electing the combined major in Political Science and Geography, students will be able to complete both majors with a total of 67 units. Students interested in this combined major should consult with an adviser in both departments to review requirements.

In political science, students must complete all requirements for the major (p. 256). However, they must substitute two upper-level courses (6 units) in political science toward fulfillment of the required eight upper-level courses (24 units) in political science. The following courses are approved substitutes:

- GEOG 496 INDEPENDENT STUDY IN GEOGRAPHY
- GEOG 407 GEOGRAPHY OF INTERNATIONAL AFFAIRS
- GEOG 409 INTRODUCTION TO HUMAN GEOGRAPHY
- GEOG 421 INTERPRETATION OF MAPS
- GEOG 422 INTRO TO GEOGRAPHIC INFORMATION SCIENCE
- GEOG 431 GEOGRAPHY OF AFRICA
- GEOG 461 GEOGRAPHY OF LATIN AMERICA

In Geography and Political Science, students must complete all requirements for the major (p. 221). However, they must substitute two of the following upper-level courses (6 units) in political science toward fulfillment of the required eight courses (18 units) of lower/upper-division geography and political science electives:

- GEOG 232 INTRO TO GEOGRAPHIC INFORMATION SCIENCE 4
- GEOG 401 GROWTH OF GEOGRAPHIC THOUGHT 3
- Select one upper-level regional geography course
- GEOG 232 INTRO TO GEOGRAPHIC INFORMATION SCIENCE 4
- GEOG 401 GROWTH OF GEOGRAPHIC THOUGHT 3
- Select two upper-level elective geography courses
- GEOG 232 INTRO TO GEOGRAPHIC INFORMATION SCIENCE 4
- GEOG 401 GROWTH OF GEOGRAPHIC THOUGHT 3

Total Units 67

Any of these courses will count as 3 units in either Geography or Sociology and satisfy the statistics requirement in both programs. Students cannot receive credit in both the first and second major for more than one of these courses.

Topics offered here may be accepted with approval of the Department of Geography and Political Science advisor.

1. Topics to be approved by the Department of Geography and Political Science

SUGGESTED FOUR-YEAR PLAN

Please contact your major department for more information.
Select an upper-level regional course from the following: 3

**Term 1**
- ECON 201 or 203 (Core 6)
- ENGL 102 (Core 2)
- GEOG 101 (Core 8)
- ECON 201 or 203 (Core 6)

**Electives (18 Units)**
- Select 12 units of Economics Electives, which will count toward total 6
- Select 6 units of Geography Electives, which will count toward total 6
- Geography Electives and must be approved by the Department of Geography and Environmental Planning. Pre-approved courses are:
  - ENGL 359: ECONOMIC GEOGRAPHY
  - GEOG 355: HISTORICAL GEOGRAPHY OF URBANIZATION
  - GEOG 359: ECONOMIC GEOGRAPHY
  - GEOG 381: POLITICAL GEOGRAPHY
  - GEOG 393: TRANSPORTATION AND INFRASTRUCTURE PLANNING
  - GEOG 405: COMPREHENSIVE PLANNING
  - GEOG 427: THE GLOBAL ECONOMY
  - GEOG 481: ENVIRONMENTAL IMPACT ANALYSIS
  - GEOG 484: LAND USE PLANNING
  - GEOG 47X: other courses may satisfy the requirement as approved by the Geography Department

**Total Units: 122-123**

For further information on this program contact the chair of either the Department of Economics or of the Department of Geography and Environmental Planning.

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**Combined Bachelor's-Master's in Geography and Environmental Planning**

The Department of Geography and Environmental Planning offers a combined bachelor’s and master’s program that allows students to complete their undergraduate and graduate degrees in a shorter time frame. Students enrolled in these programs may follow one of three tracks:

1. **Global Skills**
2. **Environmental Geography and Planning**
3. **General Geography**

All students enrolled in the graduate program must demonstrate proficiency in research. The Global Skills track is a non-thesis track. Students enrolled in either the Environmental Geography and Planning or General Geography track may choose the thesis or non-thesis option. All non-thesis students must complete a final research paper.

**Admission Requirements**

- Students may apply for this program during the first term of their junior year. Transfer students must have completed a minimum of two terms as full-time students at Towson University.
- Students may begin the program once they have completed a minimum of 75 but no more than 96 units in their undergraduate program.
- A minimum undergraduate GPA of 3.25 overall and in the major, at the time of application, is required for full admission to the program.
Combined Bachelor’s-Master’s Degree Requirements (minimum 36 units)

- 9 units taken at the 500 and 600 levels during the senior year will be counted toward fulfilling the 36 units.
- The bachelor’s degree will be awarded after all the degree requirements for the bachelor’s are met, which should normally be at the end of the fourth year.
- GEOG 601 will fulfill the GEOG 401 requirement for the undergraduate portion of the course.
- Elective courses to meet a minimum of 33 units.
- Please see the Graduate Catalog for the complete M.A. Degree Requirements (http://catalog.towson.edu/graduate/degree-certificate-programs/liberal-arts/geography-environmental-planning-ma).

Required Courses for Global Skills Track

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 601</td>
<td>SEMINAR ON GEOGRAPHICAL PERSPECTIVES</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 621</td>
<td>RESEARCH TECHNIQUES</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 796</td>
<td>INTERNSHIP IN GLOBAL SKILLS</td>
<td>3-6</td>
</tr>
</tbody>
</table>

Total Units 9-12

1. Students will present a paper based on their internship to the graduate faculty for review. If the paper is judged unacceptable, the student may represent the paper at a later date set by the faculty.

Withdrawal and Ineligibility

- Students may withdraw by informing the chair and graduate program director in writing.
- Students who complete the bachelor’s but decide not to continue with the M.A. program will terminate their program with the fulfillment of all the requirements of the bachelor’s degree.
- A student who drops out will be allowed to use the grad courses to complete the bachelor’s degree.
- Students who do not follow the approved plan of graduate work may become ineligible to participate in the combined program. If a student becomes ineligible, the Geography graduate director will inform the student in writing.
- Students who are ineligible to participate in or who withdraw from the combined degree program cannot double count any courses for both bachelor’s and master’s degrees.
- Students who are ineligible to participate in or who withdraw from the combined degree program must complete GEOG 401 to complete the undergraduate degree.

Minor in Geographic Information Sciences

Geographic Information Sciences (GISciences) is an integrative, skills-based discipline that facilitates observation and analysis at global scales, employing a spatial perspective that is useful to many disciplines. The minor in GISciences provides students with basic professional skills for conducting spatial analysis, combining conceptual frameworks with technical proficiencies in tools such as geographic information systems, remote sensing, global positioning systems, cartography, and spatial statistics.

The minor works well with a variety of majors from the College of Business and Economics, the College of Health Professions, the College of Liberal Arts, and the College of Science and Mathematics. GISciences is a growing field and Towson University is recognized as a GISciences leader in Maryland. Students graduating with GISciences skills are in demand by employers, due to the large number of academic, private, government, and nonprofit organizations that are creating or expanding their GIS capabilities.

The minor is awarded upon completion of a minimum of 21 units of required and elective courses. A maximum of 6 units from other departments may be counted toward the minor, with the approval of the program director. Students are strongly encouraged to complete a GIS internship with a government agency or business.

Required Courses (13 Units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 221</td>
<td>INTERPRETATION OF MAPS</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 232</td>
<td>INTRO TO GEOGRAPHIC INFORMATION SCIENCE</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 323</td>
<td>CARTOGRAPHY AND GRAPHICS I</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 375</td>
<td>QUANTITATIVE METHODS IN GEOGRAPHY (or approved statistics course)</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (9 Units)

Select three of the following: 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 321</td>
<td>INTERPRETATION OF AERIAL PHOTOGRAPHS</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 414</td>
<td>GIS APPLICATIONS (Spatial Analysis and Geographic Information Systems)</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 416</td>
<td>PRINCIPLES OF REMOTE SENSING AND DIGITAL IMAGE PROCESSING</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 470</td>
<td>SEMINAR: SELECTED TOPICS IN GEOGRAPHY (in GIS)</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 491</td>
<td>GEOGRAPHY/ENVIRONMENTAL PLANNING INTERNSHIP (3 maximum toward minor)</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 495</td>
<td>DIRECTED READING IN GEOGRAPHY (GIS topics)</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 496</td>
<td>INDEPENDENT STUDY IN GEOGRAPHY (GIS topics)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units 22

1. Other lower- and upper-division computer science courses, as well as GIS applications courses offered by other departments may be considered as electives, with the approval of the department chair.

Minor in Geography

Students minoring in Geography must complete a minimum of 21 units.

Select one 100-level physical geography course 3
Select one of the following: 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 102</td>
<td>WORLD REGIONAL GEOGRAPHY</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 105</td>
<td>GEOGRAPHY OF INTERNATIONAL AFFAIRS</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 109</td>
<td>INTRODUCTION TO HUMAN GEOGRAPHY</td>
<td>3</td>
</tr>
<tr>
<td>or GEOG 110</td>
<td>HONORS INTRODUCTION TO HUMAN GEOGRAPHY</td>
<td>3</td>
</tr>
</tbody>
</table>

Select five 200-400 level geography courses 15

Total Units 21

A maximum of 6 units may be taken at the 200 level with the remainder at the 300-400 level. All course selections must be made in consultation with a faculty adviser. A grade equivalent of 2.00 or higher is required in all courses in the minor.

Minor in Meteorology

Students minoring in meteorology will be provided with an introduction to atmospheric principles and meteorological phenomena such as heat waves, drought, hurricanes and severe thunderstorms. It is suitable for students who wish to be informed about this field and might pursue careers in which a background in meteorology is relevant or important, such as environmental policy, mass communication, government and industry. Students should note
that the minor in meteorology does not require the type of course work in
calculus, physics and chemistry necessary for careers and graduate work in
meteorology.

The minor is awarded upon completion of a minimum of 24 units of required
and elective courses. At least one course elective must come from outside the
department, with the Department of Geography and Environmental Planning
accepting up to 12 units of electives from other departments. Note that some of
the electives may have prerequisites associated with them.

Required Courses (12 Units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 101</td>
<td>Physical Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 373</td>
<td>Climatology</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 377</td>
<td>Meteorology</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 413</td>
<td>Severe and Hazardous Weather</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (12 Units)

Select four of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 409</td>
<td>Applied Climatology</td>
<td></td>
</tr>
<tr>
<td>GEOG 416</td>
<td>Principles of Remote Sensing and Digital Image Processing</td>
<td></td>
</tr>
<tr>
<td>GEOG 491</td>
<td>Geography/Environmental Planning Internship (3 maximum toward minor)</td>
<td></td>
</tr>
<tr>
<td>GEOG 496</td>
<td>Independent Study in Geography (Meteorology topics)</td>
<td></td>
</tr>
<tr>
<td>GEOL 357</td>
<td>Physical Oceanography</td>
<td></td>
</tr>
<tr>
<td>CHEM 104</td>
<td>Introduction to Environmental Chemistry</td>
<td></td>
</tr>
<tr>
<td>MATH 211</td>
<td>Calculus for Applications</td>
<td></td>
</tr>
<tr>
<td>PHYS 211</td>
<td>General Physics I; Non Calculus-Based</td>
<td></td>
</tr>
<tr>
<td>PHYS 241</td>
<td>General Physics I Calculus-Based</td>
<td></td>
</tr>
<tr>
<td>PHYS 242</td>
<td>General Physics II; Non Calculus-Based</td>
<td></td>
</tr>
<tr>
<td>PHYS 242</td>
<td>General Physics II Calculus-Based</td>
<td></td>
</tr>
</tbody>
</table>

Students wishing to pursue a minor with an emphasis in broadcast meteorology could also consider the following courses as part of the 12 units of electives, with approval from the department chair:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMF 370</td>
<td>Electronic Media News Production</td>
<td></td>
</tr>
<tr>
<td>EMF 351</td>
<td>Television Station Operations</td>
<td></td>
</tr>
<tr>
<td>EMF 375</td>
<td>Broadcast Performance</td>
<td></td>
</tr>
<tr>
<td>EMF 481</td>
<td>Television News</td>
<td></td>
</tr>
</tbody>
</table>

Total Units 24

Department of History

OFFICE
LA 4210
410-704-2923

PROGRAMS OF THE DEPARTMENT

The Department of History offers the following programs: the major in History; the History-Secondary Education track, for students planning to teach history at the secondary level; and the minor in History. Each of these programs encourages students to explore the study of history in depth. Students who major in History develop strong skills in writing, research and critical thinking, abilities that are highly prized by employers in a wide variety of fields. History graduates have an excellent foundation for successful careers in most areas of business, consulting, public service, government agencies, as well as in archival management, library science, historical preservation, museology or teaching. The skills acquired can also serve as fine preparation for graduate work.

The department offers courses in the fields of American, European, Asian, African, Latin American, Middle Eastern and World history. Courses can chronological, topical or national in scope, and special offerings include courses in women’s, ethnic, business, social and cultural history.

All courses offered encourage an appreciation of the historical past through lecture/discussion, reading, analysis and writing. Because history explores all aspects of human endeavor, history courses touch upon the insights of all disciplines from the historical perspective.

Internships and volunteering are great ways to apply what one has learned and to move toward acquiring employment after graduation. History offers many internship and volunteering opportunities including, but by no means limited to, the Maryland Historical Society, Baltimore City Archives, Baltimore Museum of Industry, Jewish Museum of Maryland, Towson University Archives, B&O Railroad Museum and the National Great Blacks in Wax Museum.

The department participates in interdisciplinary programs with International Studies, Social Sciences and Women’s Studies; the minors in African and African American Studies, Jewish Studies, Ancient Mediterranean Studies, and Lesbian, Gay, Bisexual and Transgender Studies; and in Interdisciplinary Studies, tracks in American Studies, African-American Studies, Comparative Ethnic Studies, Latin American Studies and Asian Studies.

SPECIAL RECOMMENDATIONS FOR MAJORS AND MINORS

Students must declare their majors and minors in the department. The major or minor should be declared during the second term of the freshman year or at the beginning of the sophomore year. Students will be given major/minor forms listing additional rules for a History major/minor. They will also be assigned an academic adviser who will help in preparing a program of courses. Students should consult their advisers regularly. Students also must update their records each term. A History minor who wishes to complete an internship must have completed 15 units of the required courses in History.

Additionally, all majors must complete a History portfolio prior to graduation.

TRANSFER CREDIT POLICY

No more than 18 credits in History will be accepted toward a major or a minor from a regionally accredited two-year college. No more than 12 lower-division credits in history will be accepted toward a major or a minor from a regionally accredited two-year college. The 12 credits must be in lower-division courses which have Towson University equivalents at the 100–200 level.

ADVANCED PLACEMENT

The department awards credit through the Advanced Placement Program of the university for scores of 4 or 5 only.

DEPARTMENTAL HONORS AND ACTIVITIES

The department offers an honors program in History, in concert with the Honors College. Students interested in the History honors program should consult their adviser and the department chair no later than the first term of their junior year.

The department sponsors the Theta Beta Chapter of the national history honor society, Phi Alpha Theta. The society presents lectures, films and other programs. Students may inquire about membership requirements at the department office.

Department awards include the Medal of the Daughters of American Colonists, presented by the Cecilius Calvert Chapter of that organization, and the Disabled American Veterans Prize in History.
The Mary Catherine Kahl Prize is awarded annually to a History major or minor of outstanding promise who has not yet graduated. An essay in history written by the nominee is submitted as an integral part of the prize competition.

The Arnold Blumberg Prize is awarded annually to the senior History major who has compiled the most outstanding record in the field of European history.

The Douglas D. Martin Sr. History Award provides scholarship support for undergraduate History majors with a minimum of 85 units who have demonstrated an interest in the study of Western U.S. history or native peoples.

Each year, under an endowment established to honor Professor Herbert Duane Andrews, an outstanding scholar will be invited to lecture at the university. The lecture will emphasize scholarly research which demonstrates the integration of history with other disciplines or which uses newer methodologies to enhance understanding of traditional areas of specialization.

The department also offers travel-study courses that in the past have introduced students to China, Japan, Mexico and several European countries.

**MAJORS IN HISTORY**

- Major in History (p. 229)
- Major in History-Secondary Education (p. 230)
- Combined Major in History and Geography (p. 223)

**MINOR IN HISTORY**

- History (p. 232)

**Major in History**

In addition to the Core Curriculum requirements, History majors are required to complete 42 units with a grade equivalent of 2.00 or higher. The Bachelor of Arts degree may be earned by adding a foreign language to the major course requirements. The language requirement can be met by completing the intermediate courses (or their equivalent) of a modern foreign language.

**Required Course (3 Units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 300</td>
<td>INTRODUCTION TO HISTORICAL STUDY 1,4</td>
<td>3</td>
</tr>
</tbody>
</table>

**History Electives - Lower-Division Survey Courses (15 Units)**

Select a minimum of one course in pre-modern history (history prior to 1500) 3

Select a minimum of one course in U.S. survey from the following: 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 145</td>
<td>HISTORY OF THE UNITED STATES TO THE CIVIL WAR</td>
<td>3</td>
</tr>
<tr>
<td>HIST 146</td>
<td>HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR</td>
<td>3</td>
</tr>
<tr>
<td>HIST 147</td>
<td>HONORS HISTORY OF THE UNITED STATES TO THE CIVIL WAR</td>
<td>3</td>
</tr>
<tr>
<td>HIST 148</td>
<td>HONORS HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR</td>
<td>3</td>
</tr>
</tbody>
</table>

Select a minimum of one course in European survey, for example: 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 101</td>
<td>INTRODUCTION TO ANCIENT CIVILIZATION</td>
<td>3</td>
</tr>
<tr>
<td>HIST 102</td>
<td>HISTORY OF EUROPEAN CIVILIZATION THROUGH THE 17TH CENTURY</td>
<td>3</td>
</tr>
<tr>
<td>HIST 103</td>
<td>HISTORY OF EUROPEAN CIVILIZATION FROM THE 17TH CENTURY</td>
<td>3</td>
</tr>
<tr>
<td>HIST 105</td>
<td>BYZANTINE EMPIRE AND BALKANS TO 1821</td>
<td>3</td>
</tr>
<tr>
<td>HIST 110</td>
<td>EAST ASIAN CIVILIZATION TO THE 19TH CENTURY</td>
<td>3</td>
</tr>
<tr>
<td>HIST 111</td>
<td>MODERN EAST ASIA SINCE THE 19TH CENTURY</td>
<td>3</td>
</tr>
</tbody>
</table>

Select a minimum of two courses in global surveys which must be non-U.S. and non-European history, such as: 2

**SUGGESTED FOUR-YEAR PLAN**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following:</td>
<td>3</td>
<td>HIST global survey course 1,4</td>
</tr>
<tr>
<td>HIST 101 (Core 5)</td>
<td>ENGL 102 or TSEM 102 (Core 1 or 2)</td>
<td>3</td>
</tr>
<tr>
<td>HIST 102 (Core 5)</td>
<td>Core 4</td>
<td>3</td>
</tr>
<tr>
<td>HIST 103 (Core 5)</td>
<td>Core 7</td>
<td>4</td>
</tr>
<tr>
<td>HIST 145 or 146</td>
<td>3 Elective</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102 or TSEM 102 (Core 1 or 2)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Core 3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Sophomore**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST global survey course 1,4</td>
<td>3</td>
<td>HIST pre-modern survey course 2,4</td>
</tr>
<tr>
<td>Core 6</td>
<td>3 Core 10</td>
<td>3</td>
</tr>
<tr>
<td>Core 8</td>
<td>3 Core 13</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3 Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3 Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Junior**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 300</td>
<td>3 HIST upper level, global</td>
<td>3</td>
</tr>
<tr>
<td>HIST upper level, pre-modern</td>
<td>3 HIST upper level, European</td>
<td>3</td>
</tr>
<tr>
<td>HIST upper level, American</td>
<td>3 Upper-level elective</td>
<td>3</td>
</tr>
<tr>
<td>Core 14</td>
<td>3 Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3 Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Units** 42

1. Course must be taken during the junior year or equivalent.
2. Of the four required global history courses (two lower and two upper), students must take at least one course from two of the five sub-regions (Africa, Middle East, Asia, Latin America, World History).
3. Course must be taken during the senior year.
4. Introduction to Historical Study (HIST 300) and the History Seminar (HIST 486) may not be taken in the same term.
Major in History-Secondary Education

History-Secondary Education majors may wish to obtain certification to teach history at the secondary level. Students in this Secondary Education Program receive certification to teach in Maryland upon graduation. See Department of Secondary Education (p. 76) requirements. Students must contact the Department of Secondary Education about admission to the Secondary Education Program.

Students who decide not to complete all secondary education requirements must select and complete a different major in order to graduate.

In addition to the Core Curriculum requirements, and the requirements specified by the Department of Secondary Education (p. 76), students must complete 54 units with a grade equivalent of 2.00 or higher in each course taken from among the courses listed below. Of the 54 units, 21 must be completed in the required History courses, 24 in social sciences courses, and 9 taken from among the courses listed below. Of the 54 units, 21 must be complete 54 units with a grade equivalent of 2.00 or higher in each course specified by the Department of Secondary Education (p. 76), students must complete the professional education courses listed below.

Required Courses (21 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 102</td>
<td>3</td>
<td>HIST upper level, pre-modern</td>
<td>3</td>
</tr>
<tr>
<td>HIST 103</td>
<td>3</td>
<td>HIST upper level</td>
<td>3</td>
</tr>
<tr>
<td>HIST 145</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>or HIST 147</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>HIST 146</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>or HIST 148</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

History Electives (9 Units)

Select two courses in lower-division global surveys

Select three upper-division survey courses, including a minimum of two different geographic categories (U.S., Europe, global)

Required Social Sciences Courses (24 Units)

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 201</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 202</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCI 401</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCI 101</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POSC 103</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POSC 101</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POSC 105</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POSC 107</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POSC 207</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 201</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 202</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCI 401</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCI 101</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POSC 103</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POSC 101</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POSC 105</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POSC 107</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POSC 207</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 101</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POSC 105</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POSC 107</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POSC 207</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Units: 121

<table>
<thead>
<tr>
<th>Course</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 110, HIST 111, HIST 117, HIST 118, HIST 121, HIST 122, HIST 135, HIST 160, HIST 161, HIST 275 or HIST 277</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIST 101, HIST 110, HIST 117, HIST 121, HIST 135, HIST 160 or HIST 275</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

1. Marshal and arrange appropriate historical evidence from primary and secondary sources to support historical arguments
2. Demonstrate command of a body of historical knowledge related to major political, economic, social, and cultural events and issues in Western culture
3. Demonstrate command of a body of historical knowledge related to major political, economic, social, and cultural events and issues in non-Western cultures
4. Demonstrate information literacy, which includes technological competency

SECONDARY TEACHER EDUCATION REQUIREMENTS

In addition to majoring in one of the certification subject areas as well as satisfying the university Core Curriculum requirements, students must complete the professional education courses listed below.

Required Professional Courses for Secondary Education

A minimum grade equivalent of 2.00 or higher is required for all courses with an overall grade point average of 2.75 and 3.00 in professional education courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTC 301</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCED 305</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCED 341</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCED 401</td>
<td>3-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCED 419</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCED 460</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCED 462</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Methods Requirement

Select one of the following based on major:

<table>
<thead>
<tr>
<th>Course</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCED 353</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCED 355</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCED 357</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Internship Requirement by Major

1. Course must be taken during the junior year or equivalent.
2. HIST 110, HIST 111, HIST 117, HIST 118, HIST 121, HIST 122, HIST 135, HIST 160, HIST 161, HIST 275 or HIST 277
**SUGGESTED FOUR-YEAR PLAN**

**Freshman**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102 (Core 1)</td>
<td>3 TSEM 102 (Core 2)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Sophomore**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCED 383</td>
<td>INTERNSHIP IN SECONDARY EDUCATION-ENGLISH</td>
<td></td>
</tr>
<tr>
<td>SCED 384</td>
<td>INTERNSHIP IN SECONDARY EDUCATION-FRENCH</td>
<td></td>
</tr>
<tr>
<td>SCED 389</td>
<td>INTERNSHIP IN SECONDARY EDUCATION-HISTORY</td>
<td></td>
</tr>
<tr>
<td>SCED 394</td>
<td>STUDENT TEACHING IN SECONDARY EDUCATION-SPANISH</td>
<td></td>
</tr>
<tr>
<td>SCED 396</td>
<td>INTERNSHIP IN SECONDARY EDUCATION-SOCIAL SCIENCE</td>
<td></td>
</tr>
<tr>
<td>SCED 461</td>
<td>TEACHING READING IN THE SECONDARY CONTENT AREAS (taken concurrently with SCED 499)</td>
<td>3</td>
</tr>
<tr>
<td>SCED 499</td>
<td>INTERNSHIP IN SECONDARY EDUCATION 2</td>
<td>6</td>
</tr>
<tr>
<td>SPED 301</td>
<td>INTRODUCTION TO SPECIAL EDUCATION</td>
<td>3</td>
</tr>
</tbody>
</table>

**Additional requirements to be integrated into Core Curriculum:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 131</td>
<td>FUNDAMENTALS OF SPEECH COMMUNICATION</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 202</td>
<td>HISTORICAL AND CONTEMPORARY PERSPECTIVES: AMERICA'S URBAN SCHOOLS</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 203</td>
<td>TEACHING AND LEARNING IN A DIVERSE SOCIETY</td>
<td>3</td>
</tr>
<tr>
<td>HIST 145</td>
<td>HISTORY OF THE UNITED STATES TO THE CIVIL WAR</td>
<td>3</td>
</tr>
<tr>
<td>or HIST 146</td>
<td>HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR</td>
<td>3</td>
</tr>
<tr>
<td>SCED 304</td>
<td>EDUCATION, ETHICS AND CHANGE</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SCED 384</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SCED 394</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SCED 461</td>
<td></td>
</tr>
</tbody>
</table>

1. Taken concurrently with SCED 341 and shares a required field experience
2. Taken at a professional development school during the fall or spring term, whichever precedes the full-time internship term, with Methods of Teaching Major Subject and SCED 461
3. Some methods courses are offered spring or fall only. Check with your adviser.

**The Professional Year**

The Professional Year is designed to provide teacher candidates with the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.

As part of their yearlong professional internship, all teacher candidates begin these activities in Professional Development Schools (PDS). These are schools in which the Department of Secondary Education and the College of Education have partnerships in which the PDS and the Department collaborate on a number of issues, including serving as in-school sites for courses as well as the activities taking place during the Full-Time Internship year.

**REQUIREMENTS FOR FULL-TIME INTERNSHIP**

1. All students must meet the following GPA requirements to be admitted to student teaching: 2.75 GPA in major field and 3.00 in professional education courses with a minimum 2.75 overall GPA, based on transcripts from all institutions of higher learning attended, including Towson University. (Consult with SCED adviser.)
2. All preservice students in Teacher Education programs at Towson University whose program of study requires an intensive and extensive internship or student teaching experience in a public school setting (pre-K through 12) are required to undergo a criminal background check before entering this experience. The criminal background check must be filed with the Center for Professional Practice.

**Total Units: 129**

1. HIST 110, HIST 111, HIST 117, HIST 118, HIST 121, HIST 122, HIST 135, HIST 160, HIST 161, HIST 275 or HIST 277

NCSS Standard 1.1Culture and Cultural Diversity. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.

NCSS Standard 1.2Time, Continuity, and Change. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.

NCSS Standard 1.3People, Places, and Environment. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment.

NCSS Standard 1.4Individual Development and Identity. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.
NCSS Standard 1.5Individuals, Groups and Institutions. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions.

NCSS Standard 1.6Power, Authority, and Governance. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority and governance.

NCSS Standard 1.7Production, Distribution, and Consumption. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption of goods and services.

NCSS Standard 1.8Science, Technology and Society. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology and society.

NCSS Standard 1.9Global Connections. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections and interdependence.

NCSS Standard 1.10Civic Ideals and Practices. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices.

Standard 3.1. Course or Courses on Teaching Social Studies. Institutions preparing social studies teachers should provide and require prospective social studies teachers to complete a course or courses dealing specifically with the nature of the social studies and with ideas, strategies, and techniques for teaching social studies at the appropriate licensure level.

Standard 3.2. Qualified Social Studies Faculty. Institutions preparing social studies teachers should provide faculty in the social studies and social studies education components of the program who are recognized as (a) exemplary teachers, (b) scholars in the fields of social studies and social studies education, and (c) informed about middle and secondary school classrooms and teaching.

### Combined Major in Geography and History

The completion of individual majors in History and Geography requires the successful completion of 82 units (42 in History and 40 in Geography) with a grade equivalent of 2.00 or higher. However, by electing the combined major in History and Geography, students will be able to complete both majors with a total of 70 units (36 in History and 34 in Geography). Students interested in this combined major should consult with an adviser in both departments.

In Geography and Environmental Planning, students must complete all requirements for the major. However, they must substitute two approved courses (6 units) in History toward fulfillment of the required six elective courses (18 units) in Geography and Environmental Planning.

All upper-division History electives (300-400) with specific geographic foci (region, country, continent or global) are approved for the Geography component of the program (e.g. HIST 307, HIST 312, and HIST 329). Courses on environmental and landscape history are also approved for Geography (e.g. HIST 336 and HIST 484, the latter which includes topics such as the environmental history of the Chesapeake). Students should consult with their academic advisers to ensure the selection of appropriate History courses for the Geography component.

In History, students must complete all requirements for the major according to the specifications below:

#### Required Course (3 Units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 300</td>
<td>INTRODUCTION TO HISTORICAL STUDY (to be taken during the junior year or equivalent)</td>
<td>3</td>
</tr>
</tbody>
</table>

#### History Electives - Lower-Division Survey Courses (15 Units)

Select one course in pre-modern history (history prior to 1500) 3
Select one of the following U.S. survey courses: 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 145</td>
<td>HISTORY OF THE UNITED STATES TO THE CIVIL WAR</td>
<td>3</td>
</tr>
<tr>
<td>HIST 146</td>
<td>HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR</td>
<td>3</td>
</tr>
<tr>
<td>HIST 147</td>
<td>HONORS HISTORY OF THE UNITED STATES TO THE CIVIL WAR</td>
<td>3</td>
</tr>
<tr>
<td>HIST 148</td>
<td>HONORS HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following European survey courses: 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 101</td>
<td>INTRODUCTION TO ANCIENT CIVILIZATION</td>
<td>3</td>
</tr>
<tr>
<td>HIST 102</td>
<td>HISTORY OF EUROPEAN CIVILIZATION THROUGH THE 17TH CENTURY</td>
<td>3</td>
</tr>
<tr>
<td>HIST 103</td>
<td>HISTORY OF EUROPEAN CIVILIZATION FROM THE 17TH CENTURY</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two non-Western survey courses (Africa, Middle East, Asia, Latin America, World History) 6

#### History Electives - Upper Division Courses (24 Units)

Select seven upper-division courses including the following: 21

Select two courses in pre-modern history (history prior to 1500)
One course in U.S. History
One course in European History
Two courses in non-Western history 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 486</td>
<td>SENIOR HISTORY SEMINAR (either U.S., European, or global history)</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Geography Electives (6 Units)

Select two of the following: 6

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 355</td>
<td>HISTORICAL GEOGRAPHY OF URBANIZATION</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 420</td>
<td>GEOGRAPHY OF THE UNITED STATES AND CANADA</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 423</td>
<td>GEOGRAPHY OF MARYLAND</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 427</td>
<td>THE GLOBAL ECONOMY</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 431</td>
<td>GEOGRAPHY OF AFRICA</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 445</td>
<td>GEOGRAPHY OF SOUTHEAST ASIA</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 447</td>
<td>GEOGRAPHY OF THE MIDDLE EAST</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 451</td>
<td>GEOGRAPHY OF EUROPE</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 453</td>
<td>THE RUSSIAN COLOSSUS: HISTORICAL AND CONTEMPORARY GEOGRAPHIES OF RUSSIA</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 462</td>
<td>THE TWO DOWN-UNDERS: GEOGRAPHIES OF AUSTRALIA AND AOTEAROA-NEW ZEALAND</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 463</td>
<td>THE SILK ROAD: THE GEOGRAPHIES OF CENTRAL EURASIA</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 47X</td>
<td>Seminar in Geography (topic to be approved by the Department of History)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units 48

1 Note: Not all non-Western courses can be from the same region.

### SUGGESTED FOUR-YEAR PLAN

Please contact your major department for more information.

### Minor in History

History minors are required to complete 21 units with a grade equivalent of 2.00 or higher in each course taken from among the following courses.

#### Required Course (3 Units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 300</td>
<td>INTRODUCTION TO HISTORICAL STUDY</td>
<td>3</td>
</tr>
</tbody>
</table>
Interdisciplinary Studies Program

Director: Robert Rook

OFFICE
LA 2213, 410-704-2128

THE PROGRAM

The Interdisciplinary Studies Program provides students with the opportunity to pursue a course of study unavailable through any single discipline at Towson University. The program offers students three alternatives:

1. the Individually Designed Thematic Option major or minor
2. four formally designed major concentrations; and
3. 10 minors.

The number of units required for a major or minor in Interdisciplinary Studies varies by program. All units must be completed with a grade equivalent of 2.00 or higher.

Interdisciplinary Studies majors may transfer up to 21 credits toward completion of the major. Interdisciplinary Studies minors may transfer up to 9 credits toward completion of the minor. Transfer credits from a Towson University study abroad program do not count toward this transfer credit limit, nor are they included in the student’s GPA.

INDIVIDUALLY DESIGNED THEMATIC OPTION MAJOR/MINOR

The Individually Designed Thematic Option allows students to pursue a major or minor that is not available at Towson University but is offered at other colleges or universities. Because it is individually designed, this option places significant additional responsibility on the student.

1. The student finds a model for the major or minor he or she wishes to pursue in the catalog of another accredited college or university and determines whether Towson University offers the courses necessary to complete the major or minor.
2. The student meets with the director of Interdisciplinary Studies to ask for preliminary approval of the proposed major or minor.
3. With the assistance of the director of Interdisciplinary Studies, the student identifies a professor with the necessary expertise who is willing to serve as his or her adviser.
4. Under the guidance of the adviser, the student creates a plan of study that includes a title for the individually designed thematic option, a description of its goals, and a list of required and elective courses.

After formal approval by the faculty adviser, the student, and the director of Interdisciplinary Studies, the agreement will constitute the requirements of the student’s major or minor. Any changes to the plan of study must be approved by the director of Interdisciplinary Studies.

Students interested in the Individually Designed Thematic Option should declare their major or minor as soon as possible, ideally no later than the first term of the junior year. The Thematic Option major typically requires a minimum of two years of study once the plan of study is approved. No unapproved plan of study may be used for graduation. Students are responsible for keeping their plan of study updated and approved by the IDIS director.

Requirements for the Major (45 units)

1. A plan of study consisting of a minimum of 45 units in the major approved by the director of Interdisciplinary Studies.
2. Each of these courses must be completed with a grade equivalent of 2.00 or higher.
3. At least 21 of these units must be taken after formal approval of the plan of study.
4. The required 45 units must incorporate courses from at least three departments or programs.
5. All course work must be upper-division (300-400) unless the faculty adviser and the director of Interdisciplinary Studies approve the inclusion of some particularly significant course work (no more than 9 units) at the lower-division level.
6. Students must complete an Interdisciplinary Studies portfolio.

Requirements for the Minor (21 units)

1. A plan of study consisting of a minimum of 21 units in the minor approved by the director of Interdisciplinary Studies.
2. Each of these courses must be completed with a grade equivalent of 2.00 or higher.
3. At least 12 of these units must be taken after formal approval of the plan of study.
4. The required 21 units must incorporate courses from at least three departments or programs.
5. At least 12 units of course work must be upper division (300-400). A maximum of 9 units at the 100-200 level are allowed in the minor.

FORMALLY DESIGNED MAJOR CONCENTRATIONS

There are at present four formally designed major concentrations, each designed by an interdisciplinary faculty committee. Students interested in any of these programs should contact the director of the concentration. Please note that the major that appears on your diploma will be Interdisciplinary Studies in each of these cases. Major concentrations are listed on your official transcript after approval for graduation.

Concentrations

- American Studies
- Animal Behavior
- Asian Studies
- Latin American and Latino/a Studies

MINORS

Interdisciplinary minors offer an excellent complement to majors in traditional disciplines. Students in any major may elect to pursue one of these minors.

- African and African American Studies
- American Studies
- Ancient Mediterranean Studies
- Asian Studies
- Business, Communication and the Liberal Arts
- Cultural Studies
- Interdisciplinary Studies
- Jewish Studies
- Latin American and Latino/a Studies
MAJORS IN INTERDISCIPLINARY STUDIES

- Major in Interdisciplinary Studies with concentrations in:
  - American Studies (p. 234)
  - Animal Behavior (p. 235)
  - Asian Studies (p. 236)
  - Latin American and Latino/a Studies (p. 237)

MINORS IN INTERDISCIPLINARY STUDIES

- African and African American Studies (p. 239)
- American Studies (p. 239)
- Ancient Mediterranean Studies (p. 241)
- Asian Studies (p. 242)
- Business, Communication and the Liberal Arts (p. 242)
- Interdisciplinary Studies
- Jewish Studies (p. 243)
- Latin American and Latino/a Studies (p. 244)
- Museum Studies (p. 245)

American Studies Concentration/Interdisciplinary Studies Major

OFFICE
LA 4220, 410-704-3934
email: ckoot@towson.edu

THE PROGRAM

The American Studies Concentration is an interdisciplinary program that allows students to take courses in different academic departments that focus on the concept of American culture. The American Studies approach emphasizes the interrelatedness of history, literature, the arts and popular culture. In their course work students will examine American institutions, ideas and material forms in order to better understand the nation’s past and to shape their own futures. The major is designed for those students who may wish to have careers in fields such as law, government service, non-profit organizations, journalism, museum work and teaching, where a broad knowledge of American history and culture is desirable.

A minor is available for those students with another major who want to learn more about American culture. Students have the opportunity to receive units for internships.

REQUIREMENTS FOR THE CONCENTRATION

Students majoring in the American Studies Concentration must complete 45 units with a grade equivalent of 2.00 or higher in each course.

Required Courses (6 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMST 201</td>
<td>INTRODUCTION TO AMERICAN STUDIES</td>
<td>3</td>
</tr>
</tbody>
</table>

Capstone Experience

AMST 491 or AMST 497

DIRECTED READINGS IN AMST or INTERNSHIP IN AMERICAN STUDIES (3 Units)

Lower-Division Electives (9 Units)

Select one course from each area:

American Studies Concentration/Interdisciplinary Studies Major

OFFICE
LA 4220, 410-704-3934
email: ckoot@towson.edu

THE PROGRAM

The American Studies Concentration is an interdisciplinary program that allows students to take courses in different academic departments that focus on the concept of American culture. The American Studies approach emphasizes the interrelatedness of history, literature, the arts and popular culture. In their course work students will examine American institutions, ideas and material forms in order to better understand the nation’s past and to shape their own futures. The major is designed for those students who may wish to have careers in fields such as law, government service, non-profit organizations, journalism, museum work and teaching, where a broad knowledge of American history and culture is desirable.

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<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>AMST 201</td>
<td>INTRODUCTION TO AMERICAN STUDIES</td>
<td>3</td>
</tr>
</tbody>
</table>

Capstone Experience

AMST 491 or AMST 497

DIRECTED READINGS IN AMST or INTERNSHIP IN AMERICAN STUDIES (3 Units)

Lower-Division Electives (9 Units)

Select one course from each area:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 352</td>
<td>THE U.S. 1892-1920: AGE OF REFORM</td>
</tr>
<tr>
<td>HIST 359</td>
<td>THE FDR ERA</td>
</tr>
<tr>
<td>HIST 360</td>
<td>RECENT AMERICAN HISTORY: 1945-1975</td>
</tr>
<tr>
<td>HIST 361</td>
<td>GAYS &amp; LESBIANS IN U.S. HISTORY</td>
</tr>
<tr>
<td>HIST 362</td>
<td>MAKERS, BUYERS, USERS: THE HISTORY OF THE AMERICAN ECONOMY 1500-PRESENT</td>
</tr>
<tr>
<td>HIST 367</td>
<td>THE DEVELOPMENT OF THE U.S. CONSTITUTION:1787-1941</td>
</tr>
<tr>
<td>HIST 368</td>
<td>THE BILL OF RIGHTS AND THE CONSTITUTION: 1941 TO THE PRESENT</td>
</tr>
<tr>
<td>HIST 374</td>
<td>THE AMERICAN WEST</td>
</tr>
<tr>
<td>HIST 375</td>
<td>THE CITY IN AMERICAN HISTORY</td>
</tr>
<tr>
<td>HIST 379</td>
<td>NATIVE AMERICAN HISTORY TO 1900</td>
</tr>
<tr>
<td>HIST 380</td>
<td>NATIVE AMERICAN HISTORY SINCE 1900</td>
</tr>
<tr>
<td>HIST 381</td>
<td>AFRICAN-AMERICAN HISTORY TO THE MID-19TH CENTURY</td>
</tr>
<tr>
<td>HIST 382</td>
<td>AFRICAN-AMERICAN HISTORY FROM THE MID-19TH CENTURY</td>
</tr>
<tr>
<td>HIST 385</td>
<td>WORKERS AND WORK IN THE UNITED STATES</td>
</tr>
<tr>
<td>HIST 397</td>
<td>HISTORY OF MARYLAND FROM COLONIAL TIMES TO THE PRESENT</td>
</tr>
<tr>
<td>KNES 441</td>
<td>THE AMERICAN WOMEN IN SPORT</td>
</tr>
<tr>
<td>POSC 305</td>
<td>URBAN GOVERNMENT AND POLITICS</td>
</tr>
<tr>
<td>POSC 343</td>
<td>AFRICAN-AMERICAN POLITICS</td>
</tr>
<tr>
<td>POSC 381</td>
<td>THE PRESIDENCY</td>
</tr>
<tr>
<td>POSC 383</td>
<td>CONGRESS</td>
</tr>
<tr>
<td>POSC 384</td>
<td>JUDICIAL SYSTEM</td>
</tr>
<tr>
<td>POSC 417</td>
<td>AMERICAN POLITICAL PARTIES</td>
</tr>
<tr>
<td>POSC 418</td>
<td>CONSTITUTIONAL LAW AND POLITICS</td>
</tr>
<tr>
<td>POSC 419</td>
<td>CIVIL RIGHTS AND CIVIL LIBERTIES: THE FIRST AND FOURTEENTH AMENDMENTS</td>
</tr>
<tr>
<td>POSC 420</td>
<td>CONSTITUTIONAL PROTECTIONS: PERSONAL LIBERTY AND THE RIGHTS OF THE ACCUSED.</td>
</tr>
<tr>
<td>POSC 421</td>
<td>POLITICS AND ENVIRONMENTAL POLICY</td>
</tr>
<tr>
<td>POSC 422</td>
<td>THE SUPREME COURT</td>
</tr>
<tr>
<td>POSC 450</td>
<td>INTEREST GROUPS AND PUBLIC POLICY</td>
</tr>
<tr>
<td>ENGL 476</td>
<td>TOPICS IN MULTI-ETHNIC AMERICAN LITERATURE</td>
</tr>
<tr>
<td>HIST 314</td>
<td>THE UNITED STATES AND VIETNAM:1945-1975</td>
</tr>
<tr>
<td>HIST 331</td>
<td>AMERICAN MILITARY HISTORY: 1898-1945</td>
</tr>
<tr>
<td>HIST 332</td>
<td>AMERICAN MILITARY HISTORY SINCE 1945</td>
</tr>
<tr>
<td>HIST 370</td>
<td>DIPLOMATIC HISTORY OF THE UNITED STATES SINCE 1900</td>
</tr>
<tr>
<td>HIST 378</td>
<td>IMMIGRANTS &amp; IMMIGRATION IN THE UNITED STATES</td>
</tr>
<tr>
<td>POSC 355</td>
<td>LATIN AMERICAN POLICY OF THE UNITED STATES</td>
</tr>
<tr>
<td>POSC 432</td>
<td>UNITED STATES-RUSSIAN RELATIONS</td>
</tr>
<tr>
<td>POSC 436</td>
<td>U.S. FOREIGN POLICY</td>
</tr>
<tr>
<td>POSC 441</td>
<td>CONTEMPORARY UNITED STATES AND EUROPEAN RELATIONS</td>
</tr>
<tr>
<td>ARTH 302</td>
<td>MUSEUM AND COMMUNITY</td>
</tr>
<tr>
<td>ARTH 335</td>
<td>AFRICAN-AMERICAN ART</td>
</tr>
<tr>
<td>ARTH 337</td>
<td>ART AND ARCHITECTURE OF THE UNITED STATES I: COLONIAL TO 1900</td>
</tr>
<tr>
<td>ARTH 338</td>
<td>ART AND ARCHITECTURE OF THE UNITED STATES II: 1900 TO PRESENT</td>
</tr>
<tr>
<td>ARTH 350</td>
<td>HISTORY OF PRINTS IN AMERICA</td>
</tr>
<tr>
<td>EMF 385</td>
<td>RADIO, CULTURE, AND SOCIETY</td>
</tr>
<tr>
<td>ENGL 331</td>
<td>AMERICAN DRAMA</td>
</tr>
<tr>
<td>ENGL 431</td>
<td>LITERATURE OF THE AMERICAN ROMANTIC PERIOD</td>
</tr>
<tr>
<td>ENGL 432</td>
<td>LITERATURE OF THE AMERICAN REALISTIC PERIOD</td>
</tr>
<tr>
<td>ENGL 433</td>
<td>AMERICAN SHORT STORY</td>
</tr>
<tr>
<td>ENGL 435</td>
<td>DEVELOPMENT OF THE AMERICAN NOVEL: 19TH CENTURY</td>
</tr>
<tr>
<td>ENGL 436</td>
<td>AMER NOVEL-20C</td>
</tr>
<tr>
<td>ENGL 437</td>
<td>AMERICAN POETRY THROUGH FROST</td>
</tr>
<tr>
<td>ENGL 438</td>
<td>MODERN AMERICAN POETRY</td>
</tr>
<tr>
<td>ENGL 440</td>
<td>CONTEMPORARY AMERICAN POETRY</td>
</tr>
<tr>
<td>ENGL 473</td>
<td>TOPICS IN AMERICAN LITERATURE</td>
</tr>
<tr>
<td>HIST 389</td>
<td>ROOTS OF ROCK AND ROLL</td>
</tr>
<tr>
<td>KNES 357</td>
<td>SPORT IN FILM</td>
</tr>
<tr>
<td>MUSC 421</td>
<td>MUSIC IN THE U.S.</td>
</tr>
<tr>
<td>MUSC 426</td>
<td>JAZZ HISTORY</td>
</tr>
<tr>
<td>PHIL 326</td>
<td>AMERICAN PHILOSOPHY</td>
</tr>
<tr>
<td>POSC 430</td>
<td>AMERICAN POLITICAL THOUGHT</td>
</tr>
</tbody>
</table>

Total Units: 45

1 Other courses relating to American culture may be substituted with the approval of the program coordinator.

**SUGGESTED FOUR-YEAR PLAN**

Please contact your major department for more information.

1) Students possess the ability to integrate knowledge and modes of thinking across two or more disciplines.
2) Students communicate effectively in the presentation of interdisciplinary materials through various modes of transmission.
3) Students conduct, analyze and apply research from two or more disciplines or through interdisciplinary research.

**Animal Behavior Concentration/ Interdisciplinary Studies Major**

**OFFICE**

Smith Hall 251, 410-704-4065
Liberal Arts 2124, 410-704-3483

**THE PROGRAM**

The study of animal behavior has received an increasing amount of attention from the public because of the emphasis placed by zoological parks on behavioral biology and the large number of presentations in the media regarding animal behavior and sociobiology.

The Animal Behavior Concentration is designed to offer a solid foundation in the diverse approaches used to study behavioral biology. The program uses a carefully selected combination of courses in biology and psychology to achieve this goal. In addition, students are required to complete either an independent...
research project or an internship in order to apply their knowledge in an intensive research experience.

Students who complete the program may be qualified for positions at zoological parks, aquariums and nature centers. In addition, they will have the necessary technical knowledge to pursue a career in freelance writing about animal behavior. However, students who are considering attending graduate school will need to complete additional courses in either biology or psychology. Most of the students currently enrolled in the program are also majoring in either Biology or Psychology.

Students who are considering the Animal Behavior Concentration must meet with one of the program coordinators before declaring Interdisciplinary Studies as a major. Students who are also majoring or minoring in Psychology or Biology should contact the respective co-coordinator: Mark Bulmer (Biological Sciences), Paul Pistell (Psychology).

REQUIREMENTS FOR THE CONCENTRATION

The Animal Behavior Concentration requires students to complete 45 units with a grade equivalent of 2.00 or higher. If 45 units have not been reached following completion of the required courses, the additional course or courses must be taken from the biology or psychology electives list (see below).

Required Courses (32-33 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 120</td>
<td>PRINCIPLES OF BIOLOGY [LECTURE]</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 120L</td>
<td>and PRINCIPLES OF BIOLOGY [LAB]</td>
<td></td>
</tr>
<tr>
<td>or BIOL 201</td>
<td>INTRODUCTION TO CELL BIOLOGY AND GENETICS</td>
<td></td>
</tr>
<tr>
<td>PSYC 101</td>
<td>INTRODUCTION TO PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 207</td>
<td>GENERAL ZOOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 212</td>
<td>BEHAVIORAL STATISTICS</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 371</td>
<td>ANIMAL BEHAVIOR</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 460</td>
<td>ETHOLOGY AND COMPARATIVE PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 314</td>
<td>RESEARCH METHODS IN PSYCHOLOGY</td>
<td>3-4</td>
</tr>
<tr>
<td>or BIOL 381</td>
<td>WRITING IN THE BIOLOGICAL SCIENCES</td>
<td></td>
</tr>
<tr>
<td>BIOL 202</td>
<td>INTRODUCTION TO ECOLOGY AND EVOLUTION</td>
<td>4</td>
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<tr>
<td>or BIOL 413</td>
<td>EVOLUTION</td>
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Select one of the following: 3

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>BIOL 491</td>
<td>ELECTIVE IN INDEPENDENT RESEARCH</td>
</tr>
<tr>
<td>BIOL 493</td>
<td>INTERNSHIP IN BIOLOGY</td>
</tr>
<tr>
<td>IDIS 495</td>
<td>INTERNSHIP IN INTERDISCIPLINARY STUDIES</td>
</tr>
<tr>
<td>PSYC 391</td>
<td>DIRECTED RESEARCH EXPERIENCE IN PSYCHOLOGY</td>
</tr>
</tbody>
</table>

Biology Electives (5-8 Units)

Select a minimum of two of the following: 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 353</td>
<td>INVERT ZOOLOGY</td>
</tr>
<tr>
<td>BIOL 402</td>
<td>GENERAL ECOLOGY</td>
</tr>
<tr>
<td>BIOL 456</td>
<td>ORNITHOLOGY</td>
</tr>
<tr>
<td>BIOL 458</td>
<td>MAMMALOGY</td>
</tr>
<tr>
<td>BIOL 461</td>
<td>ENTOMOLOGY</td>
</tr>
<tr>
<td>BIOL 467</td>
<td>HERPETOLOGY</td>
</tr>
<tr>
<td>BIOL 481</td>
<td>DIR READ:BIOL</td>
</tr>
</tbody>
</table>

Psychology Electives (4-6 Units)

Select a minimum of two of the following: 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>PSYC 305</td>
<td>PSYCHOLOGY OF LEARNING</td>
</tr>
<tr>
<td>PSYC 309</td>
<td>PSYCHOPHARMACOLOGY</td>
</tr>
<tr>
<td>PSYC 315</td>
<td>MOTIVATION</td>
</tr>
<tr>
<td>PSYC 317</td>
<td>SENSATION AND PERCEPTION</td>
</tr>
<tr>
<td>PSYC 341</td>
<td>ENVIRONMENTAL PSYCHOLOGY</td>
</tr>
<tr>
<td>PSYC 381</td>
<td>READINGS IN PSYCHOLOGY</td>
</tr>
</tbody>
</table>

SUGGESTED FOUR-YEAR PLAN

Please contact your major department for more information.

1) Students possess the ability to integrate knowledge and modes of thinking across two or more disciplines.
2) Students communicate effectively in the presentation of interdisciplinary materials through various modes of transmission.
3) Students conduct, analyze and apply research from two or more disciplines or through interdisciplinary research.

Asian Studies Concentration/Interdisciplinary Studies Major OFFICE LA 4124, 410-704-2856

THE PROGRAM

The Asian Studies Concentration within the Interdisciplinary Studies major is designed to offer students an interdisciplinary program of study of various dimensions of the Asian world. Students may plan a course of study that concentrates on a particular aspect of Asian civilization or on a particular sub-region of Asia. One might, for example, focus on the art and philosophy of various Asian peoples, or instead, one might concentrate on Chinese, Indian or Japanese civilization, studying both the traditional and modern society, its physical setting, and its political and economic development. In order to build a sound program of study, which meets both the individual student’s needs and the Interdisciplinary Studies requirements, it is essential that students work closely with an adviser in planning the program and selecting courses.

REQUIREMENTS FOR THE CONCENTRATION

1. Twelve units of a foreign language appropriate to the student’s designated area of interest in Asia. The advisory committee may waive the language requirement for native speakers of Japanese, Chinese or another language related to the student’s course of study. In this case, students must earn a total of 45 units instead of the 33 detailed below.
2. A minimum of 33 units selected from the following list of courses, but with courses from at least three departments (in addition to language) represented. Other courses not shown on the list, but which are relevant to Asia (such as directed readings courses and Minimester courses) may be accepted with the approval of the advisory committee. Excluding language courses, no more than 12 units below the 300 level may be taken for credit in this program.
3. All courses must be completed with a grade equivalent of 2.00 or higher.
4. Students may transfer up to 21 credits toward the completion of the major. Transfer credits from a Towson University study abroad program do not count toward this transfer credit limit, nor are they included in the student’s GPA.
5. Asian language courses above the 202 level may be counted toward the 33-unit elective requirements. Students taking a second Asian language
must petition to have those upper-level units included in the 33-unit elective requirement. Normally, however, students are expected to concentrate on one Asian language. Native speakers may receive Asian Studies credit for language courses in their own language above the 302 level.

Approved Courses

Art History
ARTH 330 EAST ASIAN ART AND ARCHITECTURE 3
ARTH 331 ART OF CHINA 3
ARTH 333 ART OF JAPAN 3
ARTH 370 SPECIAL TOPICS IN ART HISTORY 3

Asian Studies
ASST 270 SPECIAL TOPICS IN ASIAN STUDIES 1-4
ASST 470 ADVANCED TOPICS IN ASIAN STUDIES 1-4
ASST 490 DIRECTED READINGS IN ASIAN STUDIES 1-3
ASST 492 INDEPENDENT STUDY IN ASIAN STUDIES 1-3
ASST 494 INTERNSHIP IN ASIAN STUDIES 1-3

Geography
GEOG 443 GEOGRAPHY OF EAST ASIA 3
GEOG 445 GEOGRAPHY OF SOUTHEAST ASIA 3
GEOG 447 GEOGRAPHY OF THE MIDDLE EAST 3
GEOG 477 SEMINAR: SELECTED TOPICS IN GEOGRAPHY 3

History
HIST 109 INTRODUCTION TO THE CIVILIZATION OF INDIA 3
HIST 110 EAST ASIAN CIVILIZATION TO THE 19TH CENTURY 3
HIST 111 MODERN EAST ASIA SINCE THE 19TH CENTURY 3
HIST 117 ISLAMIC HISTORY: FROM THE RISE OF ISLAM TO THE RISE OF THE OTTOMANS 3
HIST 118 MODERN MIDDLE EAST HISTORY 3
HIST 310 NATIONALISM IN EAST AND SOUTHEAST ASIA 3
HIST 311 TRADITIONAL INDIA: ITS HISTORICAL DEVELOPMENT 3
HIST 312 HISTORY OF MODERN INDIA 3
HIST 313 HISTORY OF MODERN SOUTHEAST ASIA 3
HIST 315 IMPERIAL CHINA: THE LAST DYNASTY 3
HIST 316 REVOLUTIONARY CHINA 3
HIST 319 JAPAN, 1830-1930 3
HIST 320 JAPAN, 1930-PRESENT 3
HIST 339 THE MAKING OF THE MIDDLE EAST 3
HIST 340 ISRAEL/PALESTINE: CONFLICTING PAST, CONFLICTING PRESENT 3
HIST 354 CONFLICT AND COOPERATION IN COLD WAR EAST ASIA 3

Interdisciplinary Studies
IDIS 494 TRAVEL AND STUDY IN INTERDISCIPLINARY STUDIES 3

Foreign Language
ARAB 101 ARABIC ELEMENTS I 6
& ARAB 102 and ARABIC ELEMENTS II 6
ARAB 201 ARABIC INTERMEDIATE I 6
& ARAB 202 and ARABIC INTERMEDIATE II 6
CHNS 101 ELEMENTARY CHINESE I 6
& CHNS 102 and ELEMENTARY CHINESE II 6
CHNS 201 INTERMEDIATE CHINESE I 6
& CHNS 202 and INTERMEDIATE CHINESE II 6

SUGGESTED FOUR-YEAR PLAN

Please contact your major department for more information.

1) Students possess the ability to integrate knowledge and modes of thinking across two or more disciplines.
2) Students communicate effectively in the presentation of interdisciplinary materials through various modes of transmission.
3) Students conduct, analyze and apply research from two or more disciplines or through interdisciplinary research.

Latin American and Latino/a Studies Concentration/Interdisciplinary Studies Major

OFFICE
LA 4210E, 410-704-5369

THE PROGRAM

The Latin American and Latino/a Studies Concentration within the Interdisciplinary Studies major allows students to approach the study of Latin America and Latinos/as in the United States from an interdisciplinary perspective. It is an appropriate concentration for those intending to pursue Latin American and Latino/a Studies or Spanish at the graduate level, for those anticipating living or working in Latin America, or for those wishing to acquire expertise in Latin America for a career in government or business.

Training in Latin American and Latino/a studies is an excellent preparation for careers in education, business and government. Graduates find employment with businesses such as export/import companies, international banks, tour
and travel companies, and the international media. Government agencies, such as the State Department, seek individuals trained in Latin American and Latino/a studies. Employment opportunities exist for translators and researchers, and in other areas.

**REQUIREMENTS FOR THE CONCENTRATION**

Students in the Latin American and Latino/a Studies Concentration complete SPAN 301 or its equivalent, and a minimum of 36 units. The concentration requires 6 units in foundations courses, 6 units in advanced study courses, a 6-unit capstone experience, and 18 units of electives. Students must complete a minimum of 6 units in at least three of the following disciplines: anthropology, art history, economics history, geography, music, applied music, political science, sociology or Spanish.

All course work must be completed with a grade equivalent of 2.00 or higher.

**Foundations (6 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAST 100</td>
<td>LATIN AMERICA: ISSUES AND APPROACHES</td>
<td>3</td>
</tr>
<tr>
<td>HIST 122</td>
<td>LATIN AMERICA: NATIONAL PERIOD</td>
<td>3</td>
</tr>
</tbody>
</table>

**Advanced Study (6 Units)**

Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 369</td>
<td>TRADITION &amp; REVOLUTION IN LATIN AMERICA</td>
</tr>
<tr>
<td>GEOG 461</td>
<td>GEOGRAPHY OF LATIN AMERICA</td>
</tr>
<tr>
<td>POSC 351</td>
<td>THE GOVERNMENT AND POLITICS OF LATIN AMERICAN</td>
</tr>
<tr>
<td>SPAN 312</td>
<td>CULTURE AND CIVILIZATION OF LATIN AMERICA</td>
</tr>
<tr>
<td>SPAN 455</td>
<td>HISPANIC POPULAR CULTURES</td>
</tr>
</tbody>
</table>

**Capstone Experience (6 Units)**

Latin American and Latino/a Studies students should plan early how they intend to fulfill their capstone requirement. Participation in the study abroad program in Latin America is strongly recommended:

Option One (recommended)

- Study Abroad Experience in Latin America (see guidelines)

Option Two

Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAST 385</td>
<td>MODEL ORGANIZATION OF AMERICAN STATES</td>
</tr>
<tr>
<td>LAST 491</td>
<td>DIRECTED READINGS IN LATIN AMERICAN AND LATINO/A STUDIES</td>
</tr>
<tr>
<td>LAST 492</td>
<td>DIRECTED READINGS IN LATIN AMERICAN AND LATINO/A STUDIES</td>
</tr>
<tr>
<td>LAST 497</td>
<td>INTERNSHIP IN LATIN AMERICAN AND LATINO/A STUDIES</td>
</tr>
<tr>
<td>HONR 499</td>
<td>HONORS THESIS (in Latin American and Latino/a Studies Themes)</td>
</tr>
</tbody>
</table>

**Electives (18 Units)**

Select six of the following approved courses in Latin American and Latino/a Studies:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 351</td>
<td>DRUGS IN GLOBAL PERSPECTIVE</td>
</tr>
<tr>
<td>ANTH 369</td>
<td>TRADITION &amp; REVOLUTION IN LATIN AMERICA</td>
</tr>
<tr>
<td>ANTH 370</td>
<td>TOPICS IN ANTHROPOLOGY</td>
</tr>
<tr>
<td>ANTH 470</td>
<td>SPECIAL TOPICS IN ANTHROPOLOGY</td>
</tr>
<tr>
<td>ANTH 491</td>
<td>INTERNSHIP IN ANTHROPOLOGY I</td>
</tr>
<tr>
<td>ANTH 492</td>
<td>INTERNSHIP IN ANTHROPOLOGY II</td>
</tr>
<tr>
<td>ANTH 495</td>
<td>INDEPENDENT RESEARCH</td>
</tr>
<tr>
<td>ANTH 498</td>
<td>READINGS IN ANTHROPOLOGY (HONORS)</td>
</tr>
<tr>
<td>ANTH 499</td>
<td>HONORS THESIS IN ANTHROPOLOGY</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 339</td>
<td>LATIN AMERICAN ART: 1800 TO PRESENT</td>
</tr>
</tbody>
</table>

**Economics**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 326</td>
<td>ECONOMIC DEVELOPMENT</td>
</tr>
</tbody>
</table>

**Geography**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 461</td>
<td>GEOGRAPHY OF LATIN AMERICA</td>
</tr>
<tr>
<td>GEOG 470</td>
<td>SEMINAR: SELECTED TOPICS IN GEOGRAPHY</td>
</tr>
<tr>
<td>GEOG 471</td>
<td>SEMINAR: SELECTED TOPICS IN GEOGRAPHY</td>
</tr>
<tr>
<td>GEOG 472</td>
<td>SEMINAR: SELECTED TOPICS IN GEOGRAPHY</td>
</tr>
<tr>
<td>GEOG 473</td>
<td>SEMINAR: SELECTED TOPICS IN GEOGRAPHY</td>
</tr>
<tr>
<td>GEOG 474</td>
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<tr>
<td>GEOG 475</td>
<td>SEMINAR: SELECTED TOPICS IN GEOGRAPHY</td>
</tr>
<tr>
<td>GEOG 476</td>
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<tr>
<td>GEOG 477</td>
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<tr>
<td>GEOG 478</td>
<td>SEMINAR: SELECTED TOPICS IN GEOGRAPHY</td>
</tr>
<tr>
<td>GEOG 479</td>
<td>SEMINAR: SELECTED TOPICS IN GEOGRAPHY</td>
</tr>
<tr>
<td>GEOG 494</td>
<td>TRAVEL AND STUDY</td>
</tr>
<tr>
<td>GEOG 495</td>
<td>DIRECTED READING IN GEOGRAPHY</td>
</tr>
<tr>
<td>GEOG 496</td>
<td>INDEPENDENT STUDY IN GEOGRAPHY</td>
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</tbody>
</table>

**History**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 121</td>
<td>LATIN AMERICA: COLONIAL PERIOD</td>
</tr>
<tr>
<td>HIST 307</td>
<td>THE ANDEAN REPUBLICS</td>
</tr>
<tr>
<td>HIST 322</td>
<td>HISTORY OF MEXICO: NATIONAL PERIOD</td>
</tr>
<tr>
<td>HIST 324</td>
<td>DEMOCRATIZATION IN LATIN AMERICA</td>
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<tr>
<td>HIST 484</td>
<td>HISTORICAL THEMES</td>
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<td>HIST 493</td>
<td>INTERNSHIP</td>
</tr>
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<td>HIST 497</td>
<td>DIRECTED READING</td>
</tr>
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<td>HIST 498</td>
<td>HONORS DIRECTED READINGS</td>
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<tr>
<td>HIST 499</td>
<td>HONORS THESIS IN HISTORY</td>
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**International Studies**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>INST 494</td>
<td>INTERNATIONAL STUDIES ABROAD</td>
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<tr>
<td>INST 496</td>
<td>INTERNATIONAL RESEARCH</td>
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</tbody>
</table>

**Latin American and Latino/a Studies**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAST 385</td>
<td>MODEL ORGANIZATION OF AMERICAN STATES</td>
</tr>
<tr>
<td>LAST 494</td>
<td>SPECIAL TOPICS IN LATIN AMERICAN AND LATINO/A STUDIES</td>
</tr>
<tr>
<td>LAST 497</td>
<td>INTERNSHIP IN LATIN AMERICAN AND LATINO/A STUDIES</td>
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</tbody>
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**Music**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>MUSA 170</td>
<td>WORLD MUSIC ENSEMBLE</td>
</tr>
<tr>
<td>or MUSA 370</td>
<td>WORLD MUSIC ENSEMBLE</td>
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**Music Applied**

<table>
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<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>MUSC 471</td>
<td>SPECIAL TOPICS IN MUSIC</td>
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**Political Science**

<table>
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<tbody>
<tr>
<td>POSC 351</td>
<td>THE GOVERNMENT AND POLITICS OF LATIN AMERICAN</td>
</tr>
<tr>
<td>POSC 355</td>
<td>LATIN AMERICAN POLICY OF THE UNITED STATES</td>
</tr>
<tr>
<td>POSC 470</td>
<td>SPECIAL TOPICS IN POLITICAL SCIENCE</td>
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<tr>
<td>POSC 471</td>
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<td>SPEC TOPICS POSC</td>
</tr>
<tr>
<td>POSC 477</td>
<td>SPEC TOPICS POSC</td>
</tr>
</tbody>
</table>
African and African American Studies Minor

OFFICE
LA 3236, 410-704-5908  
www.towson.edu/idis/aaast

THE PROGRAM
The African and African American Studies minor offers the student the opportunity to study, in-depth, the historical and social experiences and cultural contributions of Africans and people of African descent in a global perspective. It also provides a critical perspective on race in American society. An interdisciplinary program concentrating mainly in the humanities, the curriculum of the African and African American Studies minor offers students the opportunity to customize their course work by exploring a range of subjects in various disciplines. Students must complete 21 units for the minor.

The minor in African and African American Studies requires 21 units. To fulfill the requirements for the minor in African and African American Studies, students must take one required course. Students should choose the remaining 18 units from a list of elective courses approved by the advisory committee.

Required Course (3 Units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>AFST 201</td>
<td>MAIN THEMES IN AFRICAN AND AFRICAN-AMERICAN STUDIES</td>
<td>3</td>
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</tbody>
</table>

Electives (18 Units)
Select six of the following from at least three different disciplines (four must be upper-level courses):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 233</td>
<td>SURVEY OF AFRICAN-AMERICAN LITERATURE</td>
<td></td>
</tr>
<tr>
<td>or ENGL 234</td>
<td>MAJOR WRITERS IN AFRICAN-AMERICAN LITERATURE</td>
<td></td>
</tr>
<tr>
<td>ENGL 336</td>
<td>POST-COLONIAL LITERATURE</td>
<td></td>
</tr>
<tr>
<td>ENGL 347</td>
<td>WORLD LITERATURE WRITTEN IN ENGLISH</td>
<td></td>
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<tr>
<td>ENGL 477</td>
<td>TOPICS IN BLACK AMERICAN LITERATURE</td>
<td></td>
</tr>
<tr>
<td>PHIL 251</td>
<td>AFRICAN AMERICAN PHILOSOPHY</td>
<td></td>
</tr>
<tr>
<td>PHIL 204</td>
<td>RACE, CLASS AND GENDER</td>
<td></td>
</tr>
<tr>
<td>PHIL 270</td>
<td>PHILOSOPHICAL PERSPECTIVES</td>
<td></td>
</tr>
<tr>
<td>PHIL 327</td>
<td>AFRICAN PHILOSOPHY</td>
<td></td>
</tr>
<tr>
<td>GEOG 431</td>
<td>GEOGRAPHY OF AFRICA</td>
<td></td>
</tr>
<tr>
<td>ARTH 335</td>
<td>AFRICAN-AMERICAN ART</td>
<td></td>
</tr>
<tr>
<td>HIST 135</td>
<td>History of Africa to 1900</td>
<td></td>
</tr>
<tr>
<td>HIST 329</td>
<td>HISTORY OF SOUTH AFRICA</td>
<td></td>
</tr>
<tr>
<td>HIST 381</td>
<td>AFRICAN-AMERICAN HISTORY TO THE MID-19TH CENTURY</td>
<td></td>
</tr>
<tr>
<td>HIST 382</td>
<td>AFRICAN-AMERICAN HISTORY FROM THE MID-19TH CENTURY</td>
<td></td>
</tr>
<tr>
<td>AFST 411</td>
<td>TOPICS IN AFRICAN AND AFRICAN-AMERICAN STUDIES</td>
<td></td>
</tr>
<tr>
<td>POSC 343</td>
<td>AFRICAN-AMERICAN POLITICS</td>
<td></td>
</tr>
<tr>
<td>SOCI 241</td>
<td>BLACKS IN AMERICA: MYTHS AND REALITY</td>
<td></td>
</tr>
<tr>
<td>SOCI 243</td>
<td>SOCIOLOGY OF RACE, CLASS AND GENDER</td>
<td></td>
</tr>
<tr>
<td>SOCI 341</td>
<td>CLASS, STATUS AND POWER</td>
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<tr>
<td>SOCI 343</td>
<td>SOCIOLOGY OF RACE AND ETHNICITY</td>
<td></td>
</tr>
<tr>
<td>SOCI 370</td>
<td>TOPICS IN SOCIOLOGY</td>
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</tr>
<tr>
<td>MUSC 123</td>
<td>JAZZ HISTORY FOR NON-MAJORS</td>
<td></td>
</tr>
<tr>
<td>or MUSC 125</td>
<td>HONORS HISTORY OF JAZZ FOR NON-MAJORS</td>
<td></td>
</tr>
<tr>
<td>THEA 303</td>
<td>CULTURE DIVERSITY IN CONTEMPORARY THEATRE</td>
<td></td>
</tr>
<tr>
<td>or THEA 304</td>
<td>HONORS CULTURAL DIVERSITY IN CONTEMPORARY THEATRE</td>
<td></td>
</tr>
<tr>
<td>PSYC 432</td>
<td>CROSS-CULTURAL PSYCHOLOGY</td>
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</tr>
<tr>
<td>WMST 370</td>
<td>TOPICS IN WOMEN'S STUDIES</td>
<td></td>
</tr>
<tr>
<td>KNES 470</td>
<td>SELECTED TOPICS IN PHEC</td>
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</tr>
</tbody>
</table>

Total Units 21

American Studies Minor

The minor in American Studies is designed for students majoring in another discipline who wish to learn more about American culture. Students minoring in American Studies must complete 21 units with a grade equivalent of 2.00 or higher in each course.

Required Courses (3 Units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMST 201</td>
<td>INTRODUCTION TO AMERICAN STUDIES</td>
<td>3</td>
</tr>
</tbody>
</table>

Lower-Division Electives (6 Units)
Select 6 units from the following list of lower-division electives for the AMST major. No more than 3 units may be taken in each area.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFST 201</td>
<td>MAIN THEMES IN AFRICAN AND AFRICAN-AMERICAN STUDIES</td>
<td>3</td>
</tr>
<tr>
<td>HIST 145</td>
<td>HISTORY OF THE UNITED STATES TO THE CIVIL WAR</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units 21
American Studies Minor

American Institutions and Communities

Courses in this area examine the social, political and economic structures that have shaped American life, their histories and the ways individuals and groups have created and challenged these institutions.

- HIST 146 HISTORITY OF THE UNITED STATES SINCE THE CIVIL WAR
- HIST 147 HONORS HISTORY OF THE UNITED STATES TO THE CIVIL WAR
- HIST 148 HONORS HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR
- SOCI 241 BLACKS IN AMERICA: MYTHS AND REALITY

Courses in this area explore textual, oral and visual representations of American culture and employ multi-disciplinary strategies to understand the ways the global cultures have shaped American culture. Topics include migrations, immigration, globalization and transnational cultures.

- HIST 361 GAYS & LESBIANS IN U.S. HISTORY
- HIST 362 MAKERS, BUYERS, USERS: THE HISTORY OF THE AMERICAN ECONOMY 1500-PRESENT
- HIST 367 THE DEVELOPMENT OF THE U.S. CONSTITUTION: 1787-1941
- HIST 368 THE BILL OF RIGHTS AND THE CONSTITUTION: 1941 TO THE PRESENT
- HIST 374 THE AMERICAN WEST
- HIST 375 THE CITY IN AMERICAN HISTORY
- HIST 379 NATIVE AMERICAN HISTORY TO 1900
- HIST 380 NATIVE AMERICAN HISTORY SINCE 1900
- HIST 381 AFRICAN-AMERICAN HISTORY TO THE MID-19TH CENTURY
- HIST 382 AFRICAN-AMERICAN HISTORY FROM THE MID-19TH CENTURY
- HIST 385 WORKERS AND WORK IN THE UNITED STATES
- HIST 397 HISTORY OF MARYLAND FROM COLONIAL TIMES TO THE PRESENT

Global Connections

Courses in this area investigate Americans' experiences with the world and the ways the global cultures have shaped American culture. Topics include migrations, immigration, globalization and transnational cultures.

- ENGL 476 TOPICS IN MULTI-ETHNIC AMERICAN LITERATURE
- HIST 314 THE UNITED STATES AND VIETNAM: 1945-1975
- HIST 331 AMERICAN MILITARY HISTORY: 1898-1945
- HIST 332 AMERICAN MILITARY HISTORY SINCE 1945
- HIST 370 DIPLOMATIC HISTORY OF THE UNITED STATES SINCE 1900
- HIST 378 IMMIGRANTS & IMMIGRATION IN THE UNITED STATES
- HIST 379 CIVIL RIGHTS AND CIVIL LIBERTIES: THE FIRST AND FOURTEENTH AMENDMENTS
- HIST 420 CONSTITUTIONAL PROTECTIONS: PERSONAL LIBERTY AND THE RIGHTS OF THE ACCUSED
- POSC 355 LATIN AMERICAN POLICY OF THE UNITED STATES
- POSC 432 UNITED STATES-RUSSIAN RELATIONS
- POSC 436 U.S. FOREIGN POLICY
- POSC 441 CONTEMPORARY UNITED STATES AND EUROPEAN RELATIONS

Ideas and the Arts

Courses in this area explore textual, oral and visual representations of American culture and employ multi-disciplinary strategies to understand them.

- ARTH 300 INTRODUCTION TO MUSEUM STUDIES
- ARTH 302 MUSEUM AND COMMUNITY
- ARTH 335 AFRICAN-AMERICAN ART
Ancient Mediterranean Studies Minor

OFFICE
LA 4222, 410-704-4898
E-mail: agadotti@towson.edu

THE PROGRAM

Ancient Mediterranean Studies includes the study of ancient history and languages, including Biblical Hebrew, ancient Greek and Latin. The period covered extends from the Paleolithic to the fall of the Roman Empire in the West in A.D. 476, and the field's geographical boundaries cover the coasts of the Mediterranean and the civilizations which arose in the Mediterranean hinterlands.

The disciplines concerned with the Ancient Mediterranean have formed the basis of the Western liberal arts for centuries. The Ancient Mediterranean Studies minor incorporates courses drawn from Anthropology, Art History, English, Foreign Languages, Geography, History, Jewish Studies, Philosophy and Religious Studies, offering students an opportunity to specialize in the disciplines of antiquity. The Ancient Mediterranean Studies minor helps students majoring in various fields to focus their interests and gives coherence to their programs.

Trained to integrate the past with the present, students of antiquity are found not only in their traditional havens—universities, museums, archaeological projects, and research centers—but also as valuable team members in such diverse fields as international business, public educational programs, documentary filmmaking, publishing, marketing, mass communications, medicine and the law.

Students in the Baltimore-Washington area have unique opportunities for research and hands-on learning at the Walters Art Museum, the Center for Hellenic Studies, Dumbarton Oaks, the Library of Congress, the Smithsonian, and the libraries of Johns Hopkins University and the University of Maryland.

The minor in Ancient Mediterranean Studies consists of 24 units selected from the following:

Required Courses (9 Units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 101</td>
<td>INTRODUCTION TO ANCIENT CIVILIZATION</td>
<td>3</td>
</tr>
<tr>
<td>or HIST 160</td>
<td>WORLD HISTORY BEFORE 1300</td>
<td></td>
</tr>
<tr>
<td>Select one of the following ancient language sequences:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LATN 101</td>
<td>LATIN ELEMENTS I</td>
<td>6</td>
</tr>
<tr>
<td>&amp; LATN 102</td>
<td>and LATIN ELEMENTS II</td>
<td></td>
</tr>
<tr>
<td>GRK 103</td>
<td>ANCIENT GREEK ELEMENTS I</td>
<td></td>
</tr>
<tr>
<td>&amp; GRK 104</td>
<td>and ANCIENT GREEK ELEMENTS II</td>
<td></td>
</tr>
<tr>
<td>HEBR 103</td>
<td>BIBLICAL HEBREW I</td>
<td></td>
</tr>
<tr>
<td>&amp; HEBR 104</td>
<td>and BIBLICAL HEBREW II</td>
<td></td>
</tr>
</tbody>
</table>

Recommended Courses (15 Units)

Select five of the following with no more than two courses in any one department: 5

Anthropology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ANTH 207</td>
<td>CULTURAL ANTHROPOLOGY</td>
</tr>
<tr>
<td>ANTH 212</td>
<td>PALEOANTHROPOLOGY AND ARCHAEOLOGY</td>
</tr>
<tr>
<td>ANTH 381</td>
<td>ARCHEOLOGICAL METHODS AND THEORY</td>
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Art History

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ARTH 301</td>
<td>ORIGINS OF WESTERN ART</td>
</tr>
<tr>
<td>ARTH 303</td>
<td>MYTHS AND LEGENDS IN GREEK ART</td>
</tr>
<tr>
<td>ARTH 305</td>
<td>IMAGES OF WOMEN IN ANCIENT EGYPTIAN, GREEK, AND ROMAN ART</td>
</tr>
<tr>
<td>ARTH 306</td>
<td>ART &amp; ARCHITECTURE OF THE CLASSICAL WORLD</td>
</tr>
</tbody>
</table>

English

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ENGL 243</td>
<td>INTRODUCTION TO CLASSICAL MYTHOLOGY</td>
</tr>
<tr>
<td>ENGL 341</td>
<td>HISTORY AND LITERATURE OF THE OLD TESTAMENT</td>
</tr>
<tr>
<td>ENGL 343</td>
<td>MYTH AND LITERATURE</td>
</tr>
<tr>
<td>ENGL 351</td>
<td>HISTORICAL LINGUISTICS</td>
</tr>
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</table>

Greek

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRK 103</td>
<td>ANCIENT GREEK ELEMENTS I</td>
</tr>
<tr>
<td>GRK 104</td>
<td>ANCIENT GREEK ELEMENTS II</td>
</tr>
</tbody>
</table>

Hebrew

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEBR 103</td>
<td>BIBLICAL HEBREW I</td>
</tr>
<tr>
<td>HEBR 104</td>
<td>BIBLICAL HEBREW II</td>
</tr>
<tr>
<td>HEBR 203</td>
<td>BIBLICAL HEBREW III</td>
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<tr>
<td>HEBR 204</td>
<td>BIBLICAL HEBREW IV</td>
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</table>

History

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>HIST 275</td>
<td>HISTORY OF ANCIENT ISRAEL</td>
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<tr>
<td>HIST 301</td>
<td>ANCIENT EGYPTIAN CIVILIZATION</td>
</tr>
<tr>
<td>HIST 302</td>
<td>ANCIENT NEAR EASTERN AND ANATOLIAN CIVILIZATIONS</td>
</tr>
<tr>
<td>HIST 303</td>
<td>ALEXANDER THE GREAT AND HIS SUCCESSORS</td>
</tr>
<tr>
<td>HIST 304</td>
<td>ANCIENT GREEK CIVILIZATION</td>
</tr>
<tr>
<td>HIST 305</td>
<td>ROMAN CIVILIZATION</td>
</tr>
<tr>
<td>HIST 308</td>
<td>WOMEN IN ANTIQUITY</td>
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<tr>
<td>HIST 399</td>
<td>ORIGINS OF WRITING</td>
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</tbody>
</table>

Latin

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LATN 101</td>
<td>LATIN ELEMENTS I</td>
</tr>
<tr>
<td>LATN 102</td>
<td>LATIN ELEMENTS II</td>
</tr>
<tr>
<td>LATN 201</td>
<td>LATIN INTERMEDIATE I</td>
</tr>
<tr>
<td>LATN 202</td>
<td>LATIN INTERMEDIATE II</td>
</tr>
</tbody>
</table>
Asian Studies Minor

The minor in Asian Studies is designed for students majoring in another discipline yet interested in acquiring knowledge of Asian nations and cultures without completing the major program above. Students minoring in Asian Studies must complete 21 units from the courses listed above with a grade equivalent of 2.00 or higher in each course. No more than 9 units may be lower-division. Students must select courses in at least three disciplines (in addition to the language course referenced below) in consultation with the Asian Studies director.

ASIAN LANGUAGES

There is no language requirement for the Asian Studies minor; however, students are encouraged to begin study of an Asian language. One 3-unit Asian language course may be applied toward the 21-unit requirement. Native speakers may receive Asian Studies credit for language courses in their own language above the 302 level.

Business, Communication and the Liberal Arts Minor

OFFICE

LA 2213, 410-704-2128
www.towson.edu/idis/bcla

THE PROGRAM

The interdisciplinary minor in Business, Communication and the Liberal Arts (BCLA) was developed in 1997 in response to needs expressed by national and local business executives. Students possessing this minor to complement their major will help meet the growing demand for graduates who have strong oral and written communication skills, the ability to think critically and creatively in solving problems, and a general knowledge of business culture and practices.

Students have the option of pursuing the BCLA minor with a general focus, which grants considerable flexibility in the breadth of courses taken, or with a Nonprofit Leadership focus.

MINOR IN BUSINESS, COMMUNICATION AND THE LIBERAL ARTS: GENERAL FOCUS

This rigorous minor for liberal arts majors and others consists of 24 units. The minor emphasizes the skills that are important for successful job performance over time and recognizes the business community’s need for broadly educated, articulate college graduates.

Declaration of minor can be made at any time, but please see the director, as well as include the minor on your declaration of major/minor form.

Required Courses (24 Units)

1. ACCT 201 PRINCIPLES OF FINANCIAL ACCOUNTING 3
2. COMM 315 BUSIN & PROF COMM 3
3. ENGL 317 WRITING FOR BUSINESS AND INDUSTRY 3
4. Select one of the following: 3
   a. COSC 109 COMPUTERS AND CREATIVITY
   b. COSC 111 INFORMATION AND TECHNOLOGY FOR BUSINESS
   c. COSC 119 UIE:INFORMATION EFFECTIVELY IN THE COMPUTING SCIENCES
5. FMST 355/555 FUNDRAISING, FRIENDRAISING AND VOLUNTEER MANAGEMENT 3
6. ECON 201 MICROECONOMIC PRINCIPLES 3
7. PHIL 371 BUSINESS ETHICS 3
8. MNGT 361 LEADERSHIP AND MANAGEMENT 3
9. or MKTG 341 PRINCIPLES OF MARKETING 3
10. Select one of the following: 3
    a. ANTH 209 ANTHROPOLOGY OF AMERICAN CULTURE
    b. ENGL 263 ELEMENTS OF FICTION
    c. ENTR 120 ENTREPRENEURIAL PROCESS
    d. IDIS 495 INTERNSHIP IN INTERDISCIPLINARY STUDIES
    e. IDIS 496 INTERNSHIP
    f. IDIS 497 INTERNSHIP
    g. IDIS 498 INTERNSHIP
    h. PHIL 101 INTRODUCTION TO PHILOSOPHY
    i. POSC 107 INTRODUCTION TO INTERNATIONAL RELATIONS

Recommended Courses (0 Units)

Students in the BCLA minor are encouraged to enroll in some of the following courses to fulfill graduation requirements. Students should discuss these options with their advisers. These recommended courses may not be used to replace any of the minor requirements.

1. COMM 304 PERSUASION
2. ECON 202 MACROECONOMIC PRINCIPLES 1
3. FREN 331 FRENCH FOR BUSINESS
4. GEOG 105 GEOGRAPHY OF INTERNATIONAL AFFAIRS
5. GERM 331 GERM FOR BUSINESS
6. HIST 146 HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR
7. LEGL 225 LEGAL ENVIRONMENT OF BUSINESS
8. MCOM 385 MASS MEDIA AND SOCIETY
9. MKTG 341 PRINCIPLES OF MARKETING
10. MNGT 361 LEADERSHIP AND MANAGEMENT
11. PSYC 327 INDUSTRIAL PSYCHOLOGY
12. SPAN 331 SPANISH FOR BUSINESS

Total Units 24

1 Honors College versions of the courses count toward the minor.
MINOR IN BUSINESS, COMMUNICATION AND THE LIBERAL ARTS: NONPROFIT LEADERSHIP FOCUS

Students hoping to enter a career in the nonprofit sector may also select the following courses below:

Required Courses (24 Units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 201</td>
<td>PRINCIPLES OF FINANCIAL ACCOUNTING 1</td>
<td>3</td>
</tr>
<tr>
<td>COMM 315</td>
<td>BUSIN &amp; PROF COMM</td>
<td>3</td>
</tr>
<tr>
<td>or ENGL 317</td>
<td>WRITING FOR BUSINESS AND INDUSTRY</td>
<td></td>
</tr>
<tr>
<td>ECON 201</td>
<td>MICROECONOMIC PRINCIPLES 1</td>
<td>3</td>
</tr>
<tr>
<td>or ACCT 202</td>
<td>PRINCIPLES OF MANAGERIAL ACCOUNTING</td>
<td></td>
</tr>
<tr>
<td>FMST 350</td>
<td>FUNDAMENTALS OF LEADERSHIP IN THE NON-PROFIT SECTOR</td>
<td>3</td>
</tr>
<tr>
<td>FMST 355/555</td>
<td>FUNDRAISING, FRIENDRAISING AND VOLUNTEER MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>MNGT 361</td>
<td>LEADERSHIP AND MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 341</td>
<td>PRINCIPLES OF MARKETING</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 371</td>
<td>BUSINESS ETHICS</td>
<td></td>
</tr>
</tbody>
</table>

Recommended Courses (0 Units)

Students in the BCLA minor are encouraged to enroll in some of the following courses to fulfill graduation requirements. Students should discuss these options with their advisers. These recommended courses may not be used to replace any of the minor requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>COMM 304</td>
<td>PERSUASION</td>
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<tr>
<td>ECON 202</td>
<td>MACROECONOMIC PRINCIPLES 1</td>
<td>1</td>
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<tr>
<td>FREN 331</td>
<td>FRENCH FOR BUSINESS</td>
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<tr>
<td>GEOG 105</td>
<td>GEOGRAPHY OF INTERNATIONAL AFFAIRS</td>
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</tr>
<tr>
<td>GERM 331</td>
<td>GERM FOR BUSINES</td>
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</tr>
<tr>
<td>HIST 146</td>
<td>HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR</td>
<td></td>
</tr>
<tr>
<td>LEGL 225</td>
<td>LEGAL ENVIRONMENT OF BUSINESS</td>
<td></td>
</tr>
<tr>
<td>MCOM 385</td>
<td>MASS MEDIA AND SOCIETY</td>
<td></td>
</tr>
<tr>
<td>MKTG 341</td>
<td>PRINCIPLES OF MARKETING</td>
<td>3</td>
</tr>
<tr>
<td>MNGT 361</td>
<td>LEADERSHIP AND MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 327</td>
<td>INDUSTRIAL PSYCHOLOGY</td>
<td></td>
</tr>
<tr>
<td>SPAN 331</td>
<td>SPANISH FOR BUSINESS</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units 24

1 Honors College versions of these courses may be used to also fulfill Honors College requirements.

Jewish Studies Minor

OFFICE

LA 3132, 410-704-7113
bgittlen@towson.edu
www.towson.edu/idis/jewishstudies

THE PROGRAM

The Jewish Studies minor introduces students to the full range of the Jewish experience. Focusing on the breadth and depth of Jewish civilization, the minor illuminates the history, literature, values and religion of Judaism from its inception in Biblical times to today. Moreover, the Jewish Studies program places Judaism and Jewish civilization within its broader world context and examines its interaction with surrounding societies from antiquity to today.

This interdisciplinary minor draws on the resources of six different departments and is designed for students who want to deepen their knowledge of Jewish history, literature and religion in an organized, directed manor. Such knowledge may also lead to a fuller understanding of the inception and development of Christianity and Islam.

Students in the program may gain additional opportunities, such as study abroad, departmental internships, and work within the greater Jewish community. Finally, Jewish Studies students have gone on to pursue careers in journalism, education, fundraising, social work, counseling, Jewish organizational work and community leadership.

Students from throughout the university are welcome to undertake the minor, despite its course concentration in the College of Liberal Arts.

The Jewish Studies minor will be subject to revision and expansion in the future, as courses are evaluated by an advisory committee which will monitor the program. New courses, special topics or Minimester courses may be accepted for the minor, or counted toward it, with the approval of the advisory committee.

A minimum of 21 units is required for the minor in Jewish Studies.

Required Courses (6 Units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 277</td>
<td>A SURVEY OF JEWISH HISTORY</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 239</td>
<td>MODERN JEWISH LITERATURE</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (15 Units)

Select five of the following (four must be upper-level and no more than two courses may be taken in any discipline): 1

1 English

- ENGL 235 ETHNIC-AMERICAN LITERATURE
- ENGL 341 HISTORY AND LITERATURE OF THE OLD TESTAMENT
- ENGL 476 TOPICS IN MULTI-ETHNIC AMERICAN LITERATURE (when applicable to Jewish Studies)
- ENGL 363 FILM AND LITERATURE (when applicable to Jewish Studies)

History

- HIST 275 HISTORY OF ANCIENT ISRAEL
- HIST 462 THE HOLOCAUST IN HISTORICAL AND COMPARATIVE PERSPECTIVE
- HIST 484 HISTORICAL THEMES (when applicable to Jewish Studies)

Philosophy and Religious Studies

- PHIL 353 PHILOSOPHY OF RELIGION
- RLST 103 EXPLORING BIBLICAL ARCHAEOLOGY
- RLST 105 INTRODUCTION TO THE STUDY OF RELIGION
- RLST 206 JUDAISM, CHRISTIANITY AND ISLAM
- RLST 210 INTRODUCTION TO JUDAISM
- RLST 331 EXPLORING GENESIS
- RLST 357 SPECIAL TOPICS IN COMPARATIVE RELIGION

Sociology-Anthropology

- SOCI 343 SOCIOLOGY OF RACE AND ETHNICITY
- SOCI 370 TOPICS IN SOCIOLOGY (The American Jewish Community, when offered)

Hebrew

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEBR 101 &amp; HEBR 102</td>
<td>ELEMENTS OF HEBREW I and ELEMENTS OF HEBREW II</td>
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</tr>
<tr>
<td>HEBR 103</td>
<td>BIBLICAL HEBREW I</td>
<td></td>
</tr>
<tr>
<td>HEBR 104</td>
<td>BIBLICAL HEBREW II</td>
<td></td>
</tr>
</tbody>
</table>

Total Units 21

1 Other courses related to Jewish Studies may be elected with the permission of the Jewish Studies adviser.
Latin American and Latino/a Studies Minor

The minor in Latin American and Latino/a Studies requires SPAN 301 or its equivalent, and a minimum of 21 units. Students complete 6 units in foundations courses, 3 units in advanced study courses, a 3-unit capstone experience, and 9 units of electives. Courses must be selected from at least three of the following disciplines: art history, anthropology, economics, history, geography, music, political science, sociology or Spanish. All course work must be completed with a grade equivalent of 2.00 or higher.

Foundations (6 Units)
- LAST 100 LATIN AMERICA: ISSUES AND APPROACHES 3
- HIST 122 LATIN AMERICA: NATIONAL PERIOD 3

Advanced Study (3 Units)
Select one of the following: 3
- ANTH 369 TRADITION & REVOLUTION IN LATIN AMERICA
- GEOG 461 GEOGRAPHY OF LATIN AMERICA
- POSC 351 THE GOVERNMENT AND POLITICS OF LATIN AMERICAN
- SPAN 312 CULTURE AND CIVILIZATION OF LATIN AMERICA
- SPAN 455 HISPANIC POPULAR CULTURES

Capstone Experience (3 Units)
Latin American and Latino/a Studies students should plan early how they intend to fulfill their capstone requirement. Select one of the following options:

Option One (recommended)
- Study Abroad Experience in Latin America (see guidelines)

Option Two
Select one of the following:
- LAST 385 MODEL ORGANIZATION OF AMERICAN STATES
- LAST 491 DIRECTED READINGS IN LATIN AMERICAN AND LATINO/A STUDIES
- or LAST 492 DIRECTED READINGS IN LATIN AMERICAN AND LATINO/A STUDIES
- LAST 497 INTERNSHIP IN LATIN AMERICAN AND LATINO/A STUDIES
- HONR 499 HONORS THESIS 1

Electives (9 Units)
Select an additional 9 units from the list of approved courses in Latin American and Latino/a Studies 9

Total Units 21

1 Open to departmental honors program students only.

SUGGESTED MAJORS TO COMBINE WITH LATIN AMERICAN AND LATINO/A STUDIES MINOR

The minor in Latin American and Latino/a Studies provides an excellent complement to the following majors: Anthropology, Business Administration, International Business, International Studies, History, Political Science and Spanish. See the coordinator of Latin American and Latino/a Studies for details.

GUIDELINES FOR STUDY ABROAD

Students may attend any Latin American study abroad program approved by the Towson University Study Abroad Office. Students studying abroad earn units toward fulfilling the Towson University Latin American and Latino/a Studies Program requirements only by completing courses in Latin American and Latino/a Studies-related disciplines (for Spanish grammar, composition and conversation courses, only SPAN 301, SPAN 302, SPAN 331 or their equivalents may be counted), and are subject to the approval of the Latin American and Latino/a Studies director. Units earned abroad may not be counted more than once toward fulfilling any Latin American and Latino/a Studies Program requirement.

Study abroad courses to Latin America may also count toward the Study Abroad Option of the Latin American and Latino/a Studies Capstone Experience requirement, subject to the approval of the Latin American and Latino/a Studies director.

INTERNSHIPS

Internships may be taken with any department participating in the Latin American and Latino/a Studies Program. All internships must be concerned with Latin America or Latinos/as in the United States, and are subject to the approval of the director of Latin American and Latino/a Studies.

Lesbian, Gay, Bisexual and Transgender Studies Minor

OFFICE
Liberal Arts Building 3210, 410-704-2660

THE PROGRAM

The Lesbian, Gay, Bisexual and Transgender (LGBT) Studies minor addresses issues of sexual orientation and gender identity from interdisciplinary and multicultural perspectives. The growing public awareness of diverse sexualities and their cultural and political ramifications for individuals, social institutions and communities is evident. LGBT Studies represents a growing field of scholarship which is in the forefront of developing theoretical and methodological innovations. The minor aims to give students the critical skills to analyze a wide range of issues, including the historical evolution of sexual identities in different cultural settings, the development of lesbian and gay cultural institutions, institutionalized forms of heterosexism, cisgenderism and homophobia, and the efforts to eliminate discrimination on the basis of sexual orientation and gender identity.

Educational Objectives

1. To familiarize students with major concepts, theories, substantive findings and in scholarly works and nonfiction in the field of (LGBT) studies
2. To make students aware of the diverse attitudes toward and the experiences of LGBT individuals in different cultures and historical periods
3. To examine institutionalized homophobia and its impact on the political, social and economic status of LGBT individuals
4. To investigate the social construction of sexualities, gender identities and the cultural images associated with them
5. To examine differences within LGBT communities and the social and political ramifications of such differences for those communities
6. To understand the wide range of political strategies used by LGBT individuals in their struggles against oppression
7. To trace the historical evolution of sexual and gender identities and the roles of LGBT individuals in reshaping them

Required Courses (6 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGBT 101</td>
<td>INTRODUCTION TO LESBIAN, GAY, BISEXUAL, AND TRANSGENDER STUDIES</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGBT 470</td>
<td>SPECIAL TOPICS IN LGBT STUDIES</td>
<td></td>
</tr>
<tr>
<td>LGBT 472</td>
<td>SPECIAL TOPICS IN LGBT STUDIES</td>
<td></td>
</tr>
<tr>
<td>LGBT 473</td>
<td>SPECIAL TOPICS IN LGBT STUDIES</td>
<td></td>
</tr>
</tbody>
</table>
Required Courses (6 Units)
ARTH 300 INTRODUCTION TO MUSEUM STUDIES 3
ARTH 302 MUSEUM AND COMMUNITY 3

Electives (12 Units)
Select four of the following (with the exception of Art History, no more than 12 courses may be taken in a single discipline):
ANTH 370 TOPICS IN ANTHROPOLOGY
ANTH 381 ARCHEOLOGICAL METHODS AND THEORY
ANTH 382 VISUAL ANTHROPOLOGY
ART 377 EXHIBIT DESIGN
ARTH 403 CARE AND HANDLING OF OBJECTS
ARTH 404 MUSEUM EDUCATION
ARTH 405 EXHIBITION DESIGN HISTORY AND THEORY
ARTH 406 MUSEUM MANAGEMENT
ARTH 407 COLLECTIONS MANAGEMENT
ARTH 408 CURATORIAL VISION AND PLANNING
ARTH 409 MARKETING AND PUBLIC RELATIONS FOR CULTURAL INSTITUTIONS
ARTH 410 DEVELOPMENT AND GRANTWRITING FOR CULTURAL INSTITUTIONS
HIST 475 PUBLIC HISTORY: THEORY & PRACTICE
MCOM 323 ADVERTISING MEDIA PLANNING
MCOM 357 PUBLIC RELATIONS WRITING
MNGT 361 LEADERSHIP AND MANAGEMENT
MNGT 381 HUMAN RESOURCE MANAGEMENT
WRIT 375 PUBLIC ADMINISTRATION
or POSC 375 PUBLIC ADMINISTRATION

Only one of the following three may be selected:
ANTH 495 INDEPENDENT RESEARCH
HIST 496 DIRECTED INDIVIDUAL RESEARCH
ARTH 495 INDEPENDENT STUDY IN ART HISTORY

Capstone (3 Units)
Select one of the following: 3
AMST 497 INTERNSHIP IN AMERICAN STUDIES
ANTH 491 INTERNSHIP IN ANTHROPOLOGY I
or ANTH 492 INTERNSHIP IN ANTHROPOLOGY II
ARTH 498 INTERNSHIP IN ART HISTORY
HIST 493 INTERNSHIP
IDIS 498 INTERNSHIP

Total Units 21

International Studies Program

OFFICE
LA 3347, 410-704-5256
E-mail: inst@towson.edu

THE PROGRAM
The International Studies Program provides a rigorous interdisciplinary curriculum in international affairs that is designed to appeal to students interested in addressing international problems and issues through careers in public service, education, business and nonprofit enterprises. The program also provides excellent preparation for students wishing to pursue a graduate education in international studies, law, social sciences or international business. The program aims to achieve a global perspective through an interdisciplinary set of courses and experiences that will lead to a Bachelor of Arts degree in International Studies. The program is administered by a
MAJOR IN INTERNATIONAL STUDIES

- Major in International Studies (p. 246)

MINOR IN INTERNATIONAL STUDIES

- International Studies (p. 249)

Major in International Studies

All students must complete 15 courses (45 units) to complete the major. Upon entering the major all students should choose a set of planned electives that will focus on a specific region of the world or an international topic as a course of study. A sample of planned electives grouped by topical interest or region can be found on the International Studies website (http://catalog.towson.edu/undergraduate/liberal-arts/international-studies/international-studies-ba/www.towson.edu/inst). (http://www.towson.edu/inst) All students are required to complete an entrance survey upon registering for the major. In order to graduate, students must complete an exit survey and submit an assessment portfolio to the director of the major program. All 15 courses must be completed with a grade of 2.00 or higher. It is recommended that students complete the foundation courses in the program before proceeding through the upper-level electives.

FOREIGN LANGUAGE REQUIREMENTS

In addition to the 45 units required for the major, students must also achieve a level of proficiency equivalent to four terms of college-level language training in a modern foreign language that is offered by, or can be tested by, the Department of Foreign Languages. Testing by outside entities other than accredited universities is not permissible. The language selected may depend upon the course of study the student chooses. For example, students with a course of study in Latin America should achieve proficiency in Spanish or Portuguese. Students can fulfill the language requirement for the International Studies major through any of the procedures outlined in the “Meeting B.A. Requirements” section of the Department of Foreign Languages entry in this catalog (p. 211). Lower-division courses taken in a foreign language do not count toward the 45 units needed to complete the International Studies major.

INTERNATIONAL STUDIES REQUIRED COURSES

Courses used to fulfill a requirement in the foundation courses and research and practicum sections cannot also be used to fulfill a requirement in the upper-level electives of the course of study.

Foundation Courses (12 Units)

Select four of the following (from at least three different areas): 1

- ANTH 207 CULTURAL ANTHROPOLOGY
- ECON 201 MICROECONOMIC PRINCIPLES 2
- ECON 202 MACROECONOMIC PRINCIPLES 2
- GEOG 102 WORLD REGIONAL GEOGRAPHY
- GEOG 105 GEOGRAPHY OF INTERNATIONAL AFFAIRS
- HIST 103 HISTORY OF EUROPEAN CIVILIZATION FROM THE 17TH CENTURY
- HIST 161 WORLD HISTORY SINCE 1300
- POSC 107 INTRODUCTION TO INTERNATIONAL RELATIONS

An honors thesis if the topic is approved by the director of International Studies

One of the following:

- ANTH 491 INTERNSHIP IN ANTHROPOLOGY 6
- ANTH 380 ETHNOGRAPHIC FIELD METHODS
- ECON 205 STATISTICS FOR BUSINESS AND ECONOMICS 6
- ECON 497 INTERNSHIP IN ECONOMICS 6
- FREN 497 INTERNSHIP IN FRENCH 6
- GEOG 491 GEOGRAPHY ENVIRONMENTAL PLANNING INTERNSHIP 6
- GERM 497 INTERNSHIP IN GERMAN 6
- HIST 300 INTRODUCTION TO HISTORICAL STUDY
- HIST 493 INTERNSHIP 6
- POSC 493 INTERNSHIP 6
- SPAN 497 INTERNSHIP IN SPANISH 6

Total Units 15

1. Honors equivalents of these courses can be substituted.
2. Students should note that upper-level ECON courses require both ECON 201 and ECON 202 as prerequisites.
3. Students are encouraged to complete the International Studies required courses requirement before taking the ten courses necessary for the major electives.
4. Many of these courses require a departmental prerequisite course.
5. Students may only apply six units of any internship toward satisfying major requirements.
6. Internships must be taken for 3 units, must be in work related to international studies and must be approved by the director of International Studies or the internship coordinator for the major.

INTERNATIONAL STUDIES ELECTIVES (30 UNITS)

The International Studies electives are intended to provide students with flexibility in designing a curriculum in international studies that addresses their interests while maintaining academic rigor and focus. A selection of elective courses focusing on a region or topic will be created with the assigned adviser based on a number of factors including course availability. Students are required to submit an assessment portfolio prior to graduation demonstrating how the ten elective courses completed addressed an international region and/or topic. Students should also consider methods and survey courses to provide an analytical skill set. Students must complete 10 courses from at least six different disciplines. Students must take at least one course in each of the four disciplines of Anthropology, Geography, History and Political Science.

All courses in the electives must be 300 level or above unless approved by the director of International Studies or previously approved and listed in the curriculum for the major. Other courses, not listed below, that are relevant to international studies (such as special topics courses or directed readings courses) may be accepted with the approval of the student’s academic adviser or director of the program. The director of the program approves a list of special topics upper level electives not in the permanent curriculum for the major on a semester to semester basis that students may use as upper-level electives.

Study Abroad

Up to 12 approved units may be utilized from an approved study abroad program toward satisfying the 30 units in the electives. Students who study abroad must obtain course equivalents for Towson courses prior to departing for their study abroad course work. Courses cannot count toward both the research and practicum requirement and International Studies electives in the
major. These courses must be approved by the student's academic adviser or by the program director to count as upper level electives in the major.

**Honors Thesis**

Students who qualify for an honors thesis may apply up to 6 units of departmental thesis courses to the 30 units in the International Studies upper-level electives. Students must obtain approval for the honors thesis topic and coursework from the director of International Studies.

**Disciplines**

Only courses from the permanent curriculum are listed below. Students should select 10 courses from at least 6 different disciplines to complete the major ensuring that there is at least one upper level course in each of the disciplines of Anthropology, Geography, History and Political Science. The remaining 6 courses may be from these four disciplines or others dependent on the course of study pursued by the student for the major.

### Anthropology
- ANTH 307 KOREA AND GLOBALIZATION (3)
- ANTH 321 ANTROPOLOGY OF GENDER (3)
- ANTH 325 MORAL PANICS (3)
- ANTH 341 INFORMATION AGE CULTURES (3)
- ANTH 346 WEALTH, POWER AND POLITICS IN CROSS-CULTURAL PERSPECTIVE (3)
- ANTH 351 DRUGS IN GLOBAL PERSPECTIVE (3)
- ANTH 352 ANTROPOLOGY OF MEDIA (3)
- ANTH 353 LATINAS IN THE AMERICAS (3)
- ANTH 364 RELIGION, MAGIC AND WITCHCRAFT (3)
- ANTH 367 PEOPLES OF THE MIDDLE EAST (3)
- ANTH 368 GLOBALIZATION IN CROSS CULTURAL PERSPECTIVE (3)
- ANTH 369 TRADITION & REVOLUTION IN LATIN AMERICA (3)
- ANTH 388 RETHINKING INDIGENEITY (3)
- ANTH 47x SPECIAL TOPICS IN ANTHROPOLOGY (3)
- ANTH 47x SPECIAL TOPICS IN ANTHROPOLOGY (3)

### Arabic
- ARAB 301 ARABIC COMPOSITION AND CONVERSATION I (3)

### Art History
- ARTH 330 EAST ASIAN ART AND ARCHITECTURE (3)
- ARTH 331 ART OF CHINA (3)
- ARTH 333 ART OF JAPAN (3)
- ARTH 339 LATIN AMERICAN ART: 1800 TO PRESENT (3)
- ARTH 37x SPECIAL TOPICS IN ART HISTORY (3)

### Asian Studies
- ASST 47x ADVANCED TOPICS IN ASIAN STUDIES (3)

### Chinese
- CHNS 301 CHINESE COMPOSITION AND CONVERSATION I (3)
- CHNS 311 CHINESE CULTURE AND CIVILIZATION (3)
- CHNS 37x SPECIAL TOPICS IN CHINESE (3)
- CHNS 491 DIR READ CHINESE I and DIR READ CHINESE II (3)

### Cultural Studies
- CLST 301 PERSPECTIVES IN GLOBAL CULTURE (3)
- CLST 37x TOPICS IN CULTURAL STUDIES (3)

### Economics
- ECON 305 SURVEY OF INTERNATIONAL ECONOMICS (3)
- ECON 321 HISTORY OF ECONOMIC THOUGHT (3)
- ECON 322 COMPARATIVE ECONOMIC SYSTEMS (3)
- ECON 326 ECONOMIC DEVELOPMENT (3)
- ECON 334 ECONOMICS OF POVERTY AND DISCRIMINATION (3)
- ECON 421 INTERNATIONAL ECONOMICS (3)
- ECON 423 INTERNATIONAL MONETARY THEORY AND POLICY (3)
- ECON 47x TOPICS IN ECONOMICS (3)

### English
- ENGL 324 EARLY 17TH-CENTURY BRITISH LITERATURE (3)
- ENGL 326 LITERATURE OF THE BRITISH ROMANTIC PERIOD (3)
- ENGL 336 POST-COLONIAL LITERATURE (3)
- ENGL 347 WORLD LITERATURE WRITTEN IN ENGLISH (3)
- ENGL 401 GRANT AND ADVOCACY WRITING (3)
- ENGL 427 SHAKESPEAREAN COMEDY (3)
- ENGL 428 SHAKESPEAREAN TRAGEDY (3)
- ENGL 439 MODERN WORLD POETRY (3)
- ENGL 441 COMPARATIVE MODERNISMS (3)
- ENGL 442 COMPARATIVE POSTMODERNISMS (3)
- ENGL 47x TOPICS IN WORLD LITERATURE (3)

### Finance
- FIN 435 INTERNATIONAL FINANCE (3)
- FIN 47x TOPICS IN FINANCE (3)

### French
- FREN 301 ADVANCED CONVERSATION (3)
- FREN 326 18TH-CENTURY LITERATURE AND CIVILIZATION (3)
- FREN 327 19TH-CENTURY LITERATURE AND CIVILIZATION (3)
- FREN 328 20TH-CENTURY LITERATURE AND CIVILIZATION (3)
- FREN 329 CONTEMPORARY FRENCH LITERATURE AND CIVILIZATION: 1945 TO PRESENT (3)
- FREN 331 FRENCH FOR BUSINESS (3)
- FREN 351 INTRODUCTION TO TRANSLATION: FRENCH TO ENGLISH (3)
- FREN 37x SPECIAL TOPICS IN FRENCH (3)
- FREN 411 THE FRENCH NOVEL (3)
- FREN 420 FRANCE TODAY THROUGH THE MEDIA (3)
- FREN 423 FRANCOPHONE WORLD (3)
- FREN 431 FREN LIT/19TH C (3)
- FREN 441 FRENCH LITERATURE OF THE 20TH CENTURY (3)
- FREN 47x SPECIAL TOPICS IN FRENCH (3)

### Geography
- GEOG 435 CULTURAL GEOGRAPHY (3)
- GEOG 459 ECONOMIC GEOGRAPHY (3)
- GEOG 47x SPECIAL TOPICS IN GEOGRAPHY (3)
- GEOG 381 POLITICAL GEOGRAPHY (3)
- GEOG 385 POPULATION GEOGRAPHY (3)
- GEOG 410 ENVIRONMENTAL GEOGRAPHY (3)
- GEOG 427 THE GLOBAL ECONOMY (3)
- GEOG 431 GEOGRAPHY OF AFRICA (3)
- GEOG 443 GEOGRAPHY OF EAST ASIA (3)
- GEOG 445 GEOGRAPHY OF SOUTHEAST ASIA (3)
- GEOG 447 GEOGRAPHY OF THE MIDDLE EAST (3)
- GEOG 448 CONFLICT IN IRELAND (3)
- GEOG 451 GEOGRAPHY OF EUROPE (3)
- GEOG 452 GEOGRAPHY OF THE EUROPEAN UNION (3)
- GEOG 453 THE RUSSIAN COLOSSUS: HISTORICAL AND CONTEMPORARY GEOGRAPHIES OF RUSSIA (3)
- GEOG 461 GEOGRAPHY OF LATIN AMERICA (3)
- GEOG 47x SPECIAL TOPICS IN GEOGRAPHY (3)

### German
GERM 301  GERMAN COMPOSITION AND CONVERSATION I  3
GERM 311  CULTURE AND CIVILIZATION  3
GERM 321  SURV GERM LIT I  3
GERM 331  GERM FOR BUSINESS  3
GERM 341  READINGS IN CONTEMPORARY GERMAN  3
GERM 37x  SPECIAL TOPICS IN GERMAN  3
GERM 441  MODERN GERMAN LITERATURE  3
GERM 442  GERM LIT SI 1945  3
GERM 47x  SPECIAL TOPICS IN GERMAN  3
GERM 481  THE GERMAN NOVELLE  3

History

HIST 301  ANCIENT EGYPTIAN CIVILIZATION  3
HIST 302  ANCIENT NEAR EASTERN AND ANATOLIAN CIVILIZATIONS  3
HIST 303  ALEXANDER THE GREAT AND HIS SUCCESSORS  3
HIST 304  ANCIENT GREEK CIVILIZATION  3
HIST 305  ROMAN CIVILIZATION  3
HIST 307  THE ANDEAN REPUBLICS  3
HIST 310  NATIONALISM IN EAST AND SOUTHEAST ASIA  3
HIST 311  TRADITIONAL INDIA: ITS HISTORICAL DEVELOPMENT  3
HIST 312  HISTORY OF MODERN INDIA  3
HIST 313  HISTORY OF MODERN SOUTHEAST ASIA  3
HIST 314  THE UNITED STATES AND VIETNAM: 1945-1975  3
HIST 315  IMPERIAL CHINA: THE LAST DYNASTY  3
HIST 316  REVOLUTIONARY CHINA  3
HIST 317  EAST AND SOUTHEAST ASIA AT WAR 1931-1945  3
HIST 319  JAPAN, 1830-1930  3
HIST 320  JAPAN, 1930-PRESENT  3
HIST 322  HISTORY OF MEXICO: NATIONAL PERIOD  3
HIST 324  DEMOCRATIZATION IN LATIN AMERICA  3
HIST 328  THE MAKING OF COLONIAL AFRICA (c. 1884-1994)  3
HIST 329  HISTORY OF SOUTH AFRICA  3
HIST 331  AMERICAN MILITARY HISTORY: 1898-1945  3
HIST 332  AMERICAN MILITARY HISTORY SINCE 1945  3
HIST 336  THE ENVIRONMENTAL HISTORY OF THE MODERN WORLD: 1492-THE PRESENT  3
HIST 339  THE MAKING OF THE MODERN MIDDLE EAST  3
HIST 340  ISRAEL/PALESTINE: CONFLICTING PAST, CONFLICTING PRESENT  3
HIST 342  SAILORS, MERCHANTS, SPIES: PORTUGUESE ENCOUNTERS 1400-1700  3
HIST 354  CONFLICT AND COOPERATION IN COLD WAR EAST ASIA  3
HIST 355  HISTORY OF JAPANESE CINEMA  3
HIST 370  DIPLOMATIC HISTORY OF THE UNITED STATES SINCE 1900  3
HIST 378  IMMIGRANTS & IMMIGRATION IN THE UNITED STATES  3
HIST 384  DISEASE AND HISTORY: FROM THE NEOLITHIC TO THE PRESENT  3
HIST 390  MEDIEVAL CITIES OF EUROPE: A COMPARATIVE HISTORY  3
HIST 406  EUROPE: 1815-1914  3

HIST 420  EUROPEAN IDEAS: FRENCH REVOLUTION TO THE PRESENT  3
HIST 421  GREAT BRITAIN IN THE 20TH CENTURY  3
HIST 427  EUROPEAN MILITARY HISTORY: 1871-1925  3
HIST 429  EUROPEAN MILITARY HISTORY 1925-1945  3
HIST 431  FRANCE: 1763-1871  3
HIST 432  FRANCE SINCE 1871  3
HIST 440  THE SAMURAI  3
HIST 441  GERMANY: 1871-1945  3
HIST 452  RUSSIA/SOViet UNION: 1894-1953  3
HIST 453  HISTORY OF SOVIET RUSSIA FROM KRUSCHEV TO GORBACHEV  3
HIST 462  THE HOLOCAUST IN HISTORICAL AND COMPARATIVE PERSPECTIVE  3
HIST 47x  SPECIAL TOPICS IN HISTORY  3
ITAL 301  ADVANCED CONVERSATION  3
ITAL 311  ITALIAN CULTURE AND CIVILIZATION  3
ITAL 321  SURVEY OF ITALIAN LITERATURE I  3
ITAL 322  SURVEY OF ITALIAN LITERATURE II  3
ITAL 37x  SPECIAL TOPICS IN ITALIAN  3
ITAL 47x  SPECIAL TOPICS IN ITALIAN  3

Japanese

JPN 301  JAPANESE COMPOSITION AND CONVERSATION I  3
JPN 492  DIRECTED READINGS IN JAPANESE  3

Latin

LATN 301  ADVANCED READINGS IN LATIN I  3

Latin American Studies

LAST 385  MODEL ORGANIZATION OF AMERICAN STATES  3
LAST 48x  SPECIAL TOPICS IN LATIN AMERICAN AND LATINO/A STUDIES  3
LAST 484  SPECIAL TOPICS IN LATIN AMERICAN AND LATINO/A STUDIES  3

Management

MNGT 375  INTERNATIONAL BUSINESS: THEORY AND PRACTICE  3
MNGT 438  MULTINATIONAL MANAGEMENT AND CULTURE  3

Marketing

MKTG 445  GLOBAL MARKETING  3
MKTG 47x  SPECIAL TOPICS IN MARKETING  3

Philosophy and Religion

PHIL 301  PHILOSOPHIES OF INDIA  3
PHIL 302  PHILOSOPHIES OF CHINA & JAPAN  3
PHIL 327  AFRICAN PHILOSOPHY  3
PHIL 341  ETHICS  3
PHIL 353  PHILOSOPHY OF RELIGION  3
PHIL 38x  PHILOSOPHICAL TOPICS  3
PHIL 400  PHILOSOPHICAL SYSTEMS  3
PHIL 48x  PHILOSOPHICAL TOPICS  3

Political Science

POSC 303  THEORY OF INTERNATIONAL POLITICS  3
POSC 307  CONTEMPORARY INTERNATIONAL POLITICS  3
POSC 337  COMPARATIVE GOVERNMENT OF FOREIGN POWERS: THE WESTERN WORLD  3
POSC 338  GOVT USSR/EUR  3
the rule of law and will receive intensive training in analytical reasoning and the American legal system. Students will learn the methodology and gain the

The Law and American Civilization Program introduces undergraduates to

### MINOR REQUIREMENTS (21 UNITS)

- Select two of the following:
  - ANTH 207 CULTURAL ANTHROPOLOGY 3
  - ECON 201 MICROECONOMIC PRINCIPLES 3
  - ECON 202 MACROECONOMIC PRINCIPLES 3
  - GEOG 102 WORLD REGIONAL GEOGRAPHY 3
  - GEOG 105 GEOGRAPHY OF INTERNATIONAL AFFAIRS 3
  - HIST 103 HISTORY OF EUROPEAN CIVILIZATION FROM THE 17TH CENTURY 3
  - HIST 161 WORLD HISTORY SINCE 1300 3
  - POSC 107 INTRODUCTION TO INTERNATIONAL RELATIONS 3

- All students in the International Studies minor must complete 15 units (five courses) from the list of approved courses for the International Studies electives of the International Studies major in at least two different departments.

- Language Requirement: Students in the International Studies minor must attain an intermediate level of proficiency (through 202) or equivalent in any modern foreign language that is offered by or can be tested by the Department of Foreign Languages. Language units through 202 do not count toward the 21 units needed for the minor.

### Law and American Civilization Program

#### OFFICE

Liberal Arts Building 3241, 410-704-3350

The Law and American Civilization Program introduces undergraduates to the American legal system. Students will learn the methodology and gain the knowledge necessary to participate as active citizens in a nation devoted to the rule of law and will receive intensive training in analytical reasoning and
critical thinking. Students majoring in Law and American Civilization may wish to attend law school following college graduation; they may choose to apply to graduate school in one of the disciplines of the program; or they may enter the work force in government, business and industry, or politics. This course of study is not necessarily a pre-professional program. Students not contemplating law or graduate school are encouraged to major in the program if their primary academic interest in college is to learn more about the American legal system.

MAJOR IN LAW AND AMERICAN CIVILIZATION

Major in Law and American Civilization (p. 250)

Major in Law and American Civilization

Majors must complete 54 units. The program is divided into four parts, and writing skills are emphasized throughout.

- First, students must complete two introductory courses, one each in political science and economics, which acquaint students with the nature of law and its role in American society.
- Second, students will take four required courses: one at the lower-division, two at the upper-division level and an advanced writing course. These courses further situate students in American culture, politics, judicial policymaking and logical thinking.
- Third, students will have several options in choosing electives, which will be offered by several departments: Accounting, Mass Communication and Communication Studies, English, History, Philosophy and Religious Studies, and Political Science.
- Fourth and finally, students will undertake a 6-unit capstone experience of their choosing and, if possible, design. Advanced students may wish to undertake a project in the workplace and then write an evaluative essay on that experience as it fits into the overall program. Other students will participate in a senior seminar, in which they will write a research paper on some aspect of the law or develop a thesis supervised by the program director. Finally, qualified students may choose to write an honors thesis.

Introductory Courses (6 Units)

- ECON 201 MICROECONOMIC PRINCIPLES 3
- POSC 209 INTRODUCTION TO LAW 3

Required Courses (12 Units)

- ENGL 310 WRITING ARGUMENT 3
- COMM 331 ADVOC & ARGUMT 3
- PHIL 111 INTRODUCTION TO LOGIC 3
- POSC 384 JUDICIAL SYSTEM 3

Electives (30 Units)

Select two courses in each of the following topics (students will need to fulfill each department’s individual prerequisites before taking these courses):

Accounting, Communication Studies or Mass Communication 6

Select two of the following:

- ACCT 201 PRINCIPLES OF FINANCIAL ACCOUNTING
- LEGL 225 LEGAL ENVIRONMENT OF BUSINESS
- LEGL 226 BUSINESS LAW
- COMM 304 PERSUASION
- COMM 420 COMM/LEGAL PROC
- MCOM 350 MEDIA LAW

English 6

Select any two English literature courses at the 300- or 400-level 6

History 6

Select any two History courses at the 300 or 400 level with a specific geographical focus on American and U.S. History. Courses currently approved are:

- HIST 331 AMERICAN MILITARY HISTORY: 1898-1945
- HIST 332 AMERICAN MILITARY HISTORY SINCE 1945
- HIST 345 THE AMERICAN COLONIES 1492-1763
- HIST 346 THE AMERICAN REVOLUTIONARY PERIOD
- HIST 347 THE EARLY NATIONAL PERIOD
- HIST 348 JACKSONIAN ERA
- HIST 349 THE CIVIL WAR
- HIST 351 THE U.S. 1865-1901: AGE OF ENTERPRISE
- HIST 352 THE U.S. 1892-1920: AGE OF REFORM
- HIST 359 THE FDR ERA
- HIST 360 RECENT AMERICAN HISTORY: 1945-1975
- HIST 361 GAYS & LESBIANS IN U.S. HISTORY
- HIST 367 THE DEVELOPMENT OF THE U.S. CONSTITUTION:1787-1941
- HIST 368 THE BILL OF RIGHTS AND THE CONSTITUTION: 1941 TO THE PRESENT
- HIST 370 DIPLOMATIC HISTORY OF THE UNITED STATES SINCE 1900
- HIST 374 THE AMERICAN WEST
- HIST 375 THE CITY IN AMERICAN HISTORY
- HIST 378 IMMIGRANTS & IMMIGRATION IN THE UNITED STATES
- HIST 379 NATIVE AMERICAN HISTORY TO 1900
- HIST 380 NATIVE AMERICAN HISTORY SINCE 1900
- HIST 381 AFRICAN-AMERICAN HISTORY TO THE MID- 19TH CENTURY
- HIST 382 AFRICAN-AMERICAN HISTORY FROM THE MID-19TH CENTURY
- HIST 385 WORKERS AND WORK IN THE UNITED STATES

Philosophy 6

PHIL 204 RACE, CLASS AND GENDER

Select one additional 300- or 400-level Philosophy course or any two 300- or 400-level Philosophy courses

Political Science 6

Select any two 300- or 400-level Political Science courses with a specific geographical focus on American politics and government. Courses currently approved are:

- POSC 304 POLITICS OF METROPOLITAN GROWTH AND CHANGE
- POSC 305 URBAN GOVERNMENT AND POLITICS
- POSC 343 AFRICAN-AMERICAN POLITICS
- POSC 375 PUBLIC ADMINISTRATION
- POSC 381 THE PRESIDENCY
- POSC 383 CONGRESS
- POSC 417 AMERICAN POLITICAL PARTIES
- POSC 418 CONSTITUTIONAL LAW AND POLITICS
- POSC 419 CIVIL RIGHTS AND CIVIL LIBERTIES: THE FIRST AND FOURTEENTH AMENDMENTS
- POSC 420 CONSTITUTIONAL PROTECTIONS: PERSONAL LIBERTY AND THE RIGHTS OF THE ACCUSED
- POSC 421 POLITICS AND ENVIRONMENTAL POLICY
- POSC 422 THE SUPREME COURT
- POSC 425 LEGAL THEORY
- POSC 427 POLITICAL THEORY I
- POSC 428 POLITICAL THEORY II
- POSC 430 AMERICAN POLITICAL THOUGHT
MAJOR IN METROPOLITAN STUDIES

• Major in Metropolitan Studies (p. 251)

Major in Metropolitan Studies

Students in the Metropolitan Studies major are required to complete 39 units with a grade equivalent of 2.00 or higher. Of the total units in program requirements, a maximum of 9 may also be used to fulfill Core Curriculum requirements.

NOTE: Courses designated with "xx" did not have numbers assigned in time for publication. Please see the program director for information.

Required Courses (9 Units)

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTRO 101</td>
<td>INTRODUCTION TO METROPOLITAN STUDIES</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 101</td>
<td>PHYSICAL GEOGRAPHY</td>
<td>3</td>
</tr>
<tr>
<td>POSC 207</td>
<td>STATE GOVERNMENT</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Courses (27-28 Units)

Majors must take two courses in each of the categories lettered A, B and F; and one course each in C, D and E

Category A:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>GEOG 391</td>
<td>URBAN SYSTEMS</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>GEOG 355</td>
<td>HISTORICAL GEOGRAPHY OF URBANIZATION</td>
<td></td>
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<tr>
<td>GEOG 363</td>
<td>SPAT ORGN EC ACT</td>
<td></td>
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<tr>
<td>GEOG 393</td>
<td>TRANSPORTATION AND INFRASTRUCTURE PLANNING</td>
<td></td>
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<tr>
<td>GEOG 409</td>
<td>APPLIED CLIMATOLOGY</td>
<td></td>
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<tr>
<td>GEOG 484</td>
<td>LAND USE PLANNING</td>
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Category B:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 304</td>
<td>POLITICS OF METROPOLITAN GROWTH AND CHANGE</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>POSC 305</td>
<td>URBAN GOVERNMENT AND POLITICS</td>
<td></td>
</tr>
<tr>
<td>POSC 375</td>
<td>PUBLIC ADMINISTRATION</td>
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<tr>
<td>POSC 421</td>
<td>POLITICS AND ENVIRONMENTAL POLICY</td>
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</table>

Category C:

Select one of the following: 3

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 3XX</td>
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<tr>
<td>HIST 375</td>
<td>THE CITY IN AMERICAN HISTORY</td>
<td>3</td>
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</table>

Category D:

<table>
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<th>Course Title</th>
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<tr>
<td>ECON 351</td>
<td>URBAN ECONOMICS</td>
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<tr>
<td>or ECON 485</td>
<td>SEMINAR ON ECONOMIC ISSUES</td>
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Category E:

Select one of the following: 3

<table>
<thead>
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<th>Units</th>
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<tbody>
<tr>
<td>SOCI 329</td>
<td>DEMOGRAPHY</td>
<td>3</td>
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<tr>
<td>SOCI 327</td>
<td>URBAN SOCIOLOGY</td>
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</table>

Category F:

Select two of the following: 6

<table>
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<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTRO 470</td>
<td>SPECIAL TOPIC IN METROPOLITAN STUDIES (May repeat with different topics.)</td>
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</tr>
<tr>
<td>MTRO 497</td>
<td>METROPOLITAN STUDIES INTERNSHIP (open to juniors and seniors with a GPA of 3.00 and above)</td>
<td></td>
</tr>
</tbody>
</table>

Any course listed in A-E that coincides with the student's individual interests in metropolitan studies

An upper-level course that the student's adviser must approve as relevant to metropolitan studies (including approved study abroad)

Capstone Experience (3 Units)
Department of Philosophy and Religious Studies

OFFICE
LA 4210, 410-704-2755

PROGRAMS OF THE DEPARTMENT

The Department of Philosophy and Religious Studies offers a major and minor in Philosophy, and a major and minor in Religious Studies.

Program in Philosophy

The Philosophy Program pays close attention to the history of philosophy. The program also attends to the diverse social and cultural settings out of which philosophy develops, to which it speaks and with which it interacts. Philosophy cultivates and nourishes rigorous thinking; the development and the practice of analytic and dialectical skills are strongly emphasized. The program encourages students to take as great a diversity of courses as possible. It is flexible enough to ensure the incorporation of new interpretations and new schools of philosophy.

The program prepares students for advanced work in philosophy, humanistic studies and various professions. The sound, clear and systematic thinking that philosophy emphasizes also makes philosophical education relevant to other disciplines. Hence, the program is designed to meet not only the needs of the majors and minors but also the needs of other students in the university. Furthermore, it fosters reflection, a prerequisite for leading a good life.

Program in Religious Studies

Religious studies as an academic endeavor takes as its subject matter two distinct but related objects of investigation. On the one hand, it focuses on the varied religious traditions that figure prominently in any adequate account of the development of human culture. On the other hand, it theorizes about the phenomenon of religion itself, abstracting from its concrete manifestations and subjecting it to explanation and evaluation. Both orientations reveal religion to be complex by nature. Any specific religious tradition is impressively multifaceted. Typically, it is the outgrowth of an intricate history and the embodiment of a distinctive program for communal existence. Its vision of the nature of the cosmos and its understanding of the meaning of human life may find expression through ritual, myth, doctrine, art or philosophy. When religion is treated in more general terms, investigation may explore its psychological, sociological, anthropological, artistic, ethical or metaphysical dimensions. These considerations make it apparent that religious studies is well conceived as a multidisciplinary enterprise whose subject matter is best understood through the employment of a variety of approaches.

TRANSFER CREDIT POLICY

All Philosophy and Religious Studies majors must complete a minimum of 24 units toward the major at Towson University, with at least 18 units at the upper (300–400) level.

All Philosophy and Religious Studies minors must complete a minimum of 18 units toward the minor at Towson University, with at least 12 units at the upper level.

MAJORS IN PHILOSOPHY AND RELIGIOUS STUDIES

• Major in Philosophy (p. 252)
• Major in Religious Studies (p. 253)

MINORS IN PHILOSOPHY AND RELIGIOUS STUDIES

• Philosophy (p. 254)
• Religious Studies (p. 254)

Major in Philosophy

In exceptional instances, students may, with the permission of the chair, make substitutions of courses within the department for required courses. Three units may, with the permission of the chair, be taken in an allied discipline.

Section A: Required Courses (6 Units)

PHIL 101 INTRODUCTION TO PHILOSOPHY 3
PHIL 111 INTRODUCTION TO LOGIC 3

Section B: Required Courses (9 Units)

Select three of the following: 9

PHIL 221 ANCIENT GREEK PHILOSOPHY
PHIL 322 HELLENISTIC & MEDIEVAL PHILOSOPHY
PHIL 324 MODERN PHILOSOPHY
PHIL 325 TWENTIETH CENTURY PHILOSOPHY

Section C: Required Courses (3 Units)

Select one of the following: 3

PHIL 301 PHILOSOPHIES OF INDIA
PHIL 302 PHILOSOPHIES OF CHINA & JAPAN
PHIL 327 AFRICAN PHILOSOPHY

Section D: Required Courses (6 Units)

Select two of the following: 6

PHIL 201 SOCIAL & POLITICAL PHILOSOPHY
PHIL 204 RACE, CLASS AND GENDER
PHIL 255 ENVIRONMENTAL ETHICS
PHIL 260 PHILOSOPHY OF THE PRISON INDUSTRIAL COMPLEX
PHIL 332 FEMINIST PHILOSOPHY
PHIL 341 ETHICS
PHIL 361 BIOMEDICAL ETHICS

Section E: Required Courses (6 Units)

Select two of the following: 6

PHIL 309 NIETZSCHE
PHIL 311 SYMBOLIC LOGIC
PHIL 320 PHILOSOPHY OF SCIENCE
PHIL 321 PHILOSOPHY OF LAW
PHIL 330 PHILOSOPHY AND FILM
PHIL 339 THEORIES OF KNOWLEDGE
PHIL 343 AESTHETICS
PHIL 353 PHILOSOPHY OF RELIGION
PHIL 380 PHILOSOPHICAL TOPICS

Section F: Electives (6 Units)
Select two of the following:
PHIL 413 PHENOMENOLOGY
PHIL 417 EXISTENTIALISM
PHIL 427 KANT
PHIL 440 PHILOSOPHICAL SYSTEMS
PHIL 460 WRITING SEMINAR IN PHILOSOPHICAL STUDIES
PHIL 470 PHILOSOPHICAL PROBLEMS
PHIL 495 RESEARCH TUTORIAL IN PHILOSOPHY

Total Units 36

SUGGESTED FOUR-YEAR PLAN

Freshman
Term 1  Units Term 2  Units
ENGL 102 (Core 1)  3 PHIL 111 (Section A)  3
Core 3  3 TSEM 102 (Core 1)  3
Core 3 Core 3
Core 3 Core 3
Core or Elective 3 Elective 3

15  15

Sophomore
Term 1  Units Term 2  Units
One course from Section B  3 One course from Section B  3
One course from Section B  3 One course from Section C  3
Core 3 Core 3
Core 3 Core 3
Core or Elective 3 Elective 3

15  15

Junior
Term 1  Units Term 2  Units
One course from Section D  3 One course from Section D  3
One course from Section E  3 One course from Section E  3
Core or Elective 3 Core or Elective 3
Elective 3 Elective 3
Elective 3 Elective 3

15  15

Senior
Term 1  Units Term 2  Units
One course from Section E  3 Elective 3
One course from Section G  3 Elective 3
Elective 3 Elective 3
Elective 3 Elective 3

15  15

Total Units: 120

1. Philosophically explain and discuss theories and concepts of the major thinkers of schools in Western philosophy
2. Philosophically explain and discuss culturally diverse philosophical traditions
3. Engage in a philosophical discussion of social and/or political and/or moral issues
4. Think philosophically, i.e., to analyze, articulate, synthesize, and/or creatively develop arguments, concepts, and theories
5. practice inductive and deductive reasoning, the composition of argument and demonstration, and the detection of formal and informal fallacies

Major in Religious Studies

Majors in Religious Studies must complete 36 units of course work, 12 from a set of Area Requirements. Three courses (9 units) at the introductory level are designed to provide students with broad, working knowledge of Western and Asian religious traditions. An advanced course at the 400 level (3 units) assumes knowledge and skills students will have acquired in their course work in Religious Studies. It engages students in critical reflection on religious phenomena broadly conceived and represents the culmination of their experience as Religious Studies Majors. Of the remaining 24 elective units, no fewer than 18 are to be selected from courses in Religious Studies; 6 units may be selected from related disciplines in consultation with students’ academic advisers and with the approval of the department chair.

Area 1 (Required courses) (6 Units)
RLST 105 INTRODUCTION TO THE STUDY OF RELIGION 3
RLST 470 SEMINAR IN RELIGIOUS STUDIES 3

Area 2 (3 Units)
Select one of the following: 3
RLST 202 INTRODUCTION TO CHRISTIANITY
RLST 203 INTRODUCTION TO ISLAM
RLST 206 JUDAISM, CHRISTIANITY AND ISLAM
RLST 210 INTRODUCTION TO JUDAISM

Area 3 (3 Units)
Select one of the following: 3
RLST 207 INTRODUCTION TO BUDDHISM
RLST 208 INTRODUCTION TO HINDUISM
RLST 209 RELIGIOUS TRADITIONS OF ASIA

Electives (24 Units)
Select 24 elective units: 24
No fewer than 18 units are to be selected from RLST courses
6 units may be selected from related disciplines in consultation with academic advisers and with the approval of the department chair
No fewer than 18 units must be at the 300 or 400 level

Total Units 36

SUGGESTED FOUR-YEAR PLAN

Freshman
Term 1  Units Term 2  Units
ENGL 102 (Core 1)  3 RLST 105 (Area 1)  3
Core 3  3 TSEM 102 (Core 1)  3
Core 3 Core 3
Core 3 Core 3
Core or Elective 3 Elective 3

15  15

Sophomore
Term 1  Units Term 2  Units
One course from Area 2  3 One course from Area 3  3
RLST Elective 3 RLST Elective 3
Core 3 Core 3
Core 3 Core 3
Core or Elective 3 Elective 3

15  15

Junior
Term 1  Units Term 2  Units
RLST Elective 3 RLST Elective 3
Minor in Philosophy

REQUIREMENTS (27 UNITS)

Section A: Required Courses (6 Units)
PHIL 111  INTRODUCTION TO LOGIC  3
PHIL 101  INTRODUCTION TO PHILOSOPHY  3

Section B: Required Courses (6 Units)
Select two of the following:  6
PHIL 221  ANCIENT GREEK PHILOSOPHY
PHIL 322  HELLENISTIC & MEDIEVAL PHILOSOPHY
PHIL 324  MODERN PHILOSOPHY
PHIL 325  TWENTIETH CENTURY PHILOSOPHY

Section C: Required Course (3 Units)
Select one of the following:  3
PHIL 301  PHILOSOPHIES OF INDIA
PHIL 302  PHILOSOPHIES OF CHINA & JAPAN
PHIL 326  AMERICAN PHILOSOPHY
PHIL 327  AFRICAN PHILOSOPHY
RLST 357  SPECIAL TOPICS IN COMPARATIVE RELIGION

Section D: Required Course (3 Units)
Select one of the following:  3
PHIL 201  SOCIAL & POLITICAL PHILOSOPHY
PHIL 319  SCIENCE, TECHNOLOGY & VALUES
PHIL 332  FEMINIST PHILOSOPHY
PHIL 341  ETHICS

Section E: Required Course (3 Units)
Select one of the following:  3
PHIL 320  PHILOSOPHY OF SCIENCE
PHIL 321  PHILOSOPHY OF LAW
PHIL 339  THEORIES OF KNOWLEDGE
PHIL 343  AESTHETICS
PHIL 353  PHILOSOPHY OF RELIGION
PHIL 380  PHILOSOPHICAL TOPICS
PHIL 383  PHILOSOPHICAL TOPICS
PHIL 384  PHILOSOPHICAL TOPICS
PHIL 385  PHILOSOPHICAL TOPICS
PHIL 386  PHILOSOPHICAL TOPICS
PHIL 387  PHILOSOPHICAL TOPICS
PHIL 388  PHILOSOPHICAL TOPICS
PHIL 389  PHILOSOPHICAL TOPICS

Section F: Required Course (3 Units)
Select one of the following:  3
PHIL 413  PHENOMENOLOGY
PHIL 417  EXISTENTIALISM
PHIL 440  PHILOSOPHICAL SYSTEMS
PHIL 441  PHILOSOPHICAL SYSTEMS
PHIL 442  PHILOSOPHICAL SYSTEMS
PHIL 443  PHILOSOPHICAL SYSTEMS
PHIL 444  PHILOSOPHICAL SYSTEMS
PHIL 445  PHILOSOPHICAL SYSTEMS
PHIL 446  PHILOSOPHICAL SYSTEMS
PHIL 447  PHILOSOPHICAL SYSTEMS
PHIL 448  PHILOSOPHICAL SYSTEMS
PHIL 449  PHILOSOPHICAL SYSTEMS
PHIL 460  WRITNG SEMINAR IN PHILOSOPHICAL STUDIES
PHIL 470  PHILOSOPHICAL PROBLEMS
PHIL 471  PHILOSOPHICAL PROBLEMS
PHIL 472  PHILOSOPHICAL PROBLEMS
PHIL 495  RESEARCH TUTORIAL IN PHILOSOPHY

Section G: Required Course (3 Units)
Any course in Philosophy not utilized to fulfill requirements in Sections A-F.  3

Total Units  27

Minor in Religious Studies

REQUIREMENTS (24 UNITS)

Area 1 (Required courses) (3 Units)
RLST 105  INTRODUCTION TO THE STUDY OF RELIGION  3

Area 2 (3 Units)
Select one of the following:  3
RLST 202  INTRODUCTION TO CHRISTIANITY
RLST 203  INTRODUCTION TO ISLAM
RLST 206  JUDAISM, CHRISTIANITY AND ISLAM
RLST 210  INTRODUCTION TO JUDAISM

Area 3 (3 Units)
Select one of the following:  3
RLST 207  INTRODUCTION TO BUDDHISM
RLST 208  INTRODUCTION TO HINDUISM
RLST 209  RELIGIOUS TRADITIONS OF ASIA

Electives (15 Units)
Department of Political Science

OFFICE
LA 3210, 410-704-2958
Fax: 410-704-2960

PROGRAMS OF THE DEPARTMENT

The program of courses in political science aims to promote understanding of the nature of political relationships. The department offers a major and minor in Political Science. In addition, the Department of Political Science offers combined majors with the Departments of Economics, the Department of Mass Communication and Communication Studies, and the Department of Geography and Environmental Planning. Students wishing to major in both Political Science and Economics; Political Science and Geography and Environmental Planning; Political Science and Mass Communication; or Political Science and Communication Studies can obtain a combined major which certifies that the requirements of both departments have been completed. Students should refer to the section on combined majors listed below. The major prepares students for advanced study and provides the foundation for careers in public administration, law, public relations, business and research, and urban and regional planning.

The Prelaw Advising Program is administered by the Department of Political Science.

COMBINED MAJOR PROGRAMS WITH MASS COMMUNICATION AND COMMUNICATION STUDIES

Completion of individual majors in Political Science and Communication Studies or Political Science and Mass Communication requires the successful completion of 75 units (36 in communication studies or mass communication and 39 in political science). However, by electing the combined major in Political Science and Communication Studies or Political Science and Mass Communication, students will be able to complete both majors with a total of 69 units. Students interested in either of the double majors should consult with an adviser in both departments to review requirements.

COMBINED MAJOR PROGRAM WITH GEOGRAPHY

Completion of individual majors in Political Science and Geography requires the successful completion of 79 units (39 in Political Science, 40 in Geography). However, by electing the combined major in Political Science and Geography, students will be able to complete both majors with a total of 67 units. Students interested in this combined major should consult with an adviser in both departments to review requirements.

COMBINED MAJOR PROGRAM WITH ECONOMICS

Completion of individual majors in Political Science and Economics requires the successful completion of 75-76 units (39 in Political Science and 36-37 in Economics). However, by electing the combined major in Political Science and Economics, students will be able to complete both majors with a total of 60-61 units. Students interested in either of the combined majors should consult with an adviser in both departments to review requirements.

TRANSFER CREDIT POLICY

Students who transfer to Towson University in senior standing are expected to complete a minimum of 15 units of upper-division political science courses. Those who transfer below senior standing normally will be expected to complete 21 units of upper-division political science courses at Towson University.

CAREERS IN POLITICAL SCIENCE

Political Science majors generally prepare themselves, at the undergraduate level, for careers in law, government (federal, state and local), service in public and private interest groups, business, and journalism and the media, as well as research and teaching at various levels of the education system.

STUDENT OPPORTUNITIES

Activities

In addition to its academic curriculum, the department offers opportunities providing a broad range of related experiences. Classes travel to Annapolis and Washington, D.C., to observe first-hand the political workings of government. Political Science majors are given the opportunity to edit the Towson Journal of International Affairs, one of the few undergraduate academic journals in the United States.

Internships

An integral part of the Political Science curriculum is the opportunity for students to participate in an internship in their junior or senior year. Students are placed in all branches of government and at all levels of government. Placements with the Maryland General Assembly or a member of Congress are most common.

PRELAW ADVISING

Coordinator: Jack Fruchtman (Political Science)

Office
LA 3241, 410-704-3350
http://www.towson.edu/polsci/1%20-%20Program%20Information/preLaw.asp

Students contemplating law school after graduation should make an appointment with the university’s Prelaw advisor, Dr. Jack Fruchtman. He can provide prospective students with a copy of the Towson Prelaw Handbook, introduce them to the Prelaw Society, and offer advice concerning courses of study, preparation for the Law School Admission Test (LSAT) and other matters pertaining to what students need for their application to law school. In general, students should concentrate on improving their reading, writing, speaking and thinking skills.

Dual Degree Program

Towson University offers qualified students the opportunity to apply to the early admission program at the University of Baltimore School of Law. Admission is not automatic but is contingent upon acceptance by the University of Baltimore Law School, including review of LSAT scores. Transfer to the UB law program can only take place at the end of a spring term. To qualify for entrance to the dual-degree program, students must fulfill the first three of the standards listed below; to qualify for graduation from Towson University, they must also fulfill the fourth standard listed:

1. Completion of at least 91 units at TU with at least a 3.50 GPA
2. Completion of all TU Core Curriculum requirements
3. Completion of a major at TU with at least a 3.50 GPA in the major.

No specific areas of study or disciplines are required for this program; accordingly, students may choose majors in which they are most interested.
4. Successful completion of 29 units at the University of Baltimore School of Law, and of all other TU graduation requirements as listed in the catalog under the heading Degree Requirements

Subsequent completion of all requirements at the University of Baltimore Law School is necessary in order to earn the J.D. degree from the University of Baltimore. Students interested in this program should contact the TU Prelaw adviser, Dr. Jack Fruchtmann, in the Department of Political Science.

MAJORS IN POLITICAL SCIENCE

- Major in Political Science (p. 256)
- Combined Major in Political Science and Economics (p. 53)
- Combined Major in Political Science and Geography and Environmental Planning (p. 225)
- Combined Major in Political Science and Communication Studies (p. 130)
- Combined Major in Political Science and Mass Communication (p. 131)
- Combined Major in Political Science and Economics (p. 53)
- Combined Major in Political Science and Mass Communication (p. 256)

MINOR IN POLITICAL SCIENCE

- Political Science (p. 259)

Major in Political Science

Thirty-nine units with a grade equivalent of 2.00 or higher are required for the major in Political Science. Students must complete the following requirements:

Foundation Requirements (9 Units)

Select three of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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<tr>
<td>POSC 101</td>
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<tr>
<td>POSC 103</td>
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<tr>
<td>POSC 212</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Research Requirement (3 Units)

POSC 301 POLITICAL RESEARCH 1

Topical Areas Required Courses (12 Units)

Select four of the following (each course must be in a different topical area): 12

Topical Area: Amercian Government and Public Administration

POSC 375 PUBLIC ADMINISTRATION
POSC 381 THE PRESIDENCY
POSC 383 CONGRESS
POSC 384 JUDICIAL SYSTEM

Topical Area: Comparative Politics

POSC 329 THE POLITICS OF ETHNICITY AND NATIONALISM
POSC 337 COMPARATIVE GOVERNMENT OF FOREIGN POWERS: THE WESTERN WORLD
POSC 339 COMPARATIVE POLITICAL SYSTEMS
POSC 340 COMPARATIVE PUBLIC POLICY

Topical Area: International Relations

POSC 303 THEORY OF INTERNATIONAL POLITICS
POSC 434 COMPARATIVE FOREIGN POLICY
POSC 436 U.S. FOREIGN POLICY
POSC 447 INTERNATIONAL LAW AND ORGANIZATION

Topical Area: Law and the Judicial System

POSC 418 CONSTITUTIONAL LAW AND POLITICS
POSC 419 CIVIL RIGHTS AND CIVIL LIBERTIES: THE FIRST AND FOURTEENTH AMENDMENTS

Electives (12 Units)

Select four upper-division political science electives: 12

Courses taken in Topical Areas cannot be used to fulfill this requirement

No more than 9 units (3 courses) of special topics courses (POSC 470-POSC 479) and internship credit (POSC 493 or POSC 494) combined may be used to fulfill the requirement

All courses must be completed with a grade equivalent of 2.00 or higher except POSC 465. “Pass” will count only for POSC 465

Seminar Requirement (3 Units)

Select one of the following: 2

POSC 481 SEMINAR IN AMERICAN GOVERNMENT AND PUBLIC POLICY
POSC 482 SEMINAR IN COMPARATIVE POLITICS
POSC 483 SEMINAR IN INTERNATIONAL RELATIONS
POSC 484 SEMINAR IN LAW AND JUDICIAL SYSTEM
POSC 485 SEMINAR IN POLITICAL THEORY
POSC 486 SEMINAR IN STATE AND LOCAL GOVERNMENT

Total Units: 39

1. The honors courses POSC 102 and POSC 108 can be substituted for POSC 101 and POSC 107 respectively.

2. Specific topics of the seminars vary from term to term. Students must have completed at least 15 units in political science prior to taking the seminar. POSC 301 is also a prerequisite for each seminar course. Each seminar has its own additional prerequisites that are shown in the course listing section of this catalog.

SUGGESTED FOUR-YEAR PLAN

Freshman

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TSEM 102 or ENGL 102 (Core 1 or 2)</td>
<td>3 TSEM 102 or ENGL 102 (Core 1 or 2)</td>
<td>3</td>
</tr>
<tr>
<td>MATH (Core 3)</td>
<td>3-4 POSC Foundation Requirement</td>
<td>3</td>
</tr>
<tr>
<td>POSC Foundation Requirement</td>
<td>3 Core or Elective</td>
<td>3</td>
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<tr>
<td>Core or Elective</td>
<td>3 Core or Elective</td>
<td>3</td>
</tr>
<tr>
<td>Core or Elective</td>
<td>3 Core or Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

15-16

Sophomore

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC Foundation Requirement</td>
<td>3 POSC 301</td>
<td>3</td>
</tr>
<tr>
<td>Science Core 7</td>
<td>4 Science Core 8</td>
<td>3-4</td>
</tr>
<tr>
<td>Core or Elective</td>
<td>3 Core or Elective</td>
<td>3</td>
</tr>
<tr>
<td>Core or Elective</td>
<td>3 Core or Elective</td>
<td>3</td>
</tr>
</tbody>
</table>
The Department of Mass Communication and Communication Studies will accept two of the following upper-level Political Science courses (6 units) toward fulfillment of the electives in the Communication Studies major:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 304</td>
<td>PERSUASION</td>
<td>3</td>
</tr>
<tr>
<td>COMM 331</td>
<td>ADVOC &amp; ARGUMT</td>
<td>3</td>
</tr>
<tr>
<td>COMM 377</td>
<td>INTERCULTURAL COMMUNICATION</td>
<td>3</td>
</tr>
<tr>
<td>COMM 420</td>
<td>COMM/LEGAL PROC</td>
<td>3</td>
</tr>
<tr>
<td>COMM 470</td>
<td>SPECIAL TOPIC COMM ^1</td>
<td>3</td>
</tr>
</tbody>
</table>

1 Topic to be approved by the POSC department

In Political Science, students must complete all requirements for the major (p. 256). However, they must substitute two of the following upper-level courses (6 units) in economics toward fulfillment of the required four courses (12 units) in the Communication Studies major:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 322</td>
<td>COMPARATIVE ECONOMIC SYSTEMS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 326</td>
<td>ECONOMIC DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td>ECON 331</td>
<td>GOVERNMENT AND ECONOMIC LIFE</td>
<td>3</td>
</tr>
<tr>
<td>ECON 337</td>
<td>PUBLIC FINANCE</td>
<td>3</td>
</tr>
<tr>
<td>ECON 339</td>
<td>HEALTH ECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 351</td>
<td>URBAN ECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 375</td>
<td>ENVIRONMENTAL ECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 421</td>
<td>INTERNATIONAL ECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 423</td>
<td>INTERNATIONAL MONETARY THEORY AND POLICY</td>
<td>3</td>
</tr>
<tr>
<td>ECON 470</td>
<td>ADVANCED TOPICS IN ECONOMICS ^1</td>
<td>3</td>
</tr>
</tbody>
</table>

1 Topic to be approved by the Department of Political Science.

In Economics, students must complete all requirements for the major (p. 51). However, they must substitute two of the following upper-level economics courses (6 units) in political science toward fulfillment of the required four courses (12 units) of upper-division electives:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 305</td>
<td>URBAN GOVERNMENT AND POLITICS</td>
<td>3</td>
</tr>
<tr>
<td>POSC 375</td>
<td>PUBLIC ADMINISTRATION</td>
<td>3</td>
</tr>
<tr>
<td>POSC 421</td>
<td>POLITICS AND ENVIRONMENTAL POLICY</td>
<td>3</td>
</tr>
<tr>
<td>POSC 459</td>
<td>SIMULATION AND GAMES IN POLITICAL SCIENCE</td>
<td>3</td>
</tr>
<tr>
<td>POSC 470</td>
<td>SPECIAL TOPICS IN POLITICAL SCIENCE ^1</td>
<td>3</td>
</tr>
</tbody>
</table>

1 Topic to be approved by the MCCS department

SUGGESTED FOUR-YEAR PLAN

Please contact your major department for more information.

Combined Major in Political Science and Economics

Completion of individual majors in Political Science and Economics requires the successful completion of 75–76 units (39 in political science and 36–37 in economics). However, by electing the combined major in Political Science and Economics, students will be able to complete both majors with a total of 60–61 units. Students interested in either of the combined majors should consult with an adviser in both departments to review requirements.

In Political Science, students must complete all requirements for the major (p. 256). However, they must substitute two of the following upper-level courses (6 units) in economics toward fulfillment of the required four courses (12 units) in the Political Science major:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 322</td>
<td>COMPARATIVE ECONOMIC SYSTEMS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 326</td>
<td>ECONOMIC DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td>ECON 331</td>
<td>GOVERNMENT AND ECONOMIC LIFE</td>
<td>3</td>
</tr>
<tr>
<td>ECON 337</td>
<td>PUBLIC FINANCE</td>
<td>3</td>
</tr>
<tr>
<td>ECON 339</td>
<td>HEALTH ECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 351</td>
<td>URBAN ECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 375</td>
<td>ENVIRONMENTAL ECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 421</td>
<td>INTERNATIONAL ECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 423</td>
<td>INTERNATIONAL MONETARY THEORY AND POLICY</td>
<td>3</td>
</tr>
<tr>
<td>ECON 470</td>
<td>ADVANCED TOPICS IN ECONOMICS ^1</td>
<td>3</td>
</tr>
</tbody>
</table>

1 Topic to be approved by the Department of Political Science.

In Economics, students must complete all requirements for the major (p. 51). However, they must substitute two of the following upper-level courses (6 units) in political science toward fulfillment of the required four courses (12 units) of upper-division electives:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 305</td>
<td>URBAN GOVERNMENT AND POLITICS</td>
<td>3</td>
</tr>
<tr>
<td>POSC 375</td>
<td>PUBLIC ADMINISTRATION</td>
<td>3</td>
</tr>
<tr>
<td>POSC 421</td>
<td>POLITICS AND ENVIRONMENTAL POLICY</td>
<td>3</td>
</tr>
<tr>
<td>POSC 459</td>
<td>SIMULATION AND GAMES IN POLITICAL SCIENCE</td>
<td>3</td>
</tr>
<tr>
<td>POSC 470</td>
<td>SPECIAL TOPICS IN POLITICAL SCIENCE ^1</td>
<td>3</td>
</tr>
</tbody>
</table>

1 Topic to be approved by the MCCS department

Combined Major in Communication Studies and Political Science

Students electing to major in both Communication Studies and Political Science must complete the requirements for both majors. Students can complete the two majors with 69 units of Communication Studies and Political Science courses. Completing these two majors separately requires a minimum of 75 units (36 in COMM and 39 in POSC).

The Department of Political Science will accept two of the following political science courses (6 units) toward fulfillment of the required four courses (12 units) in the Communication Studies major:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 301</td>
<td>POLITICAL RESEARCH I</td>
<td>3</td>
</tr>
<tr>
<td>POSC 340</td>
<td>COMPARATIVE PUBLIC POLICY</td>
<td>3</td>
</tr>
</tbody>
</table>

1 Topic to be approved by the MCCS department

The Department of Mass Communication and Communication Studies will accept two of the following upper-level Political Science courses (6 units) toward fulfillment of the electives in the Communication Studies major:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 375</td>
<td>PUBLIC ADMINISTRATION</td>
<td>3</td>
</tr>
<tr>
<td>POSC 381</td>
<td>THE PRESIDENCY</td>
<td>3</td>
</tr>
<tr>
<td>POSC 383</td>
<td>CONGRESS</td>
<td>3</td>
</tr>
<tr>
<td>POSC 417</td>
<td>AMERICAN POLITICAL PARTIES</td>
<td>3</td>
</tr>
<tr>
<td>POSC 459</td>
<td>SIMULATION AND GAMES IN POLITICAL SCIENCE</td>
<td>3</td>
</tr>
<tr>
<td>POSC 470</td>
<td>SPECIAL TOPICS IN POLITICAL SCIENCE ^1</td>
<td>3</td>
</tr>
<tr>
<td>POSC 471</td>
<td>SPECIAL TOPICS IN POLITICAL SCIENCE ^1</td>
<td>3</td>
</tr>
<tr>
<td>POSC 472</td>
<td>SPEC TOPICS POSC ^1</td>
<td>3</td>
</tr>
<tr>
<td>POSC 473</td>
<td>SPEC TOPICS POSC ^1</td>
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<td>POSC 475</td>
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<td>3</td>
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<tr>
<td>POSC 476</td>
<td>SPEC TOPICS POSC ^1</td>
<td>3</td>
</tr>
<tr>
<td>POSC 477</td>
<td>SPEC TOPICS POSC ^1</td>
<td>3</td>
</tr>
<tr>
<td>POSC 478</td>
<td>SPEC TOPICS POSC ^1</td>
<td>3</td>
</tr>
<tr>
<td>POSC 479</td>
<td>SPEC TOPICS POSC ^1</td>
<td>3</td>
</tr>
</tbody>
</table>

1 Topic to be approved by the MCCS department

Total Units: 121-123

1. Students will possess Substantive Knowledge about Politics. They will be able to describe and understand the structure and nature of politics and government.
2. Students will develop Critical Thinking Skills. They will be able to identify historical, cultural, and socio-economic assumptions that underlie politics and explain how they affect perceptions and actions.
3. Students will obtain an appreciation for the Affective Meanings of Politics. They will be able to explain the importance of politics in their attitudes and beliefs about current issues that affect local, national, and international affairs.
4. Students will acquire Skills for Learning and Life. They will be able to present articulate and persuasive arguments about politics in written and oral communications.
However, by electing the combined major in Political Science and Geography, the successful completion of 79 units (39 in political science, 40 in geography). Completion of individual majors in Political Science and Geography requires a minimum of 75 units (36 units in Mass Communication and 39 units in Political Science courses. Completing these two majors separately requires a total of 67 units. Students interested in this combined major should consult with an adviser in both departments to review requirements.

In political science, students must complete all requirements for the major (p. 256). However, they must substitute two upper-level courses (6 units) in geography and environmental planning toward fulfillment of the required eight upper-level courses (24 units) in political science. The following courses are approved substitutes:

- GEOG 317 ENERGY RESOURCES 3
- GEOG 355 HISTORICAL GEOGRAPHY OF URBANIZATION 3
- GEOG 359 ECONOMIC GEOGRAPHY 3
- GEOG 381 POLITICAL GEOGRAPHY 3
- GEOG 385 POPULATION GEOGRAPHY 3
- GEOG 391 URBAN SYSTEMS 3
- GEOG 393 TRANSPORTATION AND INFRASTRUCTURE PLANNING 3
- GEOG 405 COMPREHENSIVE PLANNING 3
- GEOG 427 THE GLOBAL ECONOMY 3
- GEOG 431 GEOGRAPHY OF AFRICA 3
- GEOG 461 GEOGRAPHY OF LATIN AMERICA 3
- GEOG 470 SEMINAR: SELECTED TOPICS IN GEOGRAPHY 3

1 Topic to be approved by the Department of Economics.

### Freshman

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102 (Core 2)</td>
<td>3 TSEM 102 (Core 1)</td>
<td>3</td>
</tr>
<tr>
<td>MATH 111 (or higher) (Core 3)</td>
<td>3 MATH 211 or 273</td>
<td>3-4</td>
</tr>
<tr>
<td>POSC 101</td>
<td>3 Core 4</td>
<td>3</td>
</tr>
<tr>
<td>Core 10</td>
<td>3 POSC 105 (Core 12)</td>
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</tr>
<tr>
<td>ECON 201 or 203 (Core 6)</td>
<td>3 ECON 202 or 204</td>
<td>3</td>
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</table>

Total: 15-16

### Sophomore

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 205</td>
<td>3 Core 9</td>
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<tr>
<td>Core 13</td>
<td>3 Core 7</td>
<td>4</td>
</tr>
<tr>
<td>Core 8</td>
<td>3-4 Core 14</td>
<td>3</td>
</tr>
<tr>
<td>POSC 301</td>
<td>3 ECON 306</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POSC 103 (Core 11)</td>
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<td></td>
</tr>
<tr>
<td>POSC 207 (Core 11)</td>
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<td></td>
</tr>
<tr>
<td>POSC 209 (Core 11)</td>
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<td></td>
</tr>
</tbody>
</table>

Total: 15-16

### Junior

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 309</td>
<td>3 ECON 310</td>
<td>3</td>
</tr>
<tr>
<td>POSC Topical Area</td>
<td>3 ECON Elective</td>
<td>3</td>
</tr>
<tr>
<td>POSC Topical Area</td>
<td>3 Elective</td>
<td>3</td>
</tr>
<tr>
<td>POSC Topical Area</td>
<td>3 Elective</td>
<td>3</td>
</tr>
<tr>
<td>Core 11</td>
<td>3 Elective</td>
<td>3</td>
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</tbody>
</table>

Total: 15

### Senior

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ECON Elective</td>
<td>3 ECON 400-level Elective</td>
<td>3</td>
</tr>
<tr>
<td>Core 5</td>
<td>3 POSC Elective</td>
<td>3</td>
</tr>
<tr>
<td>POSC XXX</td>
<td>3 POSC Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3 Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3 Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 15

1 Topic to be approved by the Department of Political Science

### SUGGESTED FOUR-YEAR PLAN

Please contact your major department for more information.

**Combined Major in Mass Communication and Political Science**

Students electing to major in both Mass Communication and Political Science must complete the requirements for both majors. Following the outline below, students can complete the two majors with 89 units of Mass Communication and Political Science courses. Completing these two majors separately requires a minimum of 75 units (36 units in Mass Communication and 39 units
in Political Science). Students interested in the combined major should consult in advance with an adviser in both departments to review requirements.

Completion of individual majors in Political Science and Mass Communication requires the successful completion of 75 units (39 in political science and 36 in mass communication). However, by electing the combined major in Political Science and Mass Communication, students will be able to complete both majors with a total of 69 units. Students interested in either of the combined majors should consult with an adviser in both departments to review requirements.

In Political Science, students must complete all requirements for the major (p. 127). However, they must substitute two of the following upper-level courses (6 units) in mass communication toward fulfillment of the required four courses (12 units) of upper-division electives in the Elective Section of the Political Science major (students will need to fulfill MCOM course prerequisites in advance of taking these courses):

- MCOM 350 MEDIA LAW 1 3
- MCOM 352 MEDIA CRITICISM 3
- MCOM 385 MASS MEDIA AND SOCIETY 3
- MCOM 431 PUBLIC OPINION AND THE PRESS 3
- MCOM 433 MEDIA ETHICS 1 3
- MCOM 477 SPECIAL TOPICS IN JOURNALISM 2 3
- MCOM 478 SPECIAL TOPICS IN ADVERTISING AND PUBLIC RELATIONS 2 3
- MCOM 479 SPEC TOPICS IN MASS COMMUNICATION 2 3

1 Requires consent of the instructor
2 Topic to be approved by the Department of Political Science

In Mass Communication, students must complete all requirements for the major (p. 127). However, they must substitute two of the following upper-level courses (6 units) in Political Science toward fulfillment of electives (9 units) in Mass Communication (students will need to fulfill POSC course prerequisites in advance of taking these courses):

Select two of the following: 6

- POSC 301 POLITICAL RESEARCH I 3
- POSC 340 COMPARATIVE PUBLIC POLICY 3
- POSC 375 PUBLIC ADMINISTRATION 3
- POSC 381 THE PRESIDENCY 3
- POSC 417 AMERICAN POLITICAL PARTIES 3
- POSC 459 SIMULATION AND GAMES IN POLITICAL SCIENCE 3
- POSC 470 SPECIAL TOPICS IN POLITICAL SCIENCE 1 3
- POSC 471 SPECIAL TOPICS IN POLITICAL SCIENCE 1 3
- POSC 472 SPEC TOPICS POSC 1 3
- POSC 473 SPEC TOPICS POSC 1 3
- POSC 474 SPEC TOPICS POSC 1 3
- POSC 475 SPEC TOPICS POSC 1 3
- POSC 476 SPEC TOPICS POSC 1 3
- POSC 477 SPEC TOPICS POSC 1 3
- POSC 478 SPEC TOPICS POSC 1 3
- POSC 479 SPEC TOPICS POSC 1 3

1 Topic to be approved by the Department of Mass Communication and Communication Studies

### Minor in Political Science

Twenty-one units with a grade equivalent of 2.00 or higher are required for the minor in Political Science to be completed as follows: at least 6 units at the lower division of which no more than 3 units may be at the 200 level; and at least 15 units at the upper division.

#### Required Courses (6 Units)

Select at least two of the following (no more than one may be at the 200 level):

- POSC 101 INTRODUCTION TO POLITICAL SCIENCE
- POSC 102 HONORS INTRODUCTION TO POLITICAL SCIENCE
- POSC 103 AMERICAN NATIONAL GOVERNMENT
- POSC 105 GOVERNMENTS OF THE WORLD
- POSC 107 INTRODUCTION TO INTERNATIONAL RELATIONS
- POSC 108 HONORS INTRO TO INTERNATIONAL RELATIONS
- POSC 207 STATE GOVERNMENT
- POSC 209 INTRODUCTION TO LAW
- POSC 212 HONORS IN POLITICAL SCIENCE

#### Electives (15 Units)

Select 15 upper-division elective units in political science

<table>
<thead>
<tr>
<th>Elective</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 207</td>
<td>3</td>
</tr>
<tr>
<td>POSC 209</td>
<td>3</td>
</tr>
<tr>
<td>POSC 212</td>
<td>3</td>
</tr>
<tr>
<td>POSC 301</td>
<td>3</td>
</tr>
<tr>
<td>POSC 340</td>
<td>3</td>
</tr>
<tr>
<td>POSC 375</td>
<td>3</td>
</tr>
<tr>
<td>POSC 381</td>
<td>3</td>
</tr>
<tr>
<td>POSC 417</td>
<td>3</td>
</tr>
<tr>
<td>POSC 459</td>
<td>3</td>
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<tr>
<td>POSC 470</td>
<td>3</td>
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<td>POSC 471</td>
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<tr>
<td>POSC 475</td>
<td>3</td>
</tr>
<tr>
<td>POSC 476</td>
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</tr>
<tr>
<td>POSC 477</td>
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</tr>
<tr>
<td>POSC 478</td>
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</tr>
<tr>
<td>POSC 479</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Total Units 21

### Department of Psychology

#### OFFICE

Liberal Arts 2210, 410-704-2634
Fax: 410-704-3800

#### Programs of the Department

The Department of Psychology offers the following programs: the major in Psychology, the minor in Psychology, an undergraduate clinical psychology area of focus and an honors thesis option.

The major in Psychology prepares students for graduate work in psychology, for training in special education and general education, for careers requiring a liberal arts background and for work in clinical services.

#### Transfer Credit Policy

All Psychology majors must complete a minimum of 23 units in psychology courses at Towson University, and all Psychology minors must complete a minimum of 16 units in psychology courses at Towson University, toward the major or minor.

#### Master of Arts in Psychology

The Master of Arts in Psychology is designed for students who are primarily interested in an advanced degree in Clinical, Counseling, Experimental or School Psychology. For detailed information, see the Graduate Catalog.

#### Department Animal Policy

In accordance with federal laws and regulation, Towson University, through its Institutional Animal Care and Use Committee, reviews the use of animals in teaching to assure compliance with the standards established by the USDA and NIH for the humane treatment of animals. The university makes every effort to minimize the use of animals and seeks alternatives wherever possible. Although Towson University recognizes that some students may believe the use of animals as teaching tools is inhumane, certain curricula require the use of animals as a necessary part of instruction. Accordingly, where the use of animals in class demonstrations or experiments is a requirement for successful completion of any course, as determined by the department, students will

### Suggested Four-Year Plan

Please contact your major department for more information.
be obliged to comply with those requirements as set forth by the instructor in the course syllabus. The university will not provide optional procedures for students who do not comply with course requirements.

If a course requires the use of animals in class demonstrations or experiments, however, the syllabus must specifically state that animals will be used in class demonstration or experiments and that such use is a requirement for successful completion of the course. Notice of this requirement will be made a part of the course description and shall be placed in the catalog.

## MAJORS IN PSYCHOLOGY

- Major in Psychology (p. 260)
- Combined Major in Psychology and Sociology-Anthropology (p. 261)

## MINOR IN PSYCHOLOGY

- Psychology (p. 262)

### Major in Psychology

Majors are required to complete 41 units in psychology and 10 units in prerequisite courses with a grade equivalent of 2.00 in all courses. No “Pass” grades are accepted for the 41 units in psychology (32 units of required psychology courses and 9 units of psychology electives). Of the 32 required psychology units, 14 units, consisting of the following courses, are required: PSYC 101 or PSYC 102, PSYC 203 or PSYC 204, PSYC 212 or PSYC 213, and PSYC 314 or PSYC 313. The remaining 18 required units are to be completed by taking one upper-level course in each of the six topical areas: Human Development, Clinical, Social, Biopsychology, Learning-Cognition, and Diversity. All students must satisfy the relevant prerequisites for individual psychology courses taken.

#### Required Lower-Level Prerequisites (10 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 120 &amp; 120L</td>
<td>PRINCIPLES OF BIOLOGY [LECTURE] and PRINCIPLES OF BIOLOGY [LAB] (or an equivalent general biology course with laboratory)</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 102 or ENGL 190</td>
<td>WRITING FOR A LIBERAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>MATH 111</td>
<td>FINITE MATHEMATICS (or higher, excluding MATH 204)</td>
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#### Required Courses (14 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 101</td>
<td>INTRODUCTION TO PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>or PSYC 102</td>
<td>HONORS INTRODUCTION TO PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 203</td>
<td>HUMAN DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td>or PSYC 204</td>
<td>HONORS HUMAN DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 213</td>
<td>RESEARCH DESIGN AND STATISTICAL ANALYSIS IN PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>or PSYC 212</td>
<td>BEHAVIORAL STATISTICS</td>
<td></td>
</tr>
<tr>
<td>PSYC 313</td>
<td>RESEARCH DESIGN AND STATISTICAL ANALYSIS IN PSYCHOLOGY II</td>
<td>4</td>
</tr>
<tr>
<td>or PSYC 314</td>
<td>RESEARCH METHODS IN PSYCHOLOGY</td>
<td></td>
</tr>
</tbody>
</table>

#### Topical Areas (18 Units)

<table>
<thead>
<tr>
<th>Area</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Development (PSYC 203 is a required prerequisite)</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>PSYC 403</td>
<td>INFANT AND CHILD DEVELOPMENT</td>
</tr>
<tr>
<td>PSYC 404</td>
<td>ADOLESCENT PSYCHOLOGY</td>
</tr>
<tr>
<td>PSYC 405</td>
<td>PSYCHOLOGY OF AGING</td>
</tr>
<tr>
<td>PSYC 467</td>
<td>MIDLIFE DEVELOPMENT</td>
</tr>
<tr>
<td>Clinical</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>PSYC 350</td>
<td>PERSONALITY</td>
</tr>
<tr>
<td>PSYC 361</td>
<td>ABNORMAL PSYCHOLOGY</td>
</tr>
</tbody>
</table>

### Electives (9 Units)

Select any 200-, 300- or 400-level psychology courses with a minimum of 3 units (of the required 9 units) completed at the 300- or 400-level. Electives include:

- Any other course(s) within a given topical area beyond the one required to fulfill the topical area requirements
- Any other psychology courses listed in the catalog with the exception of PSYC 230 or PSYC 383

#### Total Units

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 411</td>
<td>TESTS AND MEASUREMENTS</td>
<td></td>
</tr>
<tr>
<td>PSYC 430</td>
<td>SYSTEMS AND TECHNIQUES OF PSYCHOTHERAPY</td>
<td></td>
</tr>
<tr>
<td>PSYC 300</td>
<td>SYSTEMS AND TECHNIQUES OF PSYCHOTHERAPY</td>
<td></td>
</tr>
</tbody>
</table>

## ADDITIONAL OPTIONS IN PSYCHOLOGY

The Department of Psychology offers undergraduates two options beyond the completion of the general undergraduate concentration: a Clinical Psychology Area of Focus and an Honors Thesis in Psychology option. More specific information about each option is provided below. Admission to each of these options is competitive; therefore, applications must be made to the appropriate program director by the third week in October of the student’s junior year. Application packets may be obtained in the Psychology department office.

In addition to the requirements of these options, students must also complete the Core Curriculum requirements of the university and any additional requirements of the Psychology major.

### Clinical Psychology Area of Focus

The Clinical Psychology Area of Focus offers more extensive training in Clinical Psychology beyond that gained by completion of the Psychology
major. The area of focus provides a three-term course sequence (14 units), beginning in the spring term of the junior year. Courses are organized around practicum experience with extensive supervision so that there is continuity between theory and practice of clinical skills.

Following are the Clinical Psychology Area of Focus:

**Term 1 (spring of junior year) (6 Units)**
- PSYC 439 THE INITIAL INTERVIEW 3
- PSYC 433 GROUP PSYCHOTHERAPY INTERNSHIP 3

**Term 2 (fall of senior year) (4 Units)**
- PSYC 454 INTERNSHIP IN PSYCHOTHERAPY 4

**Term 3 (spring of senior year) (4 Units)**
- PSYC 454 INTERNSHIP IN PSYCHOTHERAPY 4

For a student to be admitted to the Clinical Psychology Area of Focus, the following criteria must be met by the spring term of the junior year:

1. Completion of PSYC 205 and PSYC 361 with a grade of “B” (3.00) or better in both courses
2. A minimum cumulative GPA of 3.40 and a Psychology GPA of 3.60
3. Submission of a writing sample, a letter of recommendation from a TU faculty member (preferably from Psychology) or employer who has observed the applicant’s interpersonal skills, maturity and professionalism, and an interview with the program director to determine the student’s suitability to complete the Clinical Psychology Area of Focus

**HONORS THESIS IN PSYCHOLOGY**

The Department of Psychology offers an undergraduate honors thesis option that provides students an opportunity to learn in-depth about the research process in psychology. Students complete an independent thesis in close collaboration with a faculty mentor, while taking a series of advanced courses on research methods, data analysis, thesis preparation and professional presentation. The three-term program (11 units) culminates in the student’s senior year with the completion of the thesis and presentation of the findings in a symposium format.

The honors thesis option begins during the spring term of the student’s junior year and continues throughout the student’s senior year. The option is open to both native Towson students and transfer students entering the Psychology major in the beginning of their junior year.

Following are the specific courses that all honors thesis students must take:

**Term 1 (spring of junior year) (3 Units)**
- PSYC 486 ADVANCED EXPERIMENTAL DESIGN 3

**Term 2 (fall of senior year) (3 Units)**
- PSYC 497 HONORS SEMINAR IN PSYCHOLOGY 3

**Term 3 (spring of senior year) (6 Units)**
- PSYC 499 HONORS SENIOR THESIS IN PSYCHOLOGY 4
- PSYC 498 HONORS CAPSTONE PSYCHOLOGY 2

For a student to be admitted to the Honors Thesis in Psychology option, the following criteria must be met by the spring term of the junior year:

1. Completion of PSYC 212/PSYC 213 and PSYC 313/PSYC 314 with a “B” grade or better
2. A minimum cumulative GPA of 3.40 and a Psychology GPA of 3.60
3. Identification of a Psychology faculty member who will supervise the thesis
4. Submission of a personal statement and writing sample and interview with the program director

Students who successfully complete the honors option will receive the designation Bachelor of Science or Bachelor of Arts with Honors in Psychology on their diploma. Departmental Honors will also appear on the student’s transcript.

**SUGGESTED FOUR-YEAR PLAN**

Please contact your major department for more information.

1. Understand and apply basic research methods in Psychology, including research design, data analysis and interpretation.
2. Use critical thinking, skeptical inquiry, and the scientific approach to evaluate claims related to behavioral and mental processes.
3. Demonstrate information competence and the ability to use computers and other technology toward an understanding of Psychology.
4. Communicate effectively in a variety of formats.

**Combined Major in Sociology-Anthropology and Psychology**

Normally, completion of two separate majors in Psychology and Sociology-Anthropology with a concentration in Sociology requires 80–81 units (41 in psychology and 39–40 in sociology). However, students who are interested in both majors can select the combined major option in Psychology and Sociology-Anthropology, which consists of courses offered by both departments.

The combined major option requires a total of 68 units:

**Core Required Courses (29 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 207</td>
<td>CULTURAL ANTHROPOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>or ANTH 210</td>
<td>HONORS CULTURAL ANTHROPOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>INTRODUCTION TO PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>or PSYC 102</td>
<td>HONORS INTRODUCTION TO PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 203</td>
<td>HUMAN DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td>or PSYC 204</td>
<td>HONORS HUMAN DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 212</td>
<td>BEHAVIORAL STATISTICS</td>
<td>4</td>
</tr>
<tr>
<td>or PSYC 213</td>
<td>RESEARCH DESIGN AND STATISTICAL ANALYSIS IN PSYCHOLOGY I</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 313</td>
<td>RESEARCH DESIGN AND STATISTICAL ANALYSIS IN PSYCHOLOGY II</td>
<td>4</td>
</tr>
<tr>
<td>or PSYC 314</td>
<td>RESEARCH METHODS IN PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 101</td>
<td>INTRODUCTION TO SOCIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>or SOCI 102</td>
<td>HONORS INTRODUCTION TO SOCIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 381</td>
<td>SOCIOLOGICAL THEORY</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 391</td>
<td>RESEARCH METHODS</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 310</td>
<td>SOCIOLOGY OF SPORT</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 241</td>
<td>BLACKS IN AMERICA: MYTHS AND REALITY</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 243</td>
<td>SOCIOLGY OF RACE, CLASS AND GENDER</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 249</td>
<td>SOCIAL PROBLEMS</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 265</td>
<td>STATUS, FRIENDSHIP, INTIMACY</td>
<td>3</td>
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</tbody>
</table>

**Electives (39 Units)**

Select seven additional courses in psychology from a pre-set list of electives in a number of topical or content areas defined by each department.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 454</td>
<td>RESEARCH DESIGN AND STATISTICAL ANALYSIS IN PSYCHOLOGY I</td>
<td>4</td>
</tr>
<tr>
<td>or PSYC 455</td>
<td>RESEARCH METHODS IN PSYCHOLOGY</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Units** 68
In psychology, the combined major requires electives (21 units) selected in the following manner: one 3-unit course must be chosen from each of the six topical areas for the Psychology major: Human Development; Clinical; Social; Biopsychology; Learning-Cognition; and Diversity. The remaining 3 elective units may include other courses not already selected from the topical areas or any other psychology course listed in this catalog with the exception of PSYC 383.

In sociology-anthropology, the electives must include five courses from the Upper-Level Sociology Electives section of the curriculum, as described in that section, and one course from the Application, Engagement and Advanced Study area (18 units). Students interested in declaring the combined major should consult an adviser in both departments to review the specific requirements and the approved topical or content elective courses prior to taking any classes.

SUGGESTED FOUR-YEAR PLAN

Please contact your major department for more information.

Minor in Psychology

Minors are required to complete 26 units in psychology with a grade equivalent of 2.00 or higher in each course.

Required Courses (14 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 101</td>
<td>INTRODUCTION TO PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>or PSYC 102</td>
<td>HONORS INTRODUCTION TO PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 203</td>
<td>HUMAN DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td>or PSYC 204</td>
<td>HONORS HUMAN DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 212</td>
<td>BEHAVIORAL STATISTICS</td>
<td>4</td>
</tr>
<tr>
<td>or PSYC 213</td>
<td>RESEARCH DESIGN AND STATISTICAL ANALYSIS IN PSYCHOLOGY I</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 313</td>
<td>RESEARCH DESIGN AND STATISTICAL ANALYSIS IN PSYCHOLOGY II</td>
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</tr>
<tr>
<td>or PSYC 314</td>
<td>RESEARCH METHODS IN PSYCHOLOGY</td>
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</table>

Topic Areas (12 Units)

Select one course from four of the following six topic areas: 12

Human Development (PSYC 203 is a required prerequisite)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 403</td>
<td>INFANT AND CHILD DEVELOPMENT</td>
</tr>
<tr>
<td>PSYC 404</td>
<td>ADOLESCENT PSYCHOLOGY</td>
</tr>
<tr>
<td>PSYC 405</td>
<td>PSYCHOLOGY OF AGING</td>
</tr>
<tr>
<td>PSYC 467</td>
<td>MIDLIFE DEVELOPMENT</td>
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</tbody>
</table>

Clinical

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 350</td>
<td>PERSONALITY</td>
</tr>
<tr>
<td>PSYC 361</td>
<td>ABNORMAL PSYCHOLOGY</td>
</tr>
<tr>
<td>PSYC 411</td>
<td>TESTS AND MEASUREMENTS</td>
</tr>
<tr>
<td>PSYC 430</td>
<td>SYSTEMS AND TECHNIQUES OF PSYCHOTHERAPY</td>
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Social

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PSYC 325</td>
<td>SOCIAL PSYCHOLOGY</td>
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<tr>
<td>PSYC 327</td>
<td>INDUSTRIAL PSYCHOLOGY</td>
</tr>
<tr>
<td>PSYC 431</td>
<td>GROUP DYNAMICS</td>
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Biopsychology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>PSYC 309</td>
<td>PSYCHOPHARMACOLOGY</td>
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<tr>
<td>PSYC 317</td>
<td>SENSATION AND PERCEPTION</td>
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<tr>
<td>PSYC 480</td>
<td>ETHOLOGY AND COMPARATIVE PSYCHOLOGY</td>
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<td>PSYC 465</td>
<td>PHYSIOLOGICAL PSYCHOLOGY</td>
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Learning-Cognition

<table>
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<th>Course</th>
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</thead>
<tbody>
<tr>
<td>PSYC 305</td>
<td>PSYCHOLOGY OF LEARNING</td>
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<tr>
<td>PSYC 315</td>
<td>MOTIVATION</td>
</tr>
<tr>
<td>PSYC 461</td>
<td>COGNITIVE PSYCHOLOGY</td>
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Psychology Major

Diversity

<table>
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<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>PSYC 419</td>
<td>DIVERSE PERSPECTIVES IN PSYCHOLOGY</td>
</tr>
<tr>
<td>PSYC 432</td>
<td>CROSS-CULTURAL PSYCHOLOGY</td>
</tr>
<tr>
<td>PSYC 447</td>
<td>SEX DIFFERENCES: PSYCHOLOGICAL PERSPECTIVES</td>
</tr>
<tr>
<td>PSYC 451</td>
<td>INTRODUCTION TO THE EXCEPTIONAL CHILD</td>
</tr>
</tbody>
</table>

Total Units: 26

1 Recommended topical area course.

Minors must satisfy the relevant prerequisites for individual psychology courses taken.

Social Sciences Program

Director: Robert Rook

OFFICE
LA 2213, 410-704-2128

THE PROGRAM

The Social Sciences Program is an interdisciplinary major comprising courses from the departments of Economics; Geography and Environmental Planning; History; Political Science; and Sociology, Anthropology and Criminal Justice.

The program is designed for those students who do not wish to major in a single discipline, but are interested in a broad education that transcends traditional department boundaries. It is useful for students who plan to enter graduate school for an advanced degree in one of the disciplines of the program; for students who plan to enter professional schools for a degree in law, social service or a phase of law enforcement; or for students who seek a broad background in preparation for employment in business, industry or a government agency. The Secondary Education track is designed for students planning to teach social studies at the secondary school level.

A director administers the program, and faculty from the departments of Economics; Geography and Environmental Planning; History; Political Science; and Sociology, Anthropology and Criminal Justice advise students majoring in the program. Policies and requirements for the major in Social Sciences are established by an advisory committee composed of representatives from the various disciplines included in the program.

A Bachelor of Arts degree may be earned by adding a foreign language to the course requirements. The language requirement can be met by completing the intermediate courses of a modern foreign language or its equivalent.

Students interested in the Secondary Education track of the Social Sciences Major should contact the Social Sciences Program director for more information.

TRANSFER CREDIT POLICY

Transfer students in the Social Sciences Program are required to earn a minimum of one-half the total number of units required for the major at Towson University.

MAJORS IN SOCIAL SCIENCES

- Social Sciences Major in Liberal Arts (p. 262)
- Major in Social Sciences with Track in Secondary Education (p. 264)

Social Sciences Major

Completion of the major consists of 60 units. All courses in the major must be completed with a grade equivalent of 2.00 or better. Additionally, students
must complete a Social Sciences portfolio and fulfill all Core Curriculum requirements.

Required Courses (30 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 201</td>
<td>MICROECONOMIC PRINCIPLES</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202</td>
<td>MACROECONOMIC PRINCIPLES</td>
<td>3</td>
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Select two of the following: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 102</td>
<td>HISTORY OF EUROPEAN CIVILIZATION THROUGH THE 17TH CENTURY</td>
<td></td>
</tr>
<tr>
<td>HIST 103</td>
<td>HISTORY OF EUROPEAN CIVILIZATION FROM THE 17TH CENTURY</td>
<td></td>
</tr>
<tr>
<td>HIST 145</td>
<td>HISTORY OF THE UNITED STATES TO THE CIVIL WAR</td>
<td></td>
</tr>
<tr>
<td>HIST 146</td>
<td>HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR</td>
<td></td>
</tr>
<tr>
<td>HIST 160</td>
<td>WORLD HISTORY BEFORE 1300</td>
<td></td>
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<tr>
<td>HIST 161</td>
<td>WORLD HISTORY SINCE 1300</td>
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Select two of the following: 6

<table>
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<th>Title</th>
<th>Units</th>
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<td>GEOG 102</td>
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<tr>
<td>GEOG 105</td>
<td>GEOGRAPHY OF INTERNATIONAL AFFAIRS</td>
<td></td>
</tr>
<tr>
<td>GEOG 109</td>
<td>INTRODUCTION TO HUMAN GEOGRAPHY</td>
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</tr>
<tr>
<td>GEOG 221</td>
<td>INTERPRETATION OF MAPS</td>
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Select two of the following: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 101</td>
<td>INTRODUCTION TO POLITICAL SCIENCE</td>
<td></td>
</tr>
<tr>
<td>POSC 103</td>
<td>AMERICAN NATIONAL GOVERNMENT</td>
<td></td>
</tr>
<tr>
<td>POSC 105</td>
<td>GOVERNMENTS OF THE WORLD</td>
<td></td>
</tr>
<tr>
<td>POSC 107</td>
<td>INTRODUCTION TO INTERNATIONAL RELATIONS</td>
<td></td>
</tr>
<tr>
<td>POSC 207</td>
<td>STATE GOVERNMENT</td>
<td></td>
</tr>
</tbody>
</table>

Select two of the following: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 207</td>
<td>CULTURAL ANTHROPOLOGY</td>
<td></td>
</tr>
<tr>
<td>CRMJ 254</td>
<td>INTRODUCTION TO CRIMINAL JUSTICE</td>
<td></td>
</tr>
<tr>
<td>SOCI 101</td>
<td>INTRODUCTION TO SOCIOLOGY</td>
<td></td>
</tr>
</tbody>
</table>

Upper-Level Requirements (24 Units)

Select two courses in each of four disciplines out of the seven disciplines (ANTH, CRMJ, ECON, GEOG, HIST, POSC and SOCI) in the program at the upper-level (300-400 level). At least 12 units of upper-level courses must be taken at Towson University.

Electives (6 Units)

Select two upper- or lower-level courses in any of the seven disciplines (ANTH, CRMJ, ECON, GEOG, HIST, POSC and SOCI) in the program.

Total Units 60

SUGGESTED FOUR-YEAR PLAN

**Freshman**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TSEM 102, ENGL 102, or ENGL 190 (Core 1 or 2)</td>
<td>3</td>
<td>Select one of the following (Core 12):</td>
<td>3</td>
</tr>
<tr>
<td>Core 3</td>
<td>3</td>
<td>GEOG 102</td>
<td></td>
</tr>
<tr>
<td>Select one of the following: (fulfills Core 5, 11 or 12)</td>
<td>3</td>
<td>GEOG 105</td>
<td></td>
</tr>
<tr>
<td>HIST 102</td>
<td>GEOG 109</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 103</td>
<td>GEOG 221</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 145</td>
<td>ENGL 102 or TSEM 102 (Core 2 or 1)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIST 146</td>
<td>Core 4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIST 160</td>
<td>Core 7</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIST 161</td>
<td>Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Select one of the following: (Core 6)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sophomore**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following (Core 5, 11 or 12):</td>
<td>3</td>
<td>ECON 201 or 202</td>
<td>3</td>
</tr>
<tr>
<td>HIST 102</td>
<td>Select one of the following (Core 12):</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIST 103</td>
<td>GEOG 102</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 145</td>
<td>GEOG 105</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 146</td>
<td>GEOG 109</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 160</td>
<td>GEOG 221</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 161</td>
<td>Core 10 (possible upper-level HIST or POSC course)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Select one of the following (Core 6):</td>
<td>3</td>
<td>3 Core 13 (possible upper-level SOCI course)</td>
<td>3</td>
</tr>
<tr>
<td>POSC 101</td>
<td>Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>POSC 103</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POSC 105</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POSC 107</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POSC 207</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Junior**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core 7</td>
<td>4 Upper-Level ANTH, CRMJ, ECON, GEOG, HIST, POSC or SOCI course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Upper-Level ANTH, CRMJ, ECON, GEOG, HIST, POSC or SOCI course</td>
<td>3</td>
<td>Upper-Level ANTH, CRMJ, ECON, GEOG, HIST, POSC or SOCI course</td>
<td>3</td>
</tr>
<tr>
<td>Upper-Level ANTH, CRMJ, ECON, GEOG, HIST, POSC or SOCI course</td>
<td>3</td>
<td>Upper-Level course, any subject</td>
<td>3</td>
</tr>
<tr>
<td>Core 14 (possible upper-level HIST course)</td>
<td>3</td>
<td>Elective- any Social Science discipline, any level</td>
<td>3</td>
</tr>
<tr>
<td>Elective- any Social Science discipline, any level</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Senior**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper-Level ANTH, CRMJ, ECON, GEOG, HIST, POSC or SOCI course</td>
<td>3</td>
<td>Upper-Level ANTH, CRMJ, ECON, GEOG, HIST, POSC or SOCI course</td>
<td>3</td>
</tr>
</tbody>
</table>

Towson University
Upper-Level ANTH, CRMU, ECON, GEOG, HIST, POSC or SOCI course

Upper-Level course, any subject

Elective

Elective

**Total Units: 121**

1. Demonstrate an understanding of specific disciplines of the social sciences, including basic and advanced concepts, the vocabulary of the disciplines, the ability to do research in the field, and awareness of recent developments in the disciplines.
2. Integrate information from the various disciplines of the social sciences and demonstrate an understanding of interdisciplinary connections.
3. Write clearly and effectively on subjects related to the social sciences.
4. Engage issues in the social sciences analytically and do meaningful, original work.

**Major in Social Sciences with Track in Secondary Education**

Social Sciences majors with a track in Secondary Education receive certification to teach social science at the secondary level in Maryland upon graduation. Students must see the Department of Secondary Education about admission into that program.

In addition to the Core Curriculum requirements and the requirements specified by the Department of Secondary Education, students must complete 54 units with a grade equivalent of 2.00 or higher from among the following courses. Students must also complete a Social Sciences portfolio.

**Required Courses (45 Units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 207</td>
<td>CULTURAL ANTHROPOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201</td>
<td>MICROECONOMIC PRINCIPLES</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202</td>
<td>MACROECONOMIC PRINCIPLES</td>
<td>3</td>
</tr>
<tr>
<td>HIST 102</td>
<td>HISTORY OF EUROPEAN CIVILIZATION THROUGH THE 17TH CENTURY</td>
<td>3</td>
</tr>
<tr>
<td>HIST 103</td>
<td>HISTORY OF EUROPEAN CIVILIZATION FROM THE 17TH CENTURY</td>
<td>3</td>
</tr>
<tr>
<td>HIST 145</td>
<td>HISTORY OF THE UNITED STATES TO THE CIVIL WAR</td>
<td>3</td>
</tr>
<tr>
<td>HIST 146</td>
<td>HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR</td>
<td>3</td>
</tr>
<tr>
<td>HIST xxx</td>
<td>African, Asian or Latin American History Course</td>
<td>3</td>
</tr>
<tr>
<td>POSC 103</td>
<td>AMERICAN NATIONAL GOVERNMENT</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 101</td>
<td>INTRODUCTION TO SOCIOLGY</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 101</td>
<td>PHYSICAL GEOGRAPHY</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 102</td>
<td>WORLD REGIONAL GEOGRAPHY</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 105</td>
<td>GEOGRAPHY OF INTERNATIONAL AFFAIRS</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 109</td>
<td>INTRODUCTION TO HUMAN GEOGRAPHY</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 221</td>
<td>INTERPRETATION OF MAPS</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 101</td>
<td>INTRODUCTION TO POLITICAL SCIENCE</td>
<td>3</td>
</tr>
<tr>
<td>POSC 105</td>
<td>GOVERNMENTS OF THE WORLD</td>
<td>3</td>
</tr>
<tr>
<td>POSC 107</td>
<td>INTRODUCTION TO INTERNATIONAL RELATIONS</td>
<td>3</td>
</tr>
<tr>
<td>POSC 207</td>
<td>STATE GOVERNMENT</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives (9 Units)**

Students must complete three upper-division courses (300-400) from any of the seven disciplines in the program. The upper-division courses must be taken at Towson University.

**Total Units: 54**

**SECONDARY TEACHER EDUCATION REQUIREMENTS**

In addition to majoring in one of the certification subject areas as well as satisfying the university Core Curriculum requirements, students must complete the professional education courses listed below.

**Required Professional Courses for Secondary Education**

A minimum grade equivalent of 2.00 or higher is required for all courses with an overall grade point average of 2.75 and 3.00 in professional education courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTC 301</td>
<td>INTEGRATING INSTRUCTIONAL TECHNOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>SCED 305</td>
<td>ADOLESCENT LEARNING, DEVELOPMENT, AND DIVERSITY (prerequisite: PSYC 101)</td>
<td>3</td>
</tr>
<tr>
<td>SCED 341</td>
<td>PRINCIPLES OF SECONDARY EDUCATION</td>
<td>4</td>
</tr>
<tr>
<td>SCED 401</td>
<td>ANALYZING INTERNSHIP</td>
<td>1-3</td>
</tr>
<tr>
<td>SCED 419</td>
<td>YOUNG ADULT LITERATURE (English majors only)</td>
<td>3</td>
</tr>
<tr>
<td>SCED 460</td>
<td>USING READING AND WRITING IN THE SECONDARY SCHOOLS</td>
<td>4</td>
</tr>
<tr>
<td>SCED 462</td>
<td>SEMINAR IN TEACHING READING IN THE SECONDARY CONTENT AREAS</td>
<td>1</td>
</tr>
</tbody>
</table>

**Methods Requirement**

Select one of the following based on major:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCED 353</td>
<td>TEACHING MODERN FOREIGN LANGUAGE IN THE SECONDARY SCHOOL</td>
<td>3</td>
</tr>
<tr>
<td>SCED 355</td>
<td>TEACHING SOCIAL STUDIES IN THE SECONDARY SCHOOL</td>
<td>3</td>
</tr>
<tr>
<td>SCED 357</td>
<td>TEACHING ENGLISH IN THE SECONDARY SCHOOL</td>
<td>3</td>
</tr>
</tbody>
</table>

**Internship Requirement by Major**

Select one of the following based on major:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCED 383</td>
<td>INTERNSHIP IN SECONDARY EDUCATION-ENGLISH</td>
<td>3</td>
</tr>
<tr>
<td>SCED 384</td>
<td>INTERNSHIP IN SECONDARY EDUCATION-FRENCH</td>
<td>3</td>
</tr>
<tr>
<td>SCED 389</td>
<td>INTERNSHIP IN SECONDARY EDUCATION-HISTORY</td>
<td>3</td>
</tr>
<tr>
<td>SCED 394</td>
<td>STUDENT TEACHING IN SECONDARY EDUCATION-SPANISH</td>
<td>3</td>
</tr>
<tr>
<td>SCED 396</td>
<td>INTERNSHIP IN SECONDARY EDUCATION-SOCIAL SCIENCE</td>
<td>3</td>
</tr>
<tr>
<td>SCED 461</td>
<td>TEACHING READING IN THE SECONDARY CONTENT AREAS (taken concurrently with SCED 499)</td>
<td>3</td>
</tr>
<tr>
<td>SCED 499</td>
<td>INTERNSHIP IN SECONDARY EDUCATION</td>
<td>2</td>
</tr>
<tr>
<td>SPED 301</td>
<td>INTRODUCTION TO SPECIAL EDUCATION</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional requirements to be integrated into Core Curriculum:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 131</td>
<td>FUNDAMENTALS OF SPEECH COMMUNICATION</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 202</td>
<td>HISTORICAL AND CONTEMPORARY PERSPECTIVES: AMERICA’S URBAN SCHOOLS</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 203</td>
<td>TEACHING AND LEARNING IN A DIVERSE SOCIETY</td>
<td>3</td>
</tr>
</tbody>
</table>
SUGGESTED FOUR-YEAR PLAN

INTERNSHIP

Requirements for Full-Time as the activities taking place during the Full-Time Internship year.

The Professional Year

As part of their yearlong professional internship, all teacher candidates begin these activities in Professional Development Schools (PDS). These are schools in which the Department of Secondary Education and the College of Education have partnerships in which the PDS and the Department collaborate on a number of issues, including serving as in-school sites for courses as well as the activities taking place during the Full-Time Internship year.

REQUIREMENTS FOR FULL-TIME INTERNSHIP

1. All students must meet the following GPA requirements to be admitted to student teaching: 2.75 GPA in major field and 3.00 in professional education courses with a minimum 2.75 overall GPA, based on transcripts from all institutions of higher learning attended, including Towson University. (Consult with SCED adviser.)

2. All preservice students in Teacher Education programs at Towson University whose program of study requires an intensive and extensive internship or student teaching experience in a public school setting (pre-K through 12) are required to undergo a criminal background check before entering this experience. The criminal background check must be filed with the Center for Professional Practice.

SUGGESTED FOUR-YEAR PLAN

Freshman

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102 or 190 (Core 2)</td>
<td>3 TSEM 102 (Core 1)</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>3 COMM 131</td>
</tr>
<tr>
<td>HIST 102 or 103</td>
<td>3 HIST 103 or 102</td>
</tr>
<tr>
<td>HIST 145 or 146</td>
<td>3 HIST 146 or 145</td>
</tr>
<tr>
<td>POSC 103 or SOCI 101</td>
<td>3 SOCI 101 or POSC 103</td>
</tr>
<tr>
<td><strong>Total Units:</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Sophomore

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST Global survey course</td>
<td>3 EDUC 203</td>
</tr>
<tr>
<td>EDUC 202</td>
<td>3 ECON 202 or 201</td>
</tr>
<tr>
<td>Core 4</td>
<td>3 SOSC 401</td>
</tr>
<tr>
<td>ECON 201 or 202</td>
<td>3 Core 7</td>
</tr>
<tr>
<td>GEOG 101 or 109 (GEOG 101 fulfills Core 8)</td>
<td>3 ANTH 207</td>
</tr>
<tr>
<td><strong>Total Units:</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Junior

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core 9 (HIST 300 strongly recommended)</td>
<td>3 SCED 304</td>
</tr>
<tr>
<td>HIST Upper-Level course</td>
<td>3 SCED 341</td>
</tr>
<tr>
<td>SCED 305</td>
<td>3 SCED 460</td>
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<tr>
<td><strong>Total Units:</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

Senior

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCED 499</td>
<td>1-6 SCED 389</td>
</tr>
<tr>
<td>SCED 461</td>
<td>3 SCED 401</td>
</tr>
<tr>
<td>SCED 462</td>
<td>3 SCED 462</td>
</tr>
<tr>
<td>Upper-Level Social Science course (HIST or POSC strongly recommended)</td>
<td>3</td>
</tr>
<tr>
<td>Upper-Level Social Science course (HIST or POSC strongly recommended)</td>
<td>3</td>
</tr>
<tr>
<td>ISTC 301</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Units:</strong></td>
<td><strong>16-21</strong></td>
</tr>
</tbody>
</table>

**Total Units:** 123-130

<table>
<thead>
<tr>
<th>Select one of the following:</th>
<th>3 SPED 301</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 101</td>
<td>Upper-Level Social Science course (HIST or POSC strongly recommended)</td>
</tr>
<tr>
<td>POSC 105</td>
<td>3</td>
</tr>
<tr>
<td>POSC 107</td>
<td></td>
</tr>
<tr>
<td>POSC 207</td>
<td></td>
</tr>
<tr>
<td>GEOG 101 or 109 (GEOG 101 fulfills Core 8)</td>
<td>3</td>
</tr>
</tbody>
</table>

| Core 3 | 3 |
| **Total Units:** | **14-16** |

Department of Sociology, Anthropology and Criminal Justice

OFFICE

LA 3210, 410-704-2852
Fax: 410-704-2854

PROGRAMS OF THE DEPARTMENT

The Department of Sociology, Anthropology and Criminal Justice offers the following programs: the major in Sociology-Anthropology (SOAN) with a concentration in Anthropology, Sociology or Criminal Justice; the combined major in Sociology-Anthropology and Psychology; the combined major in Sociology-Anthropology and Geography and Environmental Planning; the minor in Anthropology; and the minor in Sociology.

Sociology-Anthropology majors are exposed to social science methods and perspectives needed to understand culture and society. All three concentrations emphasize theory, research methods and the linkages between individual experiences and social worlds. Students in the major learn valuable content knowledge and also develop important problem-solving, critical thinking, writing and analytical skills. The major’s three concentrations offer different perspectives on these general areas of knowledge and expertise. Students in the Anthropology Concentration examine the social and cultural patterns and the biological and cultural development of humans through time. Students in the Criminal Justice Concentration pursue the theoretical and empirical study of crime and criminality, other forms of social deviance and the official response to crime. Students in the Sociology Concentration study the

Towson University
scientific explanation and analysis of social processes and interaction, social structures and institutions, and social issues and problems.

The major prepares students for entry into a variety of occupations and for further study in many types of professional and graduate education programs. Examples of career areas (some requiring a graduate degree) routinely pursued by Sociology-Anthropology graduates include nonprofit and community organizations, research institutes and contract archaeology, museums, government agencies and politics, social services and social work, law and law enforcement, juvenile justice, victim assistance, conflict resolution and mediation, journalism and the mass media, and the corporate workplace. Our students are prepared to live and work in an increasingly complex and changing world. In addition, study in the department encourages and empowers students to be informed, engaged and responsible citizens.

The department actively encourages Sociology-Anthropology majors to pursue external learning experiences, including course-based service learning projects, study abroad and internships. Internships provide students with opportunities to apply what they have learned in the classroom to workplace settings, allowing them to explore possible career avenues while adding valuable practical experience to their resumes. Students in the department have completed internships for course credit (ANTH 491/ANTH 492, CRMJ 491/CRMJ 492, SOCI 491/SOCI 492) in a variety of organizations and settings, including the American Red Cross; Baltimore Center for Urban Archaeology; the House of Ruth; local/regional circuit courts; local, regional and federal police and sheriff departments; the Neighborhood Design Center; Prisoner’s Aid; Sheppard Pratt; the Smithsonian Institution (Museum Support Center); and a variety of city, county, state and federal agencies. Interested students should contact the department for more information and to be directed to the appropriate internship coordinator.

The Departmental Honors Program (distinct from the Honors College and its requirements) provides students an opportunity to conduct an in-depth independent research study, under faculty guidance, culminating in an honors thesis. Students who complete the program graduate with honors in the department. Interested students should contact the department for more information. The department has active chapters of Alpha Kappa Delta, the national honor society in sociology (Theta chapter of Maryland, founded 1987), and Alpha Phi Sigma, the national honor society in criminal justice (Theta Delta chapter, established 2006). The department annually recognizes the outstanding achievements of students, with: the Lieberman Awards for the most distinguished student scholars in the major and for the most outstanding student intern; the Irwin Goldberg Award for Outstanding Achievement in Sociological Research; the Social Responsibility/Social Praxis (Action) Award; and the Award for Special Contribution to the Environment of Learning.

### MAJOR IN SOCIOLOGY-ANTHROPOLOGY

A minimum of 39 units with a grade equivalent of 2.00 or higher in each course is required for the major in Sociology-Anthropology. No “pass” grades are accepted for the major. Courses in each concentration may be listed in more than one required section. Each course taken for the major will count toward one required section of the concentration only. Students may enroll in a maximum of 6 units of ANTH 495/CRMJ 495/SOCI 495.

The major degree students normally receive is the Bachelor of Science, but the Bachelor of Arts degree may be earned by adding a foreign language to the major requirements. The language requirements for the Bachelor of Arts can be met by completing the intermediate courses of a modern language or the equivalent. The Bachelor of Science degree is earned by completing department major and university degree requirements without meeting the foreign language requirements.

### MAJORS IN SOCIOLOGY, ANTHROPOLOGY AND CRIMINAL JUSTICE

- Major in Sociology-Anthropology with concentrations in:

### Anthropology Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ANTH 207</td>
<td>CULTURAL ANTHROPOLOGY</td>
<td>3</td>
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<tr>
<td>ANTH 210</td>
<td>HONORS CULTURAL ANTHROPOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 212</td>
<td>PALEOANTHROPOLOGY AND ARCHAEOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 101</td>
<td>INTRODUCTION TO SOCIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 102</td>
<td>HONORS INTRODUCTION TO SOCIOLOGY</td>
<td>3</td>
</tr>
</tbody>
</table>

**Theory and Methods Component (9 Units)**

Select two of the following courses (cannot be courses counted elsewhere in the curriculum):

- ANTH 380 ETHNOGRAPHIC FIELD METHODS
- ANTH 381 ARCHEOLOGICAL METHODS AND THEORY
- ANTH 382 VISUAL ANTHROPOLOGY
- ANTH 391 ARCHEOLOGICAL LAB METHODS
- ANTH 393 ARCHEOLOGICAL FIELD SCHOOL

**Globalization (3 Units)**

Select one of the following (cannot be a course counted elsewhere in the curriculum):

- ANTH 351 DRUGS IN GLOBAL PERSPECTIVE
- ANTH 353 LATINAS IN THE AMERICAS
- ANTH 367 PEOPLES OF THE MIDDLE EAST
- ANTH 368 GLOBALIZATION IN CROSS CULTURAL PERSPECTIVE
- ANTH 370 TOPICS IN ANTHROPOLOGY
- ANTH 370 TOPICS IN ANTHROPOLOGY (Korea and Globalization)
- ANTH 388 RETHINKING INDIGENITY
- ANTH 470 SPECIAL TOPICS IN ANTHROPOLOGY

**Archaeology (3 Units)**

Select one of the following (cannot be a course counted elsewhere in the curriculum):

- ANTH 311 ARCHEOLOGY OF MARYLAND
- ANTH 385 ENVIRONMENTAL ARCHAEOLOGY
- ANTH 370 TOPICS IN ANTHROPOLOGY
- ANTH 381 ARCHEOLOGICAL METHODS AND THEORY
- ANTH 383 NORTH AMERICAN ARCHAEOLOGY

### MINORS IN SOCIOLOGY, ANTHROPOLOGY AND CRIMINAL JUSTICE

- Sociology (p. 272)
- Anthropology (p. 272)
ANTH 387  NATIVE AMERICAN ARCHAEOASTRONOMY
ANTH 391  ARCHAEOLOGICAL LAB METHODS
ANTH 393  ARCHAEOLOGICAL FIELD SCHOOL
ANTH 470  SPECIAL TOPICS IN ANTHROPOLOGY

Sociocultural Anthropology (6 Units)
Select two of the following (cannot be courses counted elsewhere in the curriculum):

ANTH 321  ANTHROPOLOGY OF GENDER
ANTH 325  MORAL PANICS
ANTH 331  ESKIMO ETHNOGRAPHY
ANTH 341  INFORMATION AGE CULTURES
ANTH 346  WEALTH, POWER AND POLITICS IN CROSS-CULTURAL PERSPECTIVE
ANTH 351  DRUGS IN GLOBAL PERSPECTIVE
ANTH 353  LATINAS IN THE AMERICAS
ANTH 364  RELIGION, MAGIC AND WITCHCRAFT
ANTH 365  NORTH AMERICAN INDIANS
ANTH 367  PEOPLES OF THE MIDDLE EAST
ANTH 369  TRADITION & REVOLUTION IN LATIN AMERICA
ANTH 370  TOPICS IN ANTHROPOLOGY ¹
ANTH 370  TOPICS IN ANTHROPOLOGY (Korea and Globalization) ¹
ANTH 370  TOPICS IN ANTHROPOLOGY (Anthropology of African Media) ¹
ANTH 382  VISUAL ANTHROPOLOGY
ANTH 388  RETHINKING INDIGENITY
ANTH 450  LIFE IN THE CITY
ANTH 470  SPECIAL TOPICS IN ANTHROPOLOGY

Area Course (3 Units)
Select one of the following (cannot be a course counted elsewhere in the curriculum):

ANTH 209  ANTHROPOLOGY OF AMERICAN CULTURE
ANTH 211  HONORS ANTHROPOLOGY OF AMERICAN CULTURE
ANTH 311  ARCHAEOLOGY OF MARYLAND
ANTH 331  ESKIMO ETHNOGRAPHY
ANTH 353  LATINAS IN THE AMERICAS
ANTH 365  NORTH AMERICAN INDIANS
ANTH 367  PEOPLES OF THE MIDDLE EAST
ANTH 369  TRADITION & REVOLUTION IN LATIN AMERICA
ANTH 370  TOPICS IN ANTHROPOLOGY ¹
ANTH 370  TOPICS IN ANTHROPOLOGY (Korea and Globalization) ¹
ANTH 370  TOPICS IN ANTHROPOLOGY (Anthropology of South Africa) ¹
ANTH 370  TOPICS IN ANTHROPOLOGY (Anthropology of African Media) ¹
ANTH 383  NORTH AMERICAN ARCHAEOLOGY
ANTH 387  NATIVE AMERICAN ARCHAEOASTRONOMY
ANTH 450  LIFE IN THE CITY
ANTH 470  SPECIAL TOPICS IN ANTHROPOLOGY

Anthropology/Sociology Electives (6-8 Units)
Select two general elective courses in anthropology or sociology from the list below or from among all courses listed previously in this curriculum (only one course can be a SOCI course and both courses cannot be courses counted elsewhere in the curriculum):

ANTH 357  INTRODUCTION TO FORENSIC CRIME ANALYSIS
ANTH 370  TOPICS IN ANTHROPOLOGY ¹
ANTH 450  LIFE IN THE CITY

ANTH 457  ADVANCED FOREnsic INVESTIGATION
ANTH 470  SPECIAL TOPICS IN ANTHROPOLOGY
ANTH 470  SPECIAL TOPICS IN ANTHROPOLOGY (South Africa Then and Now)
ANTH 491  INTERNSHIP IN ANTHROPOLOGY I
ANTH 492  INTERNSHIP IN ANTHROPOLOGY II
ANTH 495  INDEPENDENT RESEARCH
ANTH 498  READINGS IN ANTHROPOLOGY (HONORS) ²
ANTH 499  HONORS THESIS IN ANTHROPOLOGY ²
SOCI 312  SOCIOLOGY OF GENDER
SOCI 323  SOCIAL MOVEMENTS
SOCI 329  DEMOGRAPHY
SOCI 343  SOCIOLOGY OF RACE AND ETHNICITY
SOCI 351  DEVIANT BEHAVIOR
SOCI 370  TOPICS IN SOCIOLOGY ¹
SOCI 440  SOCIOLOGY OF IMMIGRATION
SOCI 470  SPECIAL TOPICS IN SOCIOLOGY

Total Units 39-41

¹ No more than two 370-level "Topics" courses can be completed for credit in the ANTH concentration. Adviser consent required for approval in designated area. Topic of course must be related to designated area in order for course to count.

² Students who wish to graduate with Departmental Honors must complete both ANTH 498 and ANTH 499 and follow honors procedures. Contact the department for more information.

SUGGESTED FOUR-YEAR PLAN

Freshman
Term 1  Units Term 2  Units
Select one of the following:  3 Select two of the following (not taken in previous term):  6
ANTH 207  ANTH 207
ANTH 212  ANTH 212
SOCI 101  SOCI 101
Four Non-major courses 12 Three Non-major courses 9

15 15

Sophomore
Term 1  Units Term 2  Units
ANTH course from Area C-G 3 ANTH course from Area C-G 3
Four Non-major courses 12 Four Non-major courses 12

15 15

Junior
Term 1  Units Term 2  Units
ANTH Methods course 3 ANTH Methods course 3
ANTH course from Area C-G 3 ANTH course from Area C-G 3
Three Non-major courses 9 Three Non-major courses 9

15 6

Senior
Term 1  Units Term 2  Units
ANTH 401 or ANTH course from Area C-G 3 ANTH 401 or ANTH course from Area C-G 3
ANTH course from Area C-G 3 ANTH course from Area C-G 3
Three Non-major courses 9 Three Non-major courses 9

15 15

Total Units: 111
1. Demonstrate effective written and presentation skills appropriate within the major.
2. Formulate social research questions, identify and apply various relevant methods, and demonstrate the ability to interpret research findings.
3. Analyze how people’s lives are shaped by a social world that includes diversity, inequality, social processes and structures.
4. Apply theoretical and methodological tools of the disciplines to conceptualize and evaluate contemporary social issues and phenomena.

Criminal Justice Concentration

The Criminal Justice Concentration of the Sociology-Anthropology major requires a minimum of 45 units, of which 24 must be upper-level. A minimum of 27 of the required total units in the Criminal Justice Concentration must be earned at Towson University. Up to 18 units can be completed elsewhere and applied toward the concentration with the approval of a departmental adviser.

Basic Required Courses (12-13 Units)

<table>
<thead>
<tr>
<th>Course</th>
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<th>Units</th>
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<tbody>
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<td>CRMJ 201</td>
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<td>3</td>
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<td>CRMJ 254</td>
<td>INTRODUCTION TO CRIMINAL JUSTICE</td>
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<tr>
<td>or CRMJ 354</td>
<td>WRITING FOR CRIMINAL JUSTICE</td>
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<td>SOCI 102</td>
<td>HONORS INTRODUCTION TO SOCIOLOGY</td>
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<td>ANTH 207</td>
<td>CULTURAL ANTHROPOLOGY</td>
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<td>ANTH 210</td>
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<th>Units</th>
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<tr>
<td>ECON 231</td>
<td>STATISTICS FOR BUSINESS AND ECONOMICS</td>
<td>3-4</td>
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<tr>
<td>MATH 231</td>
<td>BASIC STATISTICS</td>
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<td>SOCI 212</td>
<td>SOCIAL STATISTICS</td>
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Theory and Methods Component (6-7 Units)

Must be taken at Towson University:

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<td>CRMJ 353</td>
<td>THEORIES OF CRIME</td>
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Select one of the following:

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<th>Units</th>
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<td>ANTH 380</td>
<td>ETHNOGRAPHIC FIELD METHODS</td>
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<td>ANTH 382</td>
<td>VISUAL ANTHROPOLOGY</td>
<td></td>
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<tr>
<td>CRMJ 368</td>
<td>RESEARCH METHODS IN CRIMINAL JUSTICE</td>
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<tr>
<td>CRMJ 370</td>
<td>TOPICS IN CRIMINOLOGY</td>
<td></td>
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<tr>
<td>SOCI 300</td>
<td>SOCIOLOGICAL ANALYSIS</td>
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</tr>
<tr>
<td>SOCI 391</td>
<td>RESEARCH METHODS</td>
<td></td>
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Upper-Level Required Areas (18-19 Units)

Select and complete three courses from one area, two courses from a second area, and one course from a third area (1., 2., 3.) depending on interest and learning goals (6 courses total):

1. Social Control: Reactions to Crime

<table>
<thead>
<tr>
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<th>Title</th>
<th>Units</th>
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<tr>
<td>CRMJ 307</td>
<td>ISSUES IN DOMESTIC VIOLENCE</td>
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<td>CRMJ 337</td>
<td>CONTROVERSIES IN CRIMINAL JUSTICE</td>
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<td>CRMJ 331</td>
<td>CRIMINAL JUSTICE AND FILM</td>
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<td>CRMJ 352</td>
<td>COMMUNITY CORRECTIONS</td>
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<tr>
<td>CRMJ 356</td>
<td>PRISONS IN AMERICA</td>
<td></td>
</tr>
<tr>
<td>CRMJ 375</td>
<td>TOPICS IN CRIMINAL JUSTICE</td>
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<tr>
<td>SOCI 383</td>
<td>SOCIOLOGY OF LAW</td>
<td></td>
</tr>
<tr>
<td>CRMJ 385</td>
<td>POLICE ADMINISTRATION</td>
<td></td>
</tr>
<tr>
<td>CRMJ 387</td>
<td>ISSUES IN POLICING</td>
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</tr>
<tr>
<td>CRMJ 498</td>
<td>HONORS READINGS IN CRIMINAL JUSTICE</td>
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</table>

2. Criminology: Nature of Crime

<table>
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<tr>
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<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CRMJ 309</td>
<td>ISSUES IN CAMPUS VIOLENCE</td>
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<tr>
<td>SOCI 331</td>
<td>DEVIANCE AND ORGANIZATIONS</td>
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<tr>
<td>SOCI 336</td>
<td>SOCIOLOGY OF MENTAL ILLNESS</td>
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</table>

CRMJ 345 | RACE AND CRIME
CRMJ 348 | WOMEN AND CRIME
SOCI 351 | DEVIANT BEHAVIOR
CRMJ 355 | DELINQUENCY AND JUVENILE JUSTICE
CRMJ 358 | INTERPERSONAL VIOLENCE
CRMJ 370 | TOPICS IN CRIMINOLOGY
CRMJ 498 | HONORS READINGS IN CRIMINAL JUSTICE

3. Criminal Justice Practice

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ANTH 357</td>
<td>INTRODUCTION TO FORENSIC CRIME ANALYSIS</td>
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<tr>
<td>CRMJ 332</td>
<td>CONFLICT RESOLUTION AND CRIMINAL JUSTICE</td>
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<tr>
<td>CRMJ 333</td>
<td>RESTORATIVE JUSTICE</td>
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<tr>
<td>CRMJ 370</td>
<td>TOPICS IN CRIMINOLOGY</td>
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<tr>
<td>CRMJ 375</td>
<td>TOPICS IN CRIMINAL JUSTICE</td>
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<td>CRMJ 375</td>
<td>TOPICS IN CRIMINAL JUSTICE</td>
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<tr>
<td>CRMJ 375</td>
<td>TOPICS IN CRIMINAL JUSTICE (Principles of Criminal Investigation)</td>
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<td>CRMJ 384</td>
<td>ADVANCED CRIMINAL LAW</td>
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<td>CRMJ 393</td>
<td>ETHICS IN CRIMINAL JUSTICE</td>
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<td>CRMJ 491</td>
<td>INTERNSHIP IN CRIMINAL JUSTICE</td>
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<td>CRMJ 498</td>
<td>HONORS READINGS IN CRIMINAL JUSTICE</td>
<td>2</td>
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Sociology/Anthropology/Outside Electives (9 Units)

Select and complete any three courses listed below; at least two courses must be from SOCI and/or ANTH:

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<td>SOCI 243</td>
<td>SOCIOLOGY OF RACE, CLASS AND GENDER</td>
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<tr>
<td>SOCI 249</td>
<td>SOCIAL PROBLEMS</td>
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<tr>
<td>SOCI 301</td>
<td>THE FAMILY</td>
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<td>SOCI 311</td>
<td>INDIVIDUAL AND SOCIETY</td>
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<td>SOCI 312</td>
<td>SOCIOLOGY OF GENDER</td>
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<td>SOCI 313</td>
<td>INTRODUCTION TO SOCIAL PSYCHOLOGY</td>
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<td>SOCI 327</td>
<td>URBAN SOCIOLOGY</td>
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<td>DEMOGRAPHY</td>
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<td>SOCI 333</td>
<td>POLITICAL SOCIOLOGY</td>
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<td>SOCI 341</td>
<td>CLASS, STATUS AND POWER</td>
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<td>SOCI 343</td>
<td>SOCIOLOGY OF RACE AND ETHNICITY</td>
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<td>SOCI 362</td>
<td>WORK AND OCCUPATIONS</td>
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<td>SOCI 365</td>
<td>ORGANIZATIONS AND SOCIETY</td>
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<td>SOCI 440</td>
<td>SOCIOLOGY OF IMMIGRATION</td>
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<td>ANTH 209</td>
<td>ANTHROPOLOGY OF AMERICAN CULTURE</td>
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<td>HONORS ANTHROPOLOGY OF AMERICAN CULTURE</td>
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<td>ANTHROPOLOGY OF GENDER</td>
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<td>DRUGS IN GLOBAL PERSPECTIVE</td>
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<td>GEOGRAPHY OF CRIME</td>
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<td>HIST 368</td>
<td>THE BILL OF RIGHTS AND THE CONSTITUTION: 1941 TO THE PRESENT</td>
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<td>HLTH 405</td>
<td>DRUGS IN OUR CULTRE</td>
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<td>PHIL 253</td>
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<td>PHILOSOPHY OF LAW</td>
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<td>POSC 384</td>
<td>JUDICIAL SYSTEM</td>
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<td>POSC 420</td>
<td>CONSTITUTIONAL PROTECTIONS: PERSONAL LIBERTY AND THE RIGHTS OF THE ACCUSED</td>
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<td>PSYC 361</td>
<td>ABNORMAL PSYCHOLOGY</td>
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<td>PSYC 404</td>
<td>ADOLESCENT PSYCHOLOGY</td>
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Optional Advanced Learning Experience (3-4 Units)
Students may substitute one course only from among the following as a replacement for a SOCI or ANTH Elective in the previous section above:

- ANTH 457 ADVANCED FORENSIC INVESTIGATION
- ANTH 470 SPECIAL TOPICS IN ANTHROPOLOGY (Life in the City)
- SOCI 381 SOCIOLOGICAL THEORY
- CRMJ 431 CRIMINAL JUSTICE OUTSIDE THE CLASSROOM
- CRMJ 470 SPECIAL TOPICS IN CRIMINOLOGY
- CRMJ 475 SPECIAL TOPICS IN CRIMINAL JUSTICE
- CRMJ 485 SEMINAR IN CRIMINAL JUSTICE
- CRMJ 492 INTERNSHIP IN CRIMINAL JUSTICE II
- CRMJ 495 INDEPENDENT RESEARCH
- CRMJ 499 HONORS THESIS IN CRIMINAL JUSTICE

1. Demonstrate effective written and presentation skills appropriate within the major.
2. Formulate social research questions, identify and apply various relevant methods, and demonstrate the ability to interpret research findings.
3. Analyze how people’s lives are shaped by a social world that includes diversity, inequality, social processes and structures.
4. Apply theoretical and methodological tools of the disciplines to conceptualize and evaluate contemporary social issues and phenomena.

**SUGGESTED FOUR-YEAR PLAN**

**Freshman**

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<th>Units Term 2</th>
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<td>Select one of the following:</td>
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<td>CRMJ 254</td>
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<td>Three non-major courses</td>
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**Sophomore**

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<td>Select one of the following:</td>
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<td>CRMJ 254</td>
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<td>Three non-major courses</td>
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</table>

**Junior**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper-level CRMJ Elective</td>
<td>3 CRMJ 353 or Upper-level CRMJ Elective</td>
<td></td>
</tr>
<tr>
<td>Upper-level CRMJ Elective</td>
<td>3 Upper-level CRMJ elective</td>
<td>3</td>
</tr>
<tr>
<td>SOCI/ANTH/Outside Elective</td>
<td>3 Three Non-major courses</td>
<td>9</td>
</tr>
<tr>
<td>Two Non-major courses</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>15</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

**Senior**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRMJ 353 or Upper-level CRMJ Elective</td>
<td>3 Methods course or SOCI/ANTH/Outside Elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Units: 114**

1. No more than three "Topics" courses (370/375) can be completed for credit in the CRMJ concentration. **Adviser consent required** for approval in designated area. Topic of course must be related to designated area in order for course to count.

2. Students who wish to graduate with Departmental Honors must complete both CRMJ 498 and CRMJ 499 and follow honors procedures. Contact the department for more information. **Adviser consent required** for approval of CRMJ 498 in designated area. Topic of course must be related to designated area in order for course to count.

**Sociology Concentration**

The Sociology Concentration requires a minimum of 39 units, of which 24 must be upper-level. A minimum of 21 of the required total units in the Sociology Concentration must be earned at Towson University. Up to 18 units can be completed elsewhere and applied toward the concentration with the approval of a department adviser.

**Basic Required Courses (9-10 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 101</td>
<td>INTRODUCTION TO SOCIOLOGY</td>
</tr>
<tr>
<td>or SOCI 102</td>
<td>HONORS INTRODUCTION TO SOCIOLOGY</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 207</td>
<td>CULTURAL ANTHROPOLOGY</td>
</tr>
<tr>
<td>ANTH 210</td>
<td>HONORS CULTURAL ANTHROPOLOGY</td>
</tr>
<tr>
<td>ANTH 212</td>
<td>PALEONTHROPOLOGY AND ARCHAEOLOGY</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 205</td>
<td>STATISTICS FOR BUSINESS AND ECONOMICS I</td>
</tr>
<tr>
<td>MATH 231</td>
<td>BASIC STATISTICS</td>
</tr>
<tr>
<td>SOCI 212</td>
<td>SOCIAL STATISTICS</td>
</tr>
</tbody>
</table>

**Lower-Level Sociology Electives (6 Units)**

Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 210</td>
<td>SOCIOLOGY OF SPORT</td>
</tr>
<tr>
<td>SOCI 241</td>
<td>BLACKS IN AMERICA: MYTHS AND REALITY</td>
</tr>
<tr>
<td>SOCI 243</td>
<td>SOCIOLOGY OF RACE, CLASS AND GENDER</td>
</tr>
<tr>
<td>SOCI 249</td>
<td>SOCIAL PROBLEMS</td>
</tr>
<tr>
<td>SOCI 265</td>
<td>STATUS, FRIENDSHIP, INTIMACY</td>
</tr>
</tbody>
</table>

**Theory and Methods Component (6 Units)**

(Recommended order: 381 before 391)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 381</td>
<td>SOCIOLOGICAL THEORY</td>
</tr>
<tr>
<td>SOCI 391</td>
<td>RESEARCH METHODS</td>
</tr>
</tbody>
</table>

**Application, Engagement and Advanced Study (3-4 Units)**

Select one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 380</td>
<td>ETHNOGRAPHIC FIELD METHODS</td>
</tr>
<tr>
<td>SOCI 300</td>
<td>SOCIological ANALYSIS</td>
</tr>
<tr>
<td>SOCI 329</td>
<td>DEMOGRAPHY</td>
</tr>
<tr>
<td>SOCI 353</td>
<td>THEORIES OF CRIME</td>
</tr>
<tr>
<td>SOCI 485</td>
<td>SEMINAR IN SOCIOLOGY</td>
</tr>
<tr>
<td>SOCI 491</td>
<td>INTERNship IN SOCIOLOGY</td>
</tr>
<tr>
<td>SOCI 495</td>
<td>INDEPENDENT RESEARCH</td>
</tr>
<tr>
<td>SOCI 498</td>
<td>HONORS READINGS IN SOCIOLOGY</td>
</tr>
</tbody>
</table>

**Upper-Level Sociology Electives (15 Units)**

Five courses from the following three thematic categories; at least one course must be completed from each group, and at least four courses must be SOCI code courses:
### Social Inequalities
- ANTH 321 ANTHROPOLOGY OF GENDER
- ANTH 353 LATINAS IN THE AMERICAS
- ANTH 365 NORTH AMERICAN INDIANS
- CRMJ 307 ISSUES IN DOMESTIC VIOLENCE
- CRMJ 345 RACE AND CRIME
- CRMJ 348 WOMEN AND CRIME
- SOCI 312 SOCIOLOGY OF GENDER
- SOCI 341 CLASS, STATUS AND POWER
- SOCI 343 SOCIOLOGY OF RACE AND ETHNICITY
- SOCI 370 TOPICS IN SOCIOLOGY
- SOCI 440 SOCIOLOGY OF IMMIGRATION
- SOCI 492 INTERNSHIP IN SOCIOLOGY
- SOCI 499 HONORS THESIS IN SOCIOLOGY

### Social Processes/Interaction
- ANTH 325 MORAL PANICS
- CRMJ 358 INTERPERSONAL VIOLENCE
- SOCI 311 INDIVIDUAL AND SOCIETY
- SOCI 313 INTRODUCTION TO SOCIAL PSYCHOLOGY
- SOCI 323 SOCIAL MOVEMENTS
- SOCI 331 DEVIANCE AND ORGANIZATIONS
- SOCI 336 SOCIOLOGY OF MENTAL ILLNESS
- SOCI 351 DEVIANT BEHAVIOR
- SOCI 359 SOCIAL GERONTOLOGY
- SOCI 370 TOPICS IN SOCIOLOGY
- SOCI 492 INTERNSHIP IN SOCIOLOGY
- SOCI 499 HONORS THESIS IN SOCIOLOGY

### Social Institutions/Contexts
- SOCI 301 THE FAMILY
- SOCI 326 RELIGION AND SOCIETY
- SOCI 327 URBAN SOCIOLOGY
- SOCI 331 DEVIANCE AND ORGANIZATIONS
- SOCI 333 POLITICAL SOCIOLOGY
- SOCI 335 MEDICAL SOCIOLOGY
- SOCI 362 WORK AND OCCUPATIONS
- SOCI 365 ORGANIZATIONS AND SOCIETY
- SOCI 370 TOPICS IN SOCIOLOGY (Sociology Outside the Classroom)
- SOCI 370 TOPICS IN SOCIOLOGY
- SOCI 383 SOCIOLOGY OF LAW
- SOCI 492 INTERNSHIP IN SOCIOLOGY
- SOCI 499 HONORS THESIS IN SOCIOLOGY

---

5 Adviser consent required for approval of SOCI 492 in designated area. Topic of internships must be related to designated area in order for course to count. Course cannot be counted in more than one place.

---

### SUGGESTED FOUR-YEAR PLAN

#### Freshman

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following:</td>
<td>3</td>
<td>Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 101</td>
<td>SOCI 101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH 207</td>
<td>ANTH 207</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH 212</td>
<td>ANTH 212</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 109 or MATH 111 or Lower-level SOCI Elective</td>
<td>3-4</td>
<td>MATH 109 or MATH 111 or Lower-level SOCI Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>Three Non-major courses</td>
<td>9</td>
<td>Three Non-major courses</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total Units:</strong></td>
<td><strong>15-16</strong></td>
<td><strong>15-16</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### Sophomore

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistics requirement or Lower-level SOCI Elective</td>
<td>3-4</td>
<td>Lower-level SOCI Elective</td>
<td>3</td>
</tr>
<tr>
<td>Four Non-major courses</td>
<td>12</td>
<td>Upper-level SOCI Elective</td>
<td>3</td>
</tr>
<tr>
<td>Three Non-major courses</td>
<td>9</td>
<td>Three Non-major courses</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total Units:</strong></td>
<td><strong>15-16</strong></td>
<td><strong>15</strong></td>
<td></td>
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</tbody>
</table>

#### Junior

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 381 or Upper-level SOCI Elective</td>
<td>3</td>
<td>SOCI 381 or Upper-level SOCI Elective</td>
<td>3</td>
</tr>
<tr>
<td>Upper-level SOCI Elective</td>
<td>3</td>
<td>SOCI 391 or Upper-level SOCI Elective</td>
<td>3</td>
</tr>
<tr>
<td>Three Non-major courses</td>
<td>9</td>
<td>Three Non-major courses</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total Units:</strong></td>
<td><strong>15</strong></td>
<td><strong>15</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### Senior

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 391 or Upper-level SOCI Elective</td>
<td>3</td>
<td>App/Eng/Adv study course or Upper-level SOCI Elective</td>
<td>3</td>
</tr>
<tr>
<td>App/Eng/Adv study course or Upper-level SOCI Elective</td>
<td>3</td>
<td>Upper-level SOCI Elective</td>
<td>3</td>
</tr>
<tr>
<td>Three Non-major courses</td>
<td>9</td>
<td>Three Non-major courses</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total Units:</strong></td>
<td><strong>15</strong></td>
<td><strong>15</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Total Units: 120-123**

1. Demonstrate effective written and presentation skills appropriate within the major.
2. Formulate social research questions, identify and apply various relevant methods, and demonstrate the ability to interpret research findings.
3. Analyze how people’s lives are shaped by a social world that includes diversity, inequality, social processes and structures.
4. Apply theoretical and methodological tools of the disciplines to conceptualize and evaluate contemporary social issues and phenomena.

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### Combined Major in Sociology-Anthropology and Geography

The departments of Geography and Environmental Planning and Sociology, Anthropology and Criminal Justice offer a program leading to a bachelor’s degree with a combined major in Geography and Environmental Planning and Sociology-Anthropology, with a concentration in Sociology or Anthropology. The Sociology Concentration course requirements are listed below. For information on the Anthropology Concentration combined major option, see the department chair in Sociology, Anthropology and Criminal Justice.

---

1 Not open to students who have already completed course carrying the same title but previously offered under a different number.
2 Recommended for students considering graduate school in sociology.
3 Students who wish to graduate with Departmental Honors must complete both SOCI 498 and SOCI 499 and follow honors procedures. Contact the department for this information. Adviser consent required for approval of SOCI 499. Topic of thesis must be related to designated area in order for course to count. Course cannot be counted in more than one place.
4 No more than two 370-level “Topics” courses can be completed for credit in the SOCI concentration. Adviser consent required for approval in designated area. Topic of course must be related to designated area in order for course to count. Course cannot be counted in more than one place.
Required Lower-Division Courses (6 Units)

GEOG 101 PHYSICAL GEOGRAPHY (counts toward Core Curriculum requirements) 3
SOCI 101 INTRODUCTION TO SOCIOLOGY (counts toward Core Curriculum requirements) 3

Statistics Requirement (3 Units)
Select one of the following: 1 3
GEOG 375 QUANTITATIVE METHODS IN GEOGRAPHY
PSYC 212 BEHAVIORAL STATISTICS
MATH 231 BASIC STATISTICS

Upper-Level Sociology Courses applied to Geography Electives (6 Units)
Select two of the following: 6
SOCI 313 INTRODUCTION TO SOCIAL PSYCHOLOGY
SOCI 323 SOCIAL MOVEMENTS
SOCI 327 URBAN SOCIOLOGY
SOCI 329 DEMOGRAPHY
SOCI 331 DEViance AND ORGANIZATIONS
SOCI 333 POLITICAL SOCIOLOGY
SOCI 335 MEDICAL SOCIOLOGY
SOCI 341 CLASS, STATUS AND POWER
SOCI 359 SOCIAL GERONTOLOGY
SOCI 470 SPECIAL TOPICS IN SOCIOLOGY 2

Upper-Level Geography Courses applied to Sociology Electives (6 Units)
Select two of the following: 6
GEOG 329 MEDICAL GEOGRAPHY
GEOG 355 HISTORICAL GEOGRAPHY OF URBANIZATION
GEOG 357 CULTURAL GEOGRAPHY
GEOG 381 POLITICAL GEOGRAPHY
GEOG 383 NATURAL RESOURCES AND SOCIETY: A GEOGRAPHic PERSPECTIVE (second writing course)
GEOG 385 POPULATION GEOGRAPHY
GEOG 391 URBAN SYSTEMS
GEOG 405 COMPREHENSIVE PLANNING
GEOG 470 SEMINAR: SELECTED TOPICS IN GEOGRAPHY 3
GEOG 494 TRAVEL AND STUDY
GEOG 495 DIRECTED READING IN GEOGRAPHY (with approval of Department of Sociology, Anthropology and Criminal Justice adviser)
GEOG 496 INDEPENDENT STUDY IN GEOGRAPHY (with approval of Department of Sociology, Anthropology and Criminal Justice adviser)

Geography Major Requirements (22 Units)
Select one of the following: 3
GEOG 102 WORLD REGIONAL GEOGRAPHY
GEOG 105 GEOGRAPHY OF INTERNATIONAL AFFAIRS
GEOG 109 INTRODUCTION TO HUMAN GEOGRAPHY
GEOG 221 INTERPRETATION OF MAPS 3
GEOG 232 INTRO TO GEOGRAPHIC INFORMATION SCIENCE 4
GEOG 401 GROWTH OF GEOGRAPHIC THOUGHT 3
Select one upper-level regional geography course 3
Select two upper-level elective geography courses 6

Sociology Requirements (24 Units)
SOCI 381 SOCIOLOGICAL THEORY 3
SOCI 391 RESEARCH METHODS 3

Select 18 units of electives in sociology, at least 12 of which must be upper division. Two elective courses (6 units) may be in anthropology 1

Total Units 67

1 Any of these courses will count as 3 units in either Geography or Sociology and satisfy the statistics requirement in both programs. Students cannot receive credit in both the first and second major for more than one of these courses.
2 Topics offered here may be accepted with approval of the Department of Geography and Environmental Planning adviser.
3 Topics offered here may be accepted with approval of the Department of Sociology, Anthropology and Criminal Justice adviser.

SUGGESTED FOUR-YEAR PLAN
Please contact your major department for more information.

Combined Major in Sociology- Anthropology and Psychology

Normally, completion of two separate majors in Psychology and Sociology-Anthropology with a concentration in Sociology requires 80–81 units (41 in psychology and 39–40 in sociology). However, students who are interested in both majors can select the combined major option in Psychology and Sociology-Anthropology, which consists of courses offered by both departments.

The combined major option requires a total of 68 units:

Core Required Courses (29 Units)
ANTH 207 CULTURAL ANTHROPOLOGY 3
or ANTH 210 HONORS CULTURAL ANTHROPOLOGY
PSYC 101 INTRODUCTION TO PSYCHOLOGY 3
or PSYC 102 HONORS INTRODUCTION TO PSYCHOLOGY
PSYC 203 HUMAN DEVELOPMENT 3
or PSYC 204 HONORS HUMAN DEVELOPMENT
PSYC 212 BEHAVIORAL STATISTICS 4
or PSYC 213 RESEARCH DESIGN AND STATISTICAL ANALYSIS IN PSYCHOLOGY I 4
PSYC 313 RESEARCH DESIGN AND STATISTICAL ANALYSIS IN PSYCHOLOGY II 4
or PSYC 314 RESEARCH METHODS IN PSYCHOLOGY
SOCI 101 INTRODUCTION TO SOCIOLOGY 3
or SOCI 102 HONORS INTRODUCTION TO SOCIOLOGY
SOCI 381 SOCIOLOGICAL THEORY 3
SOCI 391 RESEARCH METHODS 3

Select an additional 200-level course from the following courses offered in the Department of Sociology, Anthropology and Criminal Justice: 3
SOCI 210 SOCIOLOGY OF SPORT
SOCI 241 BLACKS IN AMERICA: MYTHS AND REALITY
SOCI 243 SOCIOLOGY OF RACE, CLASS AND GENDER
SOCI 249 SOCIAL PROBLEMS
SOCI 265 STATUS, FRIENDSHIP, INTIMACY

Electives (39 Units)
Select seven additional courses in psychology from a pre-set list of electives in a number of topical or content areas defined by each department 1
Minor in Anthropology

The minor in Anthropology consists of 24 units of anthropology courses, at least 12 of which must be upper level and at least 15 of which must be taken at Towson University.

Required Courses (9 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 207</td>
<td>CULTURAL ANTHROPOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>or ANTH 210</td>
<td>HONORS CULTURAL ANTHROPOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 212</td>
<td>PALEOANTHROPOLOGY AND ARCHAEOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 401</td>
<td>ANTHROPOLOGICAL THEORY</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (15 Units)

Any five additional elective courses in anthropology, at least three of which must be upper level; one of the upper-level courses may be a SOCI course listed under the Anthropology Concentration electives for the Sociology-Anthropology major.

Total Units 24

Minor in Sociology

The minor in Sociology consists of 24–25 units of sociology courses (including Statistics), at least 12 of which must be upper level and at least 15 of which must be taken at Towson University.

Required Courses (12-13 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 101</td>
<td>INTRODUCTION TO SOCIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>or SOCI 102</td>
<td>HONORS INTRODUCTION TO SOCIOLOGY</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 205</td>
<td>STATISTICS FOR BUSINESS AND ECONOMICS I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 231</td>
<td>BASIC STATISTICS</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 212</td>
<td>BEHAVIORAL STATISTICS</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 381</td>
<td>SOCIOLOGICAL THEORY</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 391</td>
<td>RESEARCH METHODS</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (12 Units)

Any four additional courses in sociology, at least two of which must be upper level; one of the upper level courses may be an ANTH or a CRMJ course listed under the Sociology Concentration electives for the Sociology-Anthropology major.

Total Units 24-25

Department of Women’s and Gender Studies

OFFICE

Liberal Arts Building 3210, 410-704-2660

THE PROGRAM

The Women’s and Gender Studies major is interdisciplinary; it offers students the opportunity to study the status and roles of women as individuals and as members of society and how these statuses and roles are shaped by social, political and cultural forces. Courses emphasize both commonalities among women and differences according to race, ethnicity, class and sexuality.

The major consists of 39 total units:

- 6 units of required courses
- 3 units of a culminating experience.
- 12 units in a selected focus area, 6 units of which must be departmental WMST courses
- 18 units wherein majors take 6 units in each of the three focus areas other than the one selected.

The Women’s and Gender Studies major is structured to provide students with both breadth (through the distribution requirement) and depth (through the selection of a focus area). The focus areas are curricular/career paths that allow students to develop expertise in a particular area. The culminating experience provides students the opportunity to integrate the knowledge acquired in their courses, and to apply this knowledge to real world problems.

The following Women’s and Gender Studies (WMST) courses and affiliate courses offered by other departments are currently in the curriculum. Any course can only count toward one focus area. Some courses fulfill Core Curriculum requirements.

TRANSFER CREDIT POLICY

All Women’s and Gender Studies majors must complete a minimum of 18 units toward the major at Towson University, with at least 12 units at the upper (300–400) level.

All Women’s and Gender Studies minors must complete a minimum of 12 units toward the minor at Towson University, with at least 9 units at the upper (300–400) level.

HONORS PROGRAM IN WOMEN’S AND GENDER STUDIES

Honors work is available to students with a Women’s and Gender Studies major. Interested students may consult the chair of Women’s and Gender Studies for information, preferably during their sophomore year. See information on the Honors College elsewhere in this catalog.

OTHER OPPORTUNITIES FOR STUDENTS

The Department of Women’s and Gender Studies provides speakers from the university or off campus, from time to time.

In alternate years, the Department of Women’s and Gender Studies awards the Guess Scholarship for achievement in writing. Women’s and Gender
Studies students are also encouraged to take advantage of the Women’s Center (University Union 311) and the Women in Science Center (Smith Hall).

**MAJORS IN WOMEN’S AND GENDER STUDIES**

- Major in Women’s and Gender Studies (p. 273)
- Combined Bachelor and Master of Science in Women’s Studies (p. 275)

**MINORS**

- Lesbian, Gay, Bisexual and Transgender Studies (p. 244)
- Women’s and Gender Studies (p. 275)

**Major in Women’s and Gender Studies**

Women’s and Gender Studies majors are required to complete 39 units with a grade equivalent of 2.00 or higher from among the following courses.

**Required Courses (6 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMST 337</td>
<td>FEMINIST THEORY</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong> 3</td>
</tr>
<tr>
<td>WMST 337</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
</tr>
<tr>
<td>WMST 231</td>
<td>WOMEN IN PERSPECTIVE</td>
</tr>
<tr>
<td>WMST 232</td>
<td>HONORS WOMEN IN PERSPECTIVE</td>
</tr>
<tr>
<td>WMST 233</td>
<td>INTERNATIONAL PERSPECTIVES OF WOMEN</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong> 3</td>
</tr>
</tbody>
</table>

**Required Culminating Experience (3 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMST 485</td>
<td>SEMINAR IN WOMEN’S STUDIES</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong> 3</td>
</tr>
</tbody>
</table>

**Focus Area (12 Units)**

Select a focus area from the four listed below (6 units must be WMST courses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Total</strong> 12</td>
</tr>
</tbody>
</table>

**Distribution Requirement (18 Units)**

Select six units in each of the remaining three focus areas other than the one selected

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Total</strong> 18</td>
</tr>
</tbody>
</table>

**Total Units**

39

**FOCUS AREAS**

**Women, Gender, Culture and Creativity (12 Units)**

Select four of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMST 235</td>
<td>AMERICAN WOMEN AND POPULAR CULTURE</td>
</tr>
<tr>
<td>WMST 332</td>
<td>WOMEN'S CULTURE AND CREATIVITY</td>
</tr>
<tr>
<td>WMST 333</td>
<td>WOMEN'S WORDS, WOMEN'S LIVES</td>
</tr>
<tr>
<td>WMST 370</td>
<td>TOPICS IN WOMEN'S STUDIES (Women's Spiritual Practices)</td>
</tr>
<tr>
<td>WMST 370</td>
<td>TOPICS IN WOMEN'S STUDIES (Masculinity in Perspective)</td>
</tr>
<tr>
<td>WMST 381</td>
<td>THE EROTIC IMAGINATION IN CHRISTIANITY AND HINDUISM</td>
</tr>
<tr>
<td>WMST 382</td>
<td>CHRISTIAN SEXUAL ETHICS</td>
</tr>
<tr>
<td>AFST 411</td>
<td>TOPICS IN AFRICAN AND AFRICAN AMERICAN STUDIES (Womanism and Black Feminist Thought)</td>
</tr>
<tr>
<td>CLST 303</td>
<td>IDENTITY AND CULTURE (Gender and Media in Global Perspective)</td>
</tr>
<tr>
<td>ANTH 321</td>
<td>ANTHROPOLOGY OF GENDER</td>
</tr>
<tr>
<td>ANTH 353</td>
<td>LATINAS IN THE AMERICAS</td>
</tr>
<tr>
<td>ENGL 347</td>
<td>WORLD LITERATURE WRITTEN IN ENGLISH (African Women Writers)</td>
</tr>
<tr>
<td>ENGL 471</td>
<td>TOPICS IN WORLD LITERATURE (African American Writers)</td>
</tr>
<tr>
<td>ENGL 477</td>
<td>TOPICS IN BLACK AMERICAN LITERATURE (African American Women Writers)</td>
</tr>
<tr>
<td>HIST 260</td>
<td>PHILOSOPHY OF THE PRISON INDUSTRIAL COMPLEX</td>
</tr>
<tr>
<td>PSYC 449</td>
<td>PSYCHOLOGY OF LESBIAN CULTURE</td>
</tr>
</tbody>
</table>

**Women, Gender, Diversity and Global Contexts (12 Units)**

Select four of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMST 233</td>
<td>INTERNATIONAL PERSPECTIVES OF WOMEN</td>
</tr>
<tr>
<td>WMST 350</td>
<td>B-MORE: BALTIMORE AND URBAN COMMUNITIES</td>
</tr>
<tr>
<td>WMST 370</td>
<td>TOPICS IN WOMEN'S STUDIES (Women's Spiritual Practices)</td>
</tr>
<tr>
<td>WMST 370</td>
<td>TOPICS IN WOMEN'S STUDIES (Women of Color)</td>
</tr>
<tr>
<td>WMST 370</td>
<td>TOPICS IN WOMEN'S STUDIES (Masculinities in Perspective)</td>
</tr>
<tr>
<td>WMST 345</td>
<td>WOMEN, ENVIRONMENT, AND HEALTH</td>
</tr>
<tr>
<td>WMST 381</td>
<td>THE EROTIC IMAGINATION IN CHRISTIANITY AND HINDUISM</td>
</tr>
<tr>
<td>WMST 382</td>
<td>CHRISTIAN SEXUAL ETHICS</td>
</tr>
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<td>AFST 411</td>
<td>TOPICS IN AFRICAN AND AFRICAN AMERICAN STUDIES (Womanism and Black Feminist Thought)</td>
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<td>ANTH 353</td>
<td>LATINAS IN THE AMERICAS</td>
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</tr>
<tr>
<td>PSYC 449</td>
<td>PSYCHOLOGY OF LESBIAN CULTURE</td>
</tr>
</tbody>
</table>
### SUGGESTED FOUR-YEAR PLAN

#### Freshman

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMST 231 or 232</td>
<td>3</td>
<td>Elective in Women, Gender, Health and Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>WMST 337</td>
<td>3</td>
<td>Elective in Women, Gender, Health and Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>TSEM 102 (Core 1)</td>
<td>3</td>
<td>ENGL 102 (Core 2)</td>
<td>3</td>
</tr>
<tr>
<td>Core</td>
<td>3</td>
<td>Core</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Core</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total | 15 | 15 |

#### Sophomore

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective in Women, Gender, Health and Sexuality</td>
<td>3</td>
<td>Elective in Women, Gender, Health and Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>Elective in Women, Gender, Leadership and Community</td>
<td>3</td>
<td>Elective in Women, Gender, Leadership and Community</td>
<td>3</td>
</tr>
<tr>
<td>Core</td>
<td>3</td>
<td>Core</td>
<td>3</td>
</tr>
<tr>
<td>Core</td>
<td>3</td>
<td>Core</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total | 15 | 15 |

#### Junior

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMST 337</td>
<td>3</td>
<td>WMST course in Selected Focus Area</td>
<td>3</td>
</tr>
<tr>
<td>Core</td>
<td>3</td>
<td>Elective in Women, Gender, Leadership and Community</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total | 15 | 15 |

#### Senior

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective in Women, Gender, Leadership and Community</td>
<td>3</td>
<td>WMST 485</td>
<td>3</td>
</tr>
<tr>
<td>WMST course in Selected Focus Area</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total | 15 | 15 |

**Total Units: 120**

1. Shows ability to use feminist methodologies and theories to analyze women’s experience
2. Demonstrates an understanding of the social forces that construct and constrain gender identity
3. Shows the ability to apply gender as an analytical category in order to critique cultural and social institutions
4. Shows understanding of the authority of women’s experiences and in women as perceivers and knowers
5. Shows an ability to examine commonalities and diversity among women, across and within culture

**Combined Bachelor and Master of Science in Women's Studies**

The combined bachelor’s and master’s program in Women’s Studies is designed to allow students to complete combined undergraduate and graduate degrees in five years. This program is designed for the three existing tracts in Women’s Studies: Women, Leadership and Social Change; Women in International Context; and Women, Health and Sexuality. This combined degree program allows qualified undergraduate Women’s Studies majors to pursue a combined bachelor’s and master’s in Women’s Studies.

Students enrolled in the combined bachelor's and master’s program in Women’s Studies may elect to follow one of three Culminating Experiences already in place: Thesis, Internship or Two-Course Option. The degree requirements are the same as those for the regular M.S. program in Women’s Studies with the following exception: the combined bachelor’s and master’s requires 3 fewer units of planned electives. All M.S. students in this program, regardless of their plan, are expected to demonstrate a proficiency in research and meet the requirements of all learning outcomes listed for both undergraduate and graduate programs.

**ADMISSION REQUIREMENTS**

Students may apply for this program during the first term of their junior year, i.e. after earning 60 units. Students may begin the program once they have completed a minimum of 75 but have not exceeded a maximum of 96 units in their undergraduate programs, including units earned from advanced placement. Transfer students must have completed a minimum of two terms in their undergraduate program, including units earned from advanced placement. Students may apply for this program during the first term of their junior year, i.e. after earning 60 units. Students may begin the program once they have completed a minimum of 75 but have not exceeded a maximum of 96 units in their undergraduate programs, including units earned from advanced placement. Transfer students must have completed a minimum of two terms in their undergraduate program, including units earned from advanced placement. Students may apply for this program during the first term of their junior year, i.e. after earning 60 units. Students may begin the program once they have completed a minimum of 75 but have not exceeded a maximum of 96 units in their undergraduate programs, including units earned from advanced placement. Transfer students must have completed a minimum of two terms in their undergraduate program, including units earned from advanced placement.

- A minimum undergraduate GPA of 3.25, overall and in the major, at the time of application, is required for full admission to the program. All GPA calculations for admission are based on the last 60 units of undergraduate study.
- Applicants must be a full-time Women’s Studies undergraduate major.
- Applicants must submit recommendation from a current WMST faculty member in the form of a nomination letter.
- Applicants must submit a personal essay; the essay must articulate reasons for acceptance to the program, including a link between matriculation and career goals.
- During the second term of the senior year, student must also complete a graduate application with the University Admissions Office to be officially admitted to the graduate program.

**WITHDRAWAL AND INELIGIBILITY**

- Continuance in the master’s program is contingent upon maintaining a minimum GPA of 3.25; students who do not maintain the minimum GPA will be ineligible to continue graduate work.
- Students must receive a grade of B or better in the double-counted graduate-level courses.
- Students who do not successfully complete the bachelor’s portion of this track, or whose GPAs do not meet the requirements for this track, may not proceed to the graduate-level unless such deficiencies are resolved.
- Students who complete the Bachelor’s but decide not to continue with the Master’s program will terminate their program with the fulfillment of all requirements for the Bachelor’s degree.
- The student will be allowed to use the grad courses to complete the bachelor’s degree.

- Students may withdraw from the combined Bachelor’s – Master’s degree program in Women’s Studies at any time by informing the Chairperson and Graduate Program Director to that effect in writing.
- A student who does not follow the approved plan of graduate work may become ineligible to participate in this combined degree program.
- If a student becomes ineligible to participate in the combined program, the Women’s Studies Graduate Director shall inform the student in writing.
- A student who is ineligible to continue participation in or who withdraws from the combined degree program cannot double-count any courses for both bachelor’s and master’s degrees.

**DEGREE REQUIREMENTS**

- Nine units taken at the 500 and 600 level in the senior year will be counted toward fulfilling the 36 units required for the Master’s degree.
- The bachelor’s degree will be awarded after all degree requirements for the bachelor’s are met. This time frame should normally be at the end of the fourth year.
- Please visit the Graduate Catalog for Degree Requirements for the M.S. program. (http://catalog.towson.edu/graduate/degree-certificate-programs/liberal-arts/womens-gender-studies-ms)

**Minor in Women’s and Gender Studies**

Students may wish to major in a traditional subject (History, English, Sociology) but minor in Women’s and Gender Studies. Some students plan to do graduate work in a traditional discipline, with emphasis on women within it.

**Requirements for the Minor (21 units)**

**Required Courses (9 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMST 231</td>
<td>WOMEN IN PERSPECTIVE</td>
</tr>
<tr>
<td>WMST 232</td>
<td>HONORS WOMEN IN PERSPECTIVE</td>
</tr>
<tr>
<td>WMST 233</td>
<td>INTERNATIONAL PERSPECTIVES OF WOMEN</td>
</tr>
<tr>
<td>WMST 337</td>
<td>FEMINIST THEORY</td>
</tr>
<tr>
<td>WMST 485</td>
<td>SEMINAR IN WOMEN’S STUDIES</td>
</tr>
</tbody>
</table>

**Electives (12 Units)**

Select electives from any of the following focus areas (6 units must be upper level, 300-400): 1

- Women, Gender, Culture and Creativity
- Women, Gender, Health and Sexuality
- Women, Gender, Diversity and Global Contexts
- Women, Gender, Leadership and Community

Total Units 21

1 Electives may be distributed across the four focus areas, within one focus area, or across a combination of two or three focus areas.
Fisher College of Science and Mathematics

INSPIRING STUDENT EXPLORATION IN SCIENCE AND MATHEMATICS FOR THE 21ST CENTURY

The Jess and Mildred Fisher College of Science and Mathematics at Towson University offers a wide variety of undergraduate and graduate majors, as well as interdisciplinary programs. We take pride in our ability to provide an educational environment in which students work closely with faculty and receive quality instruction in small classes.

Science and mathematics are becoming increasingly important as our world evolves and confronts the challenge of rapid technological transformations. Science and mathematics will determine the road into the future, and the Fisher College of Science and Mathematics is helping to build that road through its educational programs and its commitment to teaching, research and scholarship. Our college has a fourfold mission: to prepare students for careers and advanced professional training in the biological or physical sciences, mathematics, computer information systems or computer science; to participate fully in the education mission of the campus; to foster significant scholarly research; and to serve the well-being of the community, state and nation. To accomplish this mission, our college maintains high standards and expectations of performance for its faculty and students. Each student is provided the opportunity to develop competence in a special field of knowledge by learning its principles and perspectives, mastering its methods and acquiring much of its accumulated knowledge.

In addition to offering formal course work, the college is committed to providing students with opportunities to learn through their participation in mentored research, independent study, internships and honors programs. Students gain experience in laboratories, interact with the environment through field studies, conduct student research and receive training in technologically advanced instrumentation. We believe that there is no stronger means of learning than by active participation at the frontiers of scientific knowledge, and we encourage our entire faculty to provide research opportunities for students so that they may embrace the discovery of the secrets in the world around us. A combination of student participation and rigorous classroom instruction gives majors in the college a competitive advantage in career advancement or in the selection of professional or graduate schools. Students majoring outside the college are assured the opportunity to acquire ample scientific knowledge in order to make informed decisions essential to citizens in a science-oriented, technological world.

We recognize our obligation to contribute to the cultural, scientific, educational and economic well-being of our geographic region. Part of this commitment is to improve K-12 science and mathematics education in the Baltimore Metropolitan area. We have established programs to attract more students to STEM (Science, Technology, Engineering and Mathematics) majors and to prepare STEM teachers who will be energized to teach in area schools in these much needed discipline areas. These include the Towson UTEACH program, the Hackerman Academy of Mathematics and Science, and cooperative programs with other metropolitan two- and four-year colleges and universities.

Although we offer degrees in the sciences and mathematics, we recognize that the Towson University experience encompasses more than an academic diploma. We strive to create enriching extracurricular and educational experiences for all in the greater Towson University community. We recognize the importance of science and mathematics, not merely as an aid to understanding the natural world, but also as an aid to understanding ourselves.

Each person can benefit greatly from the scientific experience, and it is this sort of experience that we provide our students.

David A. Vanko, Dean
Gail E. Gasparich, Associate Dean

- Biology (p. 278)
- Chemistry (p. 289)
- Computer Science (p. 298)
- Earth-Space Science (p. 325)
- Environmental Science and Studies (with CLA) (p. 310)
- Forensic Chemistry (p. 289)
- Geology (p. 325)
- Information Systems (p. 298)
- Information Technology (p. 298)
- Mathematics (p. 313)
- Molecular Biology, Biochemistry and Bioinformatics (p. 322)
- Physics (p. 325)
- “4+1” B.S. Physics/M.S. Computer Science (p. 325)
- Dual-Degree Engineering Program (p. 335)
- PreMedical/PreDental (p. 336)
- Prepharmacy (p. 336)
- Preventive Medicine (p. 336)

Smith Hall 312. 410-704-2121
Fax: 410-704-2604
E-mail: fcsm@towson.edu

Students interested in teaching Middle School (Grades 4 through 9) should contact Dr. Terry Berkeley (tberkeley@towson.edu), Chair of the Department of Secondary Education or Dr. Molly Mee, Coordinator of the Middle School Major (mmee@towson.edu). Students select two content areas to focus on from the following: English, Mathematics, Science, and Social Studies/History which leads to Maryland State Teacher Certification in both of the content areas selected.

Students interested in Mathematics or Science and leading to Maryland State Teacher Certification in Secondary Education (Grades 7-12) in the Towson University U-Teach Program can select from one of the following subject areas: Biology, Chemistry, Earth-Space Science, Mathematics, or Physics. The students should contact the Towson University U-Teach Program Director Dr. Linda Cooper (lcooper@towson.edu) or the Master Teacher Ms. Christine Roland (croland@towson.edu).

TOWSON UTEACH

Co-Directors: Linda Cooper (FCSM) and Christine Roland (COE)

Steering Committee: Lynn Brown (Director of Center for Professional Practice), Gary Caldwell (Assistant Director of Center for Professional Practice), Cindy Ghent (Biology), Ron Hermann (Physics, Astronomy, and Geosciences), Jeff Kenton (Assistant Dean of College of Education), Ashley Lucas (Secondary Education), Sandy Spitzer (Mathematics).

OFFICE
7800 York Road, room 368
www.towson.edu/uteach
THE PROGRAM

The Towson UTeach Program is a secondary (grades 7-12) mathematics and science teacher preparation program for students majoring in mathematics, biology, chemistry, earth-space science, or physics.

- Compact and Flexible Degree Plans
  Towson UTeach offers four-year degree plans that emphasize solid content knowledge woven with pedagogical instruction specific to science and mathematics.

- Early and Intensive Field Experiences
  Students begin a carefully scaffolded sequence of intensive teaching opportunities in their first term of the program and continue these field experiences throughout each year in order to accelerate professional development and promote confidence.

- Dedicated Master Teachers
  Master teachers, former secondary school teachers with exemplary teaching and leadership experience, are exclusively dedicated to student support throughout the entire program.

- Rigorous, Research-Based Instruction
  Courses are designed to develop deep understanding of content of particular importance to future secondary STEM teachers and build strong connections between educational theory and practice.

PATHS TO CERTIFICATION

Teaching degree plans are streamlined to allow students to complete both a Bachelor of Science degree and all course work for secondary teacher certification in Maryland in four years. Two pathways leading to teaching certification in a STEM field exist within the Towson UTeach Program. Students can choose to pursue teaching certification by majoring in Mathematics Secondary Education, Biology Secondary Education, Chemistry Secondary Education, Earth-Space Science Secondary Education, or Physics Secondary Education. The Towson UTeach sequence of courses is embedded within each of these secondary education concentrations. Alternatively, students can pursue certification by majoring in any concentration of mathematics, biology, chemistry, or physics and separately complete the Towson UTeach sequence of courses.

THE TOWSON UTEACH SEQUENCE OF COURSES (40-43 UNITS)

Introductory Towson UTeach Courses (2 Units)

Students must complete either

- SEMS 110 & SEMS 120: INTRODUCTION TO STEM TEACHING I: INQUIRY APPROACHES TO TEACHING and INTRODUCTION TO STEM TEACHING II: INQUIRY-BASED LESSON DESIGN

or SEMS 130: INTRODUCTION TO STEM TEACHING I & II COMBINED

*Permission of Towson UTeach Department required to take SEMS 130.

Core Towson UTeach Courses (25 Units)

- SEMS 230: KNOWING AND LEARNING
- SEMS 240: CLASSROOMS INTERACTIONS
- SEMS 250: PERSPECTIVES IN SCIENCE AND MATHEMATICS
- SEMS 360: RESEARCH METHODS
- SEMS 370: PROJECT-BASED INSTRUCTION
- SEMS 498: INTERNSHIP IN MATHEMATICS AND SCIENCE SECONDARY EDUCATION
- SCED 460: USING READING AND WRITING IN THE SECONDARY SCHOOLS
- SCED 461: TEACHING READING IN THE SECONDARY CONTENT AREAS

Students must complete one of the upper-level set of courses:

- Towson UTeach - Mathematics (16 Units)

- Towson UTeach Courses - Science (13 Units)

- Towson UTeach Courses - Science (13 Units)

- SCIE 393: INTERNSHIP IN SECONDARY EDUCATION-SCIENCE
- SCIE 430: SEMINAR IN STUDENT TEACHING - SCIENCE

FORMAL ADMISSION TO TOWSON UTEACH

Students should apply to Towson UTeach when they have met the following criteria:

- completion of a written application available at www.towson.edu/uteach;
- completion of at least 45 college units;
- a 2.75 cumulative GPA for all completed Towson UTeach courses;
- a 2.75 cumulative GPA for all completed Towson UTeach courses;
- presentation of either a passing score on Praxis I (Pre-Professional Skills Test: Reading, Writing, and Mathematics) OR an acceptable score on the Score Reporting Form for either the SAT, ACT, or GRE. Please refer to www.towson.edu/uteach for information on these assessments, including acceptable minimum passing scores;
- completion of a Criminal History Disclosure Form. This form is to be notarized and submitted to the Towson UTeach Office. It will be forwarded and kept on file with the Center for Professional Practice.

STUDENT TEACHING IN TOWSON UTEACH

Students in this concentration should be prepared to do their student teaching in their senior year. Students who wish to deviate from this policy must obtain permission from their home department prior to the beginning of their junior year. The following requirements must be met for student teaching:

- a minimum cumulative GPA of 2.75 in content courses required for the major;
- a minimum cumulative GPA of 2.75 in Towson UTeach courses.

CORE CURRICULUM

Mathematics Secondary Education Concentration

An additional 27-31 units are needed for mathematics secondary education majors to satisfy the Core Curriculum. Specifically, students will need to take TSEM 102 to satisfy Core 1 and either ENGL 102 or ENGL 190 to satisfy Core 2. Additionally, students will need to satisfy categories 4, 6, 8 (unless PHYS 242 was chosen as a content elective), 10, 11, 12, 13, and 14.

Science Secondary Education Concentrations

An additional 27 units are needed for science secondary education majors to satisfy the Core Curriculum. Specifically, students will need to take TSEM 102 to satisfy Core 1 and either ENGL 102 or ENGL 190 to satisfy Core 2. Additionally, students will need to satisfy categories 4, 6, 10, 11, 12, 13, and 14.
Recommended Education Courses to Satisfy Core Curriculum
EDUC 202 Historical and Contemporary Perspectives on America’s Urban Schools (Core 10)
EDUC 203 Teaching and Learning in a Diverse Society (Core 13)
SCED 304 Education, Ethics and Change (Core 14)

Department of Biological Sciences

OFFICE
Smith Hall 341, 410-704-3042
Fax: 410-704-2405

PROGRAMS OF THE DEPARTMENT

The Department of Biological Sciences offers the following programs of study: the major in Biology, the minor in Biology and the Master of Science in Biology. For more information about the master’s program, consult the Graduate Catalog.

A major in Biology is recommended for students interested in pursuing general careers in botany, zoology, ecology, microbiology or molecular biology. It is also recommended for individuals preparing for graduate studies in biology, medicine, dentistry or medically oriented fields, including optometry, pharmacy, podiatry or veterinary science; teacher education in secondary schools, i.e., teaching of biological or natural sciences; basic or applied research in the biological sciences; or environmental biology, including conservation, wildlife biology, forestry, fisheries, pollution control and marine biology.

Students selecting this major should contact the department to be assigned an adviser to assist them in designing a program to meet their special needs. Students will meet with their adviser each term to discuss their progress and to facilitate necessary changes in their programs of study.

TRANSFER CREDIT POLICY

All Biology majors must complete a minimum of 19 biology units toward the major at Towson University, with at least 10 of these units at the upper level (300–400) level.

All Biology minors must complete a minimum of 12 biology units toward the minor at Towson University, with at least 6 of these units at the upper level.

HONORS PROGRAM

To graduate with departmental honors in Biology, students must complete BIOL 491 and BIOL 499 before graduation. The research thesis must be presented at either an oral defense before the student’s Honors Research Committee, or a presentation open to the public, at the discretion of the student’s research adviser. The Honors College has a handbook that describes all of the requirements for the departmental honors program (http://www.towson.edu/honors/forms/).

INTERNSHIP/COOPERATIVE EDUCATION

The department participates in the university’s cooperative education program, which provides junior- and senior-level students of high academic standing practical work experience while earning college credit. Students have served as interns at such facilities as the National Aquarium and the Smithsonian Institution. For further information, contact the Career Center.

STUDENT ORGANIZATIONS

The Biology Club, the Premed/Predent Club, the Animal Behavior Club and the local chapter of Beta Beta Beta, the national honor society in biology, are active organizations composed of and led by students. Among the events organized by members of the Biology Club are field trips, which are designed to enhance participants’ knowledge of the biological sciences, and athletic and social events, which provide opportunities for student and faculty interaction in an informal atmosphere.

Tri Beta, whose members have achieved high scholarship, functions primarily to encourage and provide for the academic growth of its members.

GRADUATE PROGRAM

The course of study leading to the Master of Science in Biology is designed to provide greater knowledge and understanding of biology and to help students develop a proficiency in independent thought, inquiry and research. Students may pursue either the thesis program (30 units and a thesis) or the non-thesis program (36 units). Detailed information regarding both programs is given in the Graduate Catalog.

DEPARTMENT ANIMAL POLICY

In accordance with federal laws and regulations, Towson University, through its Institutional Animal Care and Use Committee, reviews the use of animals in teaching to assure compliance with the standards established by the U.S. Department of Agriculture and the National Institutes of Health for the humane treatment of animals. The university makes every effort to minimize the use of animals and seeks alternatives wherever possible. Although Towson University recognizes that some students may believe the use of animals as teaching tools is inhumane, certain curricula require the use of animals as a necessary part of instruction. Accordingly, where the use of animals in class demonstrations or experiments is a requirement for successful completion of any course, as determined by the department, students will be obliged to comply with those requirements as set forth by the instructor in the course syllabus. The university will not provide optional procedures for students who do not comply with course requirements.

If a course requires the use of animals in class demonstrations or experiments, however, the syllabus will specifically state that animals will be used in class demonstrations or experiments and that such use is a requirement for successful completion of the course. Notice of this requirement will be made a part of the course description and will be published in this catalog.

MAJORS IN BIOLOGICAL SCIENCES

- Major in Biology with concentrations in:
  - Cell and Molecular Biology (p. 282)
  - Functional Biology of Animals (p. 284)
  - Organismal Biology and Ecology (p. 287)
  - Biology with Secondary Education Concentration (p. 278)

MINOR IN BIOLOGY

- Biology (p. 289)

Major in Biology - Secondary Education Concentration

The Biology Secondary Education concentration requires 126-137 units. Students in this concentration must complete 99-110 required units in content and Towson UTeach courses and 27 units in Core Curriculum courses not satisfied by the major, earning a grade equivalent of 2.00 or higher in each course.
**FORMAL ADMISSION TO TOWSON UTEACH**

Students will begin the admission process within the SEMS 240 Classroom Interactions course and must complete the following requirements prior to the subsequent term:

1. completion of a written application available at www.towson.edu/uteach
2. completion of at least 45 college units
3. a 2.75 cumulative GPA for all completed content courses required for the major
4. a 2.75 cumulative GPA for all completed Towson UTeach courses
5. presentation of either a passing score on Praxis I (Pre-Professional Skills Test: Reading, Writing, and Mathematics) OR an acceptable score on the Score Reporting Form for either the SAT, ACT, or GRE. Please refer to www.towson.edu/uteach for information on these assessments, including acceptable minimum passing scores. Scores are to be sent to the Towson UTeach department.
6. completion of a Criminal History Disclosure Form. This form is to be notarized and sent to the Towson UTeach Department. It will be forwarded and kept on file with the Center for Professional Practice.

**Internship in Towson UTeach**

Students in this concentration should be prepared to do their internship in their senior year. Students who wish to deviate from this policy must obtain permission from the Department of Chemistry prior to the beginning of their junior year. The following requirements must be met for internship:

1. a minimum cumulative GPA of 2.75 in content courses required for the major
2. a minimum cumulative GPA of 2.75 in Towson UTeach courses

Students who decide not to complete all secondary education requirements must select and complete a different concentration/track in the major in order to graduate.

The Biology major requires a minimum of 11 courses within the biological sciences with a range of 36 to 50 units, depending upon the concentration and configuration of electives selected. A typical student will complete a minimum of 38 to 40 units in biology. Four courses are required and seven elective courses are selected from within the department to complete a concentration. In addition, six to seven ancillary courses (24–30 units) must be completed in the disciplines of chemistry, mathematics and physics. The program must be completed with a grade equivalent of 2.00 or higher in all course work.

Selection of appropriate electives allows students to fulfill the requirements of any of four areas of concentration: Cell and Molecular Biology, Functional Biology of Animals, Organismal Biology and Ecology, or Secondary Education. Completion of one of these concentrations is required for a major in Biology. Students are strongly encouraged to plan their programs in consultation with an adviser who is a member of the biology faculty.

**Foundation Courses (13 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 201</td>
<td>INTRODUCTION TO CELL BIOLOGY AND GENETICS</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 202</td>
<td>INTRODUCTION TO ECOLOGY AND EVOLUTION</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 204</td>
<td>EDUCATIONAL AND CAREER PLANNING FOR THE BIOLOGIST</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 309</td>
<td>GENETICS</td>
<td>4</td>
</tr>
</tbody>
</table>

**Breadth Courses (10-20 Units)**

The following are required for all Biology majors unless indicated differently within the concentration

Select one of the following: 3-8

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 208</td>
<td>BIODIVERSITY</td>
</tr>
<tr>
<td>BIOL 205</td>
<td>GENERAL BOTANY</td>
</tr>
<tr>
<td>&amp; BIOL 207</td>
<td>and GENERAL ZOOLOGY</td>
</tr>
</tbody>
</table>

Select one of the following: 3-8

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 221/BIOL 221L and BIOL 222/BIOL 222L</td>
<td></td>
</tr>
<tr>
<td>BIOL 325</td>
<td>ANIMAL PHYSIOLOGY</td>
</tr>
<tr>
<td>BIOL 436</td>
<td>PLANT PHYSIOLOGY</td>
</tr>
</tbody>
</table>

**Ancillary Courses (24-30 Units)**

The following courses are required for all Biology majors unless indicated differently within the concentration

**Chemistry** 13-18

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 131</td>
<td>GENERAL CHEMISTRY I LECTURE</td>
</tr>
<tr>
<td>CHEM 131L</td>
<td>GENERAL CHEMISTRY I LABORATORY</td>
</tr>
<tr>
<td>CHEM 132</td>
<td>GENERAL CHEMISTRY II LECTURE</td>
</tr>
<tr>
<td>CHEM 132L</td>
<td>GENERAL CHEMISTRY II LABORATORY</td>
</tr>
<tr>
<td>CHEM 330</td>
<td>ESSENTIALS OF ORGANIC CHEMISTRY</td>
</tr>
<tr>
<td>or CHEM 331</td>
<td>ORGANIC CHEMISTRY I</td>
</tr>
<tr>
<td>&amp; CHEM 332</td>
<td>and ORGANIC CHEMISTRY II</td>
</tr>
</tbody>
</table>

**Physics** 8

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 211 &amp; PHYS 212</td>
<td>GENERAL PHYSICS I; NON CALCULUS-BASED</td>
</tr>
<tr>
<td></td>
<td>and GENERAL PHYSICS II; NON CALCULUS-BASED</td>
</tr>
<tr>
<td>PHYS 241 &amp; PHYS 242</td>
<td>GENERAL PHYSICS I CALCULUS-BASED</td>
</tr>
<tr>
<td></td>
<td>and GENERAL PHYSICS II CALCULUS-BASED</td>
</tr>
</tbody>
</table>

**Mathematics** 3-4

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 211</td>
<td>CALCULUS FOR APPLICATIONS</td>
</tr>
<tr>
<td>MATH 237</td>
<td>ELEMENTARY BIOSTATISTICS</td>
</tr>
<tr>
<td>MATH 273</td>
<td>CALCULUS I</td>
</tr>
<tr>
<td>PSYC 212</td>
<td>BEHAVIORAL STATISTICS</td>
</tr>
</tbody>
</table>

**Total Units** 47-63

1 Because material covered in Basic Mathematics for the Sciences (MATH 115) is a prerequisite for chemistry and physics students who have not completed high school trigonometry and two years of high school algebra in good standing should take MATH 115 in addition to one of the options listed above.

Chemistry I and II should be taken during the freshman year, Organic Chemistry I and II during the sophomore year and Physics as soon as possible.

**Concentrations**

Biology majors are required to complete one of four concentrations in biology by selecting a minimum of seven courses from among groups of electives within each concentration. One of these electives may be from outside the concentration.

Within each concentration, options exist for fulfilling each of three areas of breadth and for fulfilling concentration electives. Each student is strongly encouraged to consult with a biology faculty adviser in selecting electives to satisfy his/her program of study in the concentration and to match the program of study with career objectives.

No more than 3 units combined from BIOL 491 and BIOL 499 may count toward the Biology major. None of these courses may count toward the minor in Biology.

The following courses may not be used to fulfill Biology elective requirements:
Before enrolling in any 300- or 400-level elective course, Biology majors are required to complete a minimum of 8 units in lower-level biology courses with a grade equivalent of 2.00 or higher and to have an overall GPA of 2.00 or higher. Students who do not meet the above requirements may not be allowed to enroll in upper-level electives. Also, note that for those Biology electives listing BIOL 205 and/or BIOL 207 as prerequisites that BIOL 208 is an acceptable substitute.

The Department of Biological Sciences makes every effort to offer elective courses in a systematic fashion. However, it assumes no responsibility for cases in which unforeseen scheduling conflicts, course cancellations or staffing changes prevent students from taking a particular elective course during their residence at Towson University.

SECONDARY EDUCATION BIOLOGY

Foundation Courses (13 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 201</td>
<td>INTRODUCTION TO CELL BIOLOGY AND GENETICS</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 202</td>
<td>INTRODUCTION TO ECOLOGY AND EVOLUTION</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 204</td>
<td>EDUCATIONAL AND CAREER PLANNING FOR THE BIOLOGIST</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 309</td>
<td>GENETICS</td>
<td>4</td>
</tr>
</tbody>
</table>

Breadth Courses (16-20 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 205</td>
<td>GENERAL BOTANY</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 207</td>
<td>GENERAL ZOOLOGY</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 408</td>
<td>CELL BIOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 409</td>
<td>MOLECULAR BIOLOGY</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 221 &amp; 221L</td>
<td>HUMAN ANATOMY &amp; PHYSIOLOGY I [LECTURE] and HUMAN ANATOMY &amp; PHYSIOLOGY I [LAB]</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 222 &amp; 222L</td>
<td>HUMAN ANATOMY &amp; PHYSIOLOGY II [LECTURE] and HUMAN ANATOMY &amp; PHYSIOLOGY II [LAB]</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 325</td>
<td>ANIMAL PHYSIOLOGY</td>
<td>3-4</td>
</tr>
</tbody>
</table>

Elective Courses (3-4 Units)

Biology electives selected from the other concentrations and approved by an adviser.

Ancillary Courses (27-33 Units)

Chemistry

TOWSON UTEACH COURSES (40 UNITS)

Introductory Towson UTeach Courses (2 Units)

Students must complete either

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMS 110 &amp; SEMS 120</td>
<td>INTRODUCTION TO STEM TEACHING I: INQUIRY APPROACHES TO TEACHING and INTRODUCTION TO STEM TEACHING II: INQUIRY-BASED LESSON DESIGN</td>
<td>2</td>
</tr>
</tbody>
</table>

or SEMS 130 | INTRODUCTION TO STEM TEACHING I & II COMBINED |

*Permission of Towson UTeach Department required to take SEMS 130.

Core Towson UTeach Courses (25 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMS 230</td>
<td>KNOWING AND LEARNING</td>
<td>3</td>
</tr>
<tr>
<td>SEMS 240</td>
<td>CLASSROOMS INTERACTIONS</td>
<td>3</td>
</tr>
<tr>
<td>SEMS 250</td>
<td>PERSPECTIVES IN SCIENCE AND MATHEMATICS</td>
<td>3</td>
</tr>
<tr>
<td>SEMS 360</td>
<td>RESEARCH METHODS</td>
<td>3</td>
</tr>
<tr>
<td>SEMS 370</td>
<td>PROJECT-BASED INSTRUCTION</td>
<td>3</td>
</tr>
<tr>
<td>SEMS 498</td>
<td>INTERNSHIP IN MATHEMATICS AND SCIENCE SECONDARY EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>SCED 460</td>
<td>USING READING AND WRITING IN THE SECONDARY SCHOOLS</td>
<td>4</td>
</tr>
<tr>
<td>SCED 461</td>
<td>TEACHING READING IN THE SECONDARY CONTENT AREAS</td>
<td>3</td>
</tr>
</tbody>
</table>

Towson UTeach Courses - Science (13 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCIE 393</td>
<td>INTERNSHIP IN SECONDARY EDUCATION-SCIENCE</td>
<td>12</td>
</tr>
<tr>
<td>SCIE 430</td>
<td>SEMINAR IN STUDENT TEACHING - SCIENCE</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Units: 40

NSTA Standard 1: Content Knowledge

Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in their fields of licensure.

Below are the elements of the standard.
Pre-service teachers will:

1a) Understand the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association.

1b) Understand the central concepts of the supporting disciplines and the supporting role of science-specific technology.

1c) Show an understanding of state and national curriculum standards and their impact on the content knowledge necessary for teaching P-12 students.

NSTA Standard 2: Content Pedagogy
Effective teachers of science understand how students learn and develop scientific knowledge. Pre-service teachers use scientific inquiry to develop this knowledge for all students. Below are the elements of the standard.

Pre-service teachers will:

2a) Plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how all students learn science.

2b) Include active inquiry lessons where students collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships and natural patterns from empirical experiences. Applications of science-specific technology are included in the lessons when appropriate.

2c) Design instruction and assessment strategies that confront and address naive concepts/preconceptions.

Assessment: This Standard is usually met using Assessment 3 - Unit Plan.

NSTA Standard 3: Learning Environments
Effective teachers of science are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources— including science-specific technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met.

Below are the elements of the standard.

Pre-service teachers will:

3a) Use a variety of strategies that demonstrate the candidates knowledge and understanding of how to select the appropriate teaching and learning activities including laboratory or field settings and applicable instruments and/or technology- to allow access so that all students learn. These strategies are inclusive and motivating for all students.

3b) Develop lesson plans that include active inquiry lessons where students collect and interpret data using applicable science-specific technology in order to develop concepts, understand scientific processes, relationships and natural patterns from empirical experiences. These plans provide for equitable achievement of science literacy for all students.

3c) Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated.

3d) Plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure area.

Assessment:
NSTA Standard 4: Safety
Effective teachers of science can, in a P-12 classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the P-12 science classroom appropriate to their area of licensure.

Below are the elements of the standard.

Pre-service teachers will:

4a) Design activities in a P-12 classroom that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction.

4b) Design and demonstrate activities in a P-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students.

4c) Design and demonstrate activities in a P-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.

NSTA Standard 5: Impact on Student Learning
Effective teachers of science provide evidence to show that P-12 students understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates provide evidence for the diversity of students they teach.

Below are the elements of the standard.

Pre-service teachers will:

5a) Collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of a change in mental functioning demonstrating that scientific knowledge is gained and/or corrected.

5b) Provide data to show that P-12 students are able to distinguish science from non-science, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science.

5c) Engage students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.

Standard 6: Professional Knowledge and Skills
Effective teachers of science strive continuously to improve their knowledge and understanding of the ever changing knowledge base of both content, and science pedagogy, including approaches for addressing inequities and inclusion for all students in science. They identify with and conduct themselves as part of the science education community.

Below are the elements of the standard.

Pre-service teachers will:

6a) Engage in professional development opportunities in their content field such as talks, symposiums, research opportunities, or projects within their community.

6b) Engage in professional development opportunities such as conferences, research opportunities, or projects within their community.

SUGGESTED FOUR-YEAR PLAN

Freshman

Term 1 | Units | Term 2 | Units
--- | --- | --- | ---
SEMS 110 | 1 | SEMS 120 | 1
BIOL 201 | 4 | BIOL 202 | 4
CHEM 131 & 131L | 4 | CHEM 132 & 132L | 4
MATH 211, 273, 237, or PSYC 212 | 3 | ENGL 102 (Core 2) | 3
TSEM 102 (Core 1) | 3 | Core | 3

| 15 | 18 |

Sophomore

Term 1 | Units | Term 2 | Units
--- | --- | --- | ---
SEMS 230 | 3 | SEMS 240 | 3
BIOL 204 (offered in Minimester and Summer too) | 1 | BIOL 205 | 4
BIOL 207 | 4 | BIOL 309 | 4
CHEM 330 | 5 | PHYC 211 | 4
EDUC 202 (Core 10) | 3 | Core | 3

| 16 | 18 |
Major in Biology - Cell and Molecular Biology Concentration

Completion of this concentration provides background for advanced studies in cell biology, molecular biology, genetics, microbiology, immunology and diverse fields that involve molecular tools in research. In addition, students may select this concentration as preparation for professional degree programs in medicine, dentistry or veterinary medicine or for a career in biology education, biomedical research or fields that integrate biology with other disciplines such as business or law. Students completing this concentration are encouraged to take at least two upper-level labs among the elective courses within this concentration. Students are encouraged to participate in a research experience or as an intern (e.g., BIOL 491, BIOL 493 or BIOL 499). They should consult with their adviser regarding these opportunities.

Specific requirements for the Cell and Molecular Biology concentration are listed under Requirements and outlined in the suggested Four-Year Plan of Study.

The Biology major requires a minimum of 11 courses within the biological sciences with a range of 36 to 50 units, depending upon the concentration and configuration of electives selected. A typical student will complete a minimum of 38 to 40 units in biology. Four courses are required and seven elective courses are selected from within the department to complete a concentration. In addition, six to seven ancillary courses (24–30 units) must be completed in the disciplines of chemistry, mathematics and physics. The program must be completed with a grade equivalent of 2.00 or higher in all course work.

Selection of appropriate electives allows students to fulfill the requirements of any of four areas of concentration: Cell and Molecular Biology, Functional Biology of Animals, Organismal Biology and Ecology, or Secondary Education. Completion of one of these concentrations is required for a major in Biology. Students are strongly encouraged to plan their programs in consultation with an adviser who is a member of the biology faculty.

Foundation Courses (13 Units)

<table>
<thead>
<tr>
<th>Junior</th>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
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<tbody>
<tr>
<td>SEMS 250</td>
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<td>SEMS 370</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 325</td>
<td>4</td>
<td>BIOL Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>BIOL 408</td>
<td>4</td>
<td>Earth Sciences Elective - Select one of the following: ASTR 161, GEOG 377, GEOL 121 or GEOL 123</td>
<td>3-4</td>
</tr>
<tr>
<td>SCED 460</td>
<td>4</td>
<td>SCED 461</td>
<td>3</td>
</tr>
<tr>
<td>Core</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>Senior</td>
<td>Term 1</td>
<td>Units Term 2</td>
<td>Units</td>
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<td>-------</td>
</tr>
<tr>
<td>SEMS 360 (Core 9)</td>
<td>3</td>
<td>SCIE 393</td>
<td>12</td>
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<tr>
<td>SCIE 380</td>
<td>3</td>
<td>SCIE 430</td>
<td>1</td>
</tr>
<tr>
<td>SEMS 498</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Core</td>
<td></td>
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<td>3</td>
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<td></td>
<td></td>
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<td>15-17</td>
</tr>
</tbody>
</table>

Total Units: 125-127

1 Selection of this Concentration means that all of the requirements must be met; otherwise another Biology concentration must be completed.

2 A key assignment in BIOL 204 is the completion of an individual Plan of Study.

Chemistry 13-18

<table>
<thead>
<tr>
<th>CHEM 131</th>
<th>GENERAL CHEMISTRY I LECTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 131L</td>
<td>GENERAL CHEMISTRY I LABORATORY</td>
</tr>
<tr>
<td>CHEM 132</td>
<td>GENERAL CHEMISTRY II LECTURE</td>
</tr>
<tr>
<td>CHEM 132L</td>
<td>GENERAL CHEMISTRY II LABORATORY</td>
</tr>
<tr>
<td>CHEM 330</td>
<td>ESSENTIALS OF ORGANIC CHEMISTRY</td>
</tr>
<tr>
<td>or CHEM 331</td>
<td>ORGANIC CHEMISTRY I</td>
</tr>
<tr>
<td>&amp; CHEM 332</td>
<td>and ORGANIC CHEMISTRY II</td>
</tr>
</tbody>
</table>

Physics 8

<table>
<thead>
<tr>
<th>PHYS 211</th>
<th>GENERAL PHYSICS I; NON CALCULUS-BASED and GENERAL PHYSICS II; NON CALCULUS-BASED</th>
</tr>
</thead>
<tbody>
<tr>
<td>&amp; PHYS 212</td>
<td>GENERAL PHYSICS I CALCULUS-BASED and GENERAL PHYSICS II CALCULUS-BASED</td>
</tr>
</tbody>
</table>

Mathematics 3-4

<table>
<thead>
<tr>
<th>MATH 211</th>
<th>CALCULUS FOR APPLICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 237</td>
<td>ELEMENTARY BIOSTATISTICS</td>
</tr>
<tr>
<td>MATH 273</td>
<td>CALCULUS I</td>
</tr>
<tr>
<td>PSYC 212</td>
<td>BEHAVIORAL STATISTICS</td>
</tr>
</tbody>
</table>

Total Units 47-63

1 Because material covered in Basic Mathematics for the Sciences (MATH 115) is a prerequisite for chemistry and physics students who have not completed high school trigonometry and two years of high school algebra in good standing should take MATH 115 in addition to one of the options listed above.

Chemistry I and II should be taken during the freshman year, Organic Chemistry I and II during the sophomore year and Physics as soon as possible.
Concentrations

Biology majors are required to complete one of four concentrations in biology by selecting a minimum of seven courses from among groups of electives within each concentration. One of these electives may be from outside the concentration.

Within each concentration, options exist for fulfilling each of three areas of breadth and for fulfilling concentration electives. Each student is strongly encouraged to consult with a biology faculty adviser in selecting electives to satisfy his/her program of study in the concentration and to match the program of study with career objectives.

No more than 3 units combined from BIOL 491 and BIOL 499 may count toward the Biology major. None of these courses may count toward the minor in Biology.

The following courses may not be used to fulfill Biology elective requirements:

- BIOL 491
- BIOL 499

Elective Courses (8-10 Units)

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 208</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 205</td>
<td>3</td>
</tr>
<tr>
<td>&amp; BIOL 207</td>
<td>8</td>
</tr>
<tr>
<td>&amp; BIOL 208</td>
<td>3</td>
</tr>
<tr>
<td>&amp; BIOL 209</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 405</td>
<td>8</td>
</tr>
<tr>
<td>MOLECULAR ECOLOGY, EVOLUTION AND CONSERVATION</td>
<td></td>
</tr>
<tr>
<td>BIOL 408</td>
<td>8</td>
</tr>
<tr>
<td>CELL BIOLOGY</td>
<td></td>
</tr>
<tr>
<td>BIOL 409</td>
<td>8</td>
</tr>
<tr>
<td>MOLECULAR BIOLOGY</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 221</td>
<td>3-4</td>
</tr>
<tr>
<td>&amp; 221L</td>
<td></td>
</tr>
<tr>
<td>HUMAN ANATOMY &amp; PHYSIOLOGY I [LECTURE] &amp; HUMAN ANATOMY &amp; PHYSIOLOGY I [LAB]</td>
<td></td>
</tr>
<tr>
<td>BIOL 222</td>
<td>3-4</td>
</tr>
<tr>
<td>&amp; 222L</td>
<td></td>
</tr>
<tr>
<td>HUMAN ANATOMY &amp; PHYSIOLOGY II [LECTURE] &amp; HUMAN ANATOMY &amp; PHYSIOLOGY II [LAB]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 325</td>
<td>3</td>
</tr>
<tr>
<td>ANIMAL PHYSIOLOGY</td>
<td></td>
</tr>
<tr>
<td>BIOL 436</td>
<td>2-3</td>
</tr>
<tr>
<td>PLANT PHYSIOLOGY</td>
<td></td>
</tr>
</tbody>
</table>

Free Elective (3-4 Units)

Select one biology elective from lists of electives in any Biology concentration or successfully complete BIOL 491 or BIOL 499

Before enrolling in any 300- or 400-level elective course, Biology majors are required to complete a minimum of 8 units in lower-level biology courses with a grade equivalent of 2.00 or higher and to have an overall GPA of 2.00 or higher. Students who do not meet the above requirements may not be allowed to enroll in upper-level electives. Also, note that for those Biology electives listing BIOL 205 and/or BIOL 207 as prerequisites that BIOL 208 is an acceptable substitute.

The Department of Biological Sciences makes every effort to offer elective courses in a systematic fashion. However, it assumes no responsibility for cases in which unforeseen scheduling conflicts, course cancellations or staffing changes prevent students from taking a particular elective course during their residence at Towson University.

### CELL AND MOLECULAR BIOLOGY CONCENTRATION

#### Foundation Courses (13 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 201</td>
<td>13</td>
</tr>
<tr>
<td>INTRODUCTION TO CELL BIOLOGY AND GENETICS</td>
<td></td>
</tr>
<tr>
<td>BIOL 202</td>
<td>4</td>
</tr>
<tr>
<td>INTRODUCTION TO ECOLOGY AND EVOLUTION</td>
<td></td>
</tr>
<tr>
<td>BIOL 204</td>
<td>4</td>
</tr>
<tr>
<td>EDUCATIONAL AND CAREER PLANNING FOR THE BIOLOGIST</td>
<td></td>
</tr>
<tr>
<td>BIOL 309</td>
<td>4</td>
</tr>
<tr>
<td>GENETICS</td>
<td></td>
</tr>
</tbody>
</table>

#### Breadth Courses (25-31 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 208</td>
<td></td>
</tr>
<tr>
<td>BIODIVERSITY</td>
<td></td>
</tr>
<tr>
<td>BIOL 205</td>
<td>8</td>
</tr>
<tr>
<td>GENERAL BOTANY &amp; GENERAL ZOOLOGY</td>
<td></td>
</tr>
<tr>
<td>BIOL 209</td>
<td>8</td>
</tr>
<tr>
<td>MOLECULAR BIOLOGY</td>
<td></td>
</tr>
</tbody>
</table>

#### SUGGESTED FOUR-YEAR PLAN

**Freshman**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 201</td>
<td>4</td>
<td>BIOL 202 or 309</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TSEM 102 or ENGL 102 (Plus one or two other courses – can take CHEM 131/131L if taking a calculus course.)</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 100</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 102</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 103</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 105</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 120</td>
<td>4</td>
</tr>
<tr>
<td>&amp; BIOL 120L</td>
<td></td>
</tr>
<tr>
<td>PRINCIPLES OF BIOLOGY [LECTURE] &amp; PRINCIPLES OF BIOLOGY [LAB]</td>
<td></td>
</tr>
<tr>
<td>BIOL 215</td>
<td>4</td>
</tr>
<tr>
<td>ESSENTIALS OF MICROBIOLOGY</td>
<td></td>
</tr>
<tr>
<td>BIOL 301</td>
<td>3</td>
</tr>
<tr>
<td>FIELD AND NATURAL SCIENCE</td>
<td></td>
</tr>
<tr>
<td>BIOL 303</td>
<td>3</td>
</tr>
<tr>
<td>LIFE SCIENCES</td>
<td></td>
</tr>
<tr>
<td>BIOL 313</td>
<td>3</td>
</tr>
<tr>
<td>BIOLOGY OF AGING</td>
<td></td>
</tr>
<tr>
<td>BIOL 321</td>
<td>3</td>
</tr>
<tr>
<td>BIOLOGY OF WOMEN</td>
<td></td>
</tr>
<tr>
<td>BIOL 322</td>
<td>3</td>
</tr>
<tr>
<td>BIOTECH &amp; SOCIETY</td>
<td></td>
</tr>
<tr>
<td>BIOL 323</td>
<td>3</td>
</tr>
<tr>
<td>GENES,EVOL,MORAL</td>
<td></td>
</tr>
<tr>
<td>BIOL 327</td>
<td>3</td>
</tr>
<tr>
<td>DANGEROUS DISEASES</td>
<td></td>
</tr>
<tr>
<td>BIOL 381</td>
<td>3</td>
</tr>
<tr>
<td>WRITING IN THE BIOLOGICAL SCIENCES</td>
<td></td>
</tr>
<tr>
<td>BIOL 481</td>
<td>1-3</td>
</tr>
<tr>
<td>DIR READ:BIOL</td>
<td></td>
</tr>
<tr>
<td>BIOL 490</td>
<td>1-3</td>
</tr>
<tr>
<td>INDEPENDENT RESEARCH</td>
<td></td>
</tr>
<tr>
<td>BIOL 493</td>
<td>3</td>
</tr>
<tr>
<td>INTERNSHIP IN BIOLOGY</td>
<td></td>
</tr>
<tr>
<td>BIOL 494</td>
<td>1-3</td>
</tr>
<tr>
<td>TRAVEL STUDY</td>
<td></td>
</tr>
</tbody>
</table>

**Total Units** 47-53

**NOTE:** Either BIOL 315 or BIOL 318 may be used as an elective; not both.
## Major in Biology - Functional Biology of Animals Concentration

This course of study is designed to provide students with an understanding of animal physiology consistent with the expectations of medical and dental education programs, veterinary medicine programs, and careers in research (as a clinical or basic science research technician). The Cell and Molecular Concentration is also an option for students interested in medically related fields. Students preparing for careers in medically related fields are strongly recommended to take both BIOL 221/BIOL 221L and BIOL 222/BIOL 222L. Students planning on careers in research or a research application field are encouraged to participate in a research experience (e.g., BIOL 491 or BIOL 499). Pre-clinical students are encouraged to participate in volunteer work or internships within a clinical setting. Consult with your adviser about these opportunities.

Specific requirements for the Functional Biology of Animals concentration are listed under Requirements and outlined in the suggested Four-Year Plan of Study.

The Biology major requires a minimum of 11 courses within the biological sciences with a range of 36 to 50 units, depending upon the concentration and configuration of electives selected. A typical student will complete a minimum of 38 to 40 units in biology. Four courses are required and seven elective courses are selected from within the department to complete a concentration. In addition, six to seven ancillary courses (24–30 units) must be completed in the disciplines of chemistry, mathematics and physics. The program must be completed with a grade equivalent of 2.00 or higher in all course work.

Selection of appropriate electives allows students to fulfill the requirements of any of four areas of concentration: Cell and Molecular Biology, Functional Biology of Animals, Organismal Biology and Ecology, or Secondary Education. Completion of one of these concentrations is required for a major in Biology. Students are strongly encouraged to plan their programs in consultation with an adviser who is a member of the biology faculty.

### Foundation Courses (13 Units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 201</td>
<td>INTRODUCTION TO CELL BIOLOGY AND GENETICS</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 202</td>
<td>INTRODUCTION TO ECOLOGY AND EVOLUTION</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 204</td>
<td>EDUCATIONAL AND CAREER PLANNING FOR THE BIOLOGIST</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 309</td>
<td>GENETICS</td>
<td>4</td>
</tr>
</tbody>
</table>

### Breadth Courses (10-20 Units)

The following are required for all Biology majors unless indicated differently within the concentration

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 208</td>
<td>BIODIVERSITY</td>
<td>3-8</td>
</tr>
<tr>
<td>BIOL 205</td>
<td>GENERAL BOTANY</td>
<td></td>
</tr>
<tr>
<td>&amp; BIOL 207</td>
<td>and GENERAL ZOOLOGY</td>
<td></td>
</tr>
</tbody>
</table>

---

1. **Note:** MATH 211, MATH 237, PSYC 212 can be substituted for MATH 273.

2. A major assignment in BIOL 204 is the development of your own Plan of Study

3. **Note:** CHEM 330 can be substituted for CHEM 331 and CHEM 332.

4. **Note:** PHYS 241 and 242 can be substituted for PHYS 211 and 212 if Calculus prerequisite is met

5. **Note:** BIOL 436 can be substituted for BIOL 221/221L & BIOL 222/222L or BIOL 325

6. **Note:** BIOL 315 or BIOL 318 may be used as an elective; not both
Biology majors are required to complete one of four concentrations in biology by selecting a minimum of seven courses from among groups of electives within each concentration. One of these electives may be from outside the concentration.

Within each concentration, options exist for fulfilling each of three areas of breadth and for fulfilling concentration electives. Each student is strongly encouraged to consult with a biology faculty adviser in selecting electives to satisfy his/her program of study in the concentration and to match the program of study with career objectives.

No more than 3 units combined from BIOL 491 and BIOL 499 may count toward the Biology major. None of these courses may count toward the minor in Biology.

The following courses may not be used to fulfill Biology elective requirements:

### Concentrations

#### Foundation Courses (13 Units)

- BIOL 201: INTRODUCTION TO CELL BIOLOGY AND GENETICS
- BIOL 202: INTRODUCTION TO ECOLOGY AND EVOLUTION
- BIOL 204: EDUCATIONAL AND CAREER PLANNING FOR THE BIOLOGIST
- BIOL 309: GENETICS

#### Breadth Courses (7-12 Units)

Select one of the following:

- BIOL 208: BIODIVERSITY
- BIOL 205 & BIOL 207: GENERAL BOTANY & GENERAL ZOOLOGY

#### Ancillary Courses (24-30 Units)

The following courses are required for all Biology majors unless indicated differently within the concentration.

**Chemistry (13-18 Units)**

- CHEM 131: GENERAL CHEMISTRY I LECTURE
- CHEM 131L: GENERAL CHEMISTRY I LABORATORY
- CHEM 132: GENERAL CHEMISTRY II LECTURE
- CHEM 132L: GENERAL CHEMISTRY II LABORATORY
- CHEM 330: ESSENTIALS OF ORGANIC CHEMISTRY
- or CHEM 331: ORGANIC CHEMISTRY I
- & CHEM 332: ORGANIC CHEMISTRY II

**Physics (8 Units)**

Select one of the following:

- PHYS 211 & PHYS 212: GENERAL PHYSICS I; NON CALCULUS-BASED and GENERAL PHYSICS II; NON CALCULUS-BASED
- PHYS 241 & PHYS 242: GENERAL PHYSICS I CALCULUS-BASED and GENERAL PHYSICS II CALCULUS-BASED

**Mathematics (3-4 Units)**

Select one of the following:

- MATH 211: CALCULUS FOR APPLICATIONS
- MATH 237: ELEMENTARY BIOSTATISTICS
- MATH 273: CALCULUS I
- PSYC 212: BEHAVIORAL STATISTICS

**Total Units: 47-63**

_____1____

Because material covered in Basic Mathematics for the Sciences (MATH 115) is a prerequisite for chemistry and physics students who have not completed high school trigonometry and two years of high school algebra in good standing should take MATH 115 in addition to one of the options listed above.

Chemistry I and II should be taken during the freshman year, Organic Chemistry I and II during the sophomore year and Physics as soon as possible.

Before enrolling in any 300- or 400-level elective course, Biology majors are required to complete a minimum of 8 units in lower-level biology courses with a grade equivalent of 2.00 or higher and to have an overall GPA of 2.00 or higher. Students who do not meet the above requirements may not be allowed to enroll in upper-level electives. Also, note that for those Biology electives listing BIOL 205 and/or BIOL 207 as prerequisites that BIOL 208 is an acceptable substitute.

The Department of Biological Sciences makes every effort to offer elective courses in a systematic fashion. However, it assumes no responsibility for changes prevent students from taking a particular elective course during their residence at Towson University.

### FUNCTIONAL BIOLOGY OF ANIMALS CONCENTRATION

#### Foundation Courses (13 Units)

- BIOL 201: INTRODUCTION TO CELL BIOLOGY AND GENETICS
- BIOL 202: INTRODUCTION TO ECOLOGY AND EVOLUTION
- BIOL 204: EDUCATIONAL AND CAREER PLANNING FOR THE BIOLOGIST
- BIOL 309: GENETICS

#### Breadth Courses (7-12 Units)

Select one of the following:

- BIOL 208: BIODIVERSITY
- BIOL 205 & BIOL 207: GENERAL BOTANY & GENERAL ZOOLOGY

#### Ancillary Courses (24-30 Units)

The following courses are required for all Biology majors unless indicated differently within the concentration.

**Chemistry (13-18 Units)**

- CHEM 131: GENERAL CHEMISTRY I LECTURE
- CHEM 131L: GENERAL CHEMISTRY I LABORATORY
- CHEM 132: GENERAL CHEMISTRY II LECTURE
- CHEM 132L: GENERAL CHEMISTRY II LABORATORY
- CHEM 330: ESSENTIALS OF ORGANIC CHEMISTRY
- or CHEM 331: ORGANIC CHEMISTRY I
- & CHEM 332: ORGANIC CHEMISTRY II

**Physics (8 Units)**

Select one of the following:

- PHYS 211 & PHYS 212: GENERAL PHYSICS I; NON CALCULUS-BASED and GENERAL PHYSICS II; NON CALCULUS-BASED
- PHYS 241 & PHYS 242: GENERAL PHYSICS I CALCULUS-BASED and GENERAL PHYSICS II CALCULUS-BASED

**Mathematics (3-4 Units)**

Select one of the following:

- MATH 211: CALCULUS FOR APPLICATIONS
- MATH 237: ELEMENTARY BIOSTATISTICS
- MATH 273: CALCULUS I
- PSYC 212: BEHAVIORAL STATISTICS

**Total Units: 47-63**

**Notes:**

1. Because material covered in Basic Mathematics for the Sciences (MATH 115) is a prerequisite for chemistry and physics students who have not completed high school trigonometry and two years of high school algebra in good standing should take MATH 115 in addition to one of the options listed above.

2. The following courses may not be used to fulfill Biology elective requirements:
Elective Courses (6-8 Units)

**Physiology Elective**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 470</td>
<td>ADVANCED PHYSIOLOGY</td>
<td>4</td>
</tr>
</tbody>
</table>

**Focused Electives**

Select one of the following: 2-4

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 305</td>
<td>ELECTRON MICROSCOPY</td>
</tr>
<tr>
<td>BIOL 315</td>
<td>MEDICAL MICROBIOLOGY</td>
</tr>
<tr>
<td>BIOL 360</td>
<td>HISTOLOGY</td>
</tr>
<tr>
<td>BIOL 367</td>
<td>ENDOCRINOLOGY</td>
</tr>
<tr>
<td>BIOL 421</td>
<td>IMMUNOLOGY</td>
</tr>
<tr>
<td>BIOL 427</td>
<td>NEUROMUSCULAR MECHANISMS OF THE UPPER BODY</td>
</tr>
<tr>
<td>BIOL 428</td>
<td>VIROLOGY</td>
</tr>
<tr>
<td>BIOL 463</td>
<td>DEVELOPMENTAL BIOLOGY</td>
</tr>
</tbody>
</table>

**Free Electives (3-4 Units)**

Select one of the following: 3-4

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 491</td>
<td>ELECTIVE IN INDEPENDENT RESEARCH</td>
</tr>
<tr>
<td>BIOL 499</td>
<td>HONORS SENIOR THESIS IN BIOLOGY</td>
</tr>
</tbody>
</table>

Ancillary Courses (29-30 Units)

Chemistry and physics as required for Biology major including: 29-30

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 331</td>
<td>ORGANIC CHEMISTRY I</td>
</tr>
<tr>
<td>CHEM 332</td>
<td>ORGANIC CHEMISTRY II</td>
</tr>
<tr>
<td>CHEM 330</td>
<td>ESSENTIALS OF ORGANIC CHEMISTRY</td>
</tr>
</tbody>
</table>

Recommended Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 351</td>
<td>BIOCHEMISTRY I</td>
</tr>
<tr>
<td>CHEM 356</td>
<td>BIOCHEMISTRY LAB</td>
</tr>
<tr>
<td>MATH 237</td>
<td>ELEMENTARY BIOSTATISTICS</td>
</tr>
<tr>
<td>MATH 273</td>
<td>CALCULUS I</td>
</tr>
<tr>
<td>MATH 211</td>
<td>CALCULUS FOR APPLICATIONS</td>
</tr>
</tbody>
</table>

**Total Units**: 58-67

1 If Animal Physiology (BIOL 325) is selected, two electives must be selected from among the list of focuses Electives.

2 Recommended for students interested in clinical field.

3 CHEM331-332 is recommended for students applying to medical, dental or graduate programs.
CHEM 330 is recommended for students applying to Physician Assistant programs.

**SUGGESTED FOUR-YEAR PLAN**

**Freshman**

<table>
<thead>
<tr>
<th>Term</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>BIOL 201</td>
<td>4 ENGL 102 or TSEM 102</td>
</tr>
<tr>
<td>&amp;</td>
<td>CHEM 131 &amp; 131L (if taking a Calculus course; otherwise, take a Core course (3))</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>TSEM 102 or ENGL 102</td>
<td>3 CHEM 132 &amp; 132L (if CHEM 131 &amp; 131L were taken in the previous semester; otherwise take CHEM 131 &amp; CHEM 131L)</td>
</tr>
<tr>
<td></td>
<td>MATH 115, 119, 211, or 273</td>
<td>3-4 Core (Could be a calculus course (if not taken) or a Core course. Must take Math course if no AP credit and no course taken in Fall)</td>
</tr>
</tbody>
</table>

**Sophomore**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 204 (BIOL 204 is offered in Minimester and Summer too)</td>
<td>1 BIOL 222 &amp; 222L</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 221 &amp; 221L</td>
<td>4 BIOL 202 (or BIOL 309 or BIOL 408 (if BIOL 309 has been completed))</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 132</td>
<td>4 Core (which could include statistics [MATH 237 or PSYC 212], SOCI 101 or PSYC 101 (but no more than three lab or recitation courses total)) &amp; 132L (if not taken in Year 1)</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**Junior**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 202, 208, 309, or 408</td>
<td>4 CHEM 408, 202, 208, or 309</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 331 or 330</td>
<td>5 PHYS 212 or 242 (PHYS 212 for Biology majors: PHYS 242 for Chemistry, Mathematics or Physics majors)</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 211 or 241 (PHYS 211 for Biology majors; PHYS 241 for Chemistry, Mathematics or Physics Majors)</td>
<td>4 CHEM 332 (if CHEM 331 was taken)</td>
<td>5</td>
</tr>
</tbody>
</table>

**Senior**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 470</td>
<td>4 Core (Remaining courses required for degree (but no more than three lab courses total))</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective (courses required for degree (but no more than three lab courses total))**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>3 Elective</td>
</tr>
<tr>
<td>Elective</td>
<td>3 Elective</td>
</tr>
<tr>
<td>Elective</td>
<td>3 Elective</td>
</tr>
</tbody>
</table>

**Total Units**: 120-125

1 A key assignment of BIOL 204 is completion of your own Program of Study

1. Explain the core concepts and principles of Biology.
2. Demonstrate the scientific method through the use of hypothesis testing in the design and implementation of an experiment.
3. Utilize scientific methodologies from the biological sciences in the evaluation of issues in society.
4. Apply appropriate critical-thinking/problem-solving skills in biological sciences.
5. Communicate both verbally and in writing in discipline specific contexts.
6. Identify fundamental similarities and differences among various fields of study within the Biological Sciences.

## Major in Biology - Organismal Biology and Ecology Concentration

Completion of this concentration provides background for advanced studies in botany, zoology, conservation biology or ecology, and/or career opportunities in environmental education, in government environmental regulatory agencies and in the private sector. Students completing this concentration are encouraged to take both BIOL 205 and BIOL 207. Those students taking BIOL 208 are required to complete an additional elective. Students taking this concentration have the option of choosing to complete a track in either Botany or Zoology, but selection of a track is not required. Students in this concentration are strongly encouraged to participate in a research experience or as an intern (e.g., BIOL 491, BIOL 493 or BIOL 499). They should consult with their advisers regarding these opportunities.

Specific requirements for the Organismal Biology and Ecology concentration are listed under Requirements and outlined in the suggested Four-Year Plan of Study.

The Biology major requires a minimum of 11 courses within the biological sciences with a range of 36 to 50 units, depending upon the concentration and configuration of electives selected. A typical student will complete a minimum of 38 to 40 units in biology. Four courses are required and seven elective courses are selected from within the department to complete a concentration. In addition, six to seven ancillary courses (24–30 units) must be completed in the disciplines of chemistry, mathematics and physics. The program must be completed with a grade equivalent of 2.00 or higher in all course work.

Selection of appropriate electives allows students to fulfill the requirements of any of four areas of concentration: Cell and Molecular Biology, Functional Biology of Animals, Organismal Biology and Ecology, or Secondary Education. Completion of one of these concentrations is required for a major in Biology. Students are strongly encouraged to plan their programs in consultation with an adviser who is a member of the biology faculty.

### Foundation Courses (13 Units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 201</td>
<td>INTRODUCTION TO CELL BIOLOGY AND GENETICS</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 202</td>
<td>INTRODUCTION TO ECOLOGY AND EVOLUTION</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 204</td>
<td>EDUCATIONAL AND CAREER PLANNING FOR THE BIOLOGIST</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 309</td>
<td>GENETICS</td>
<td>4</td>
</tr>
</tbody>
</table>

### Breadth Courses (10-20 Units)

The following are required for all Biology majors unless indicated differently within the concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 208</td>
<td>BIODIVERSITY</td>
<td>3-8</td>
</tr>
<tr>
<td>&amp; BIOL 207</td>
<td>GENERAL BOTANY and GENERAL ZOOLOGY</td>
<td></td>
</tr>
</tbody>
</table>

### Ancillary Courses (24-30 Units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELECT ONE OF THE FOLLOWING:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 221/BIOI 221L and BIOL 222/BIOI 222L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 325</td>
<td>ANIMAL PHYSIOLOGY</td>
<td>3-8</td>
</tr>
<tr>
<td>BIOL 436</td>
<td>PLANT PHYSIOLOGY</td>
<td>3</td>
</tr>
</tbody>
</table>

The following courses are required for all Biology majors unless indicated differently within the concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 100</td>
<td>HUMANISTIC BOTANY</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 103</td>
<td>HUMAN BIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 105</td>
<td>ENVIRONMENTAL BIOL</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 120</td>
<td>PRINCIPLES OF BIOLOGY [LECTURE] and PRINCIPLES OF BIOLOGY [LAB]</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 215</td>
<td>ESSENTIALS OF MICROBIOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 301</td>
<td>FIELD AND NATURAL SCIENCE</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 303</td>
<td>LIFE SCIENCES</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 313</td>
<td>BIOLOGY OF AGING</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 321</td>
<td>BIOLOGY OF WOMEN</td>
<td>3</td>
</tr>
</tbody>
</table>

### Concentrations

Biology majors are required to complete one of four concentrations in biology by selecting a minimum of seven courses from among groups of electives within each concentration. One of these electives may be from outside the concentration.

Within each concentration, options exist for fulfilling each of three areas of breadth and for fulfilling concentration electives. Each student is strongly encouraged to consult with a biology faculty adviser in selecting electives to satisfy his/her program of study in the concentration and to match the program of study with career objectives.

No more than 3 units combined from BIOL 491 and BIOL 499 may count toward the Biology major. None of these courses may count toward the minor in Biology.

The following courses may not be used to fulfill Biology elective requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 100</td>
<td>HUMANISTIC BOTANY</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 103</td>
<td>HUMAN BIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 105</td>
<td>ENVIRONMENTAL BIOL</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 120</td>
<td>PRINCIPLES OF BIOLOGY [LECTURE] and PRINCIPLES OF BIOLOGY [LAB]</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 215</td>
<td>ESSENTIALS OF MICROBIOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 301</td>
<td>FIELD AND NATURAL SCIENCE</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 303</td>
<td>LIFE SCIENCES</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 313</td>
<td>BIOLOGY OF AGING</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 321</td>
<td>BIOLOGY OF WOMEN</td>
<td>3</td>
</tr>
</tbody>
</table>

Notes:

1. Because material covered in Basic Mathematics for the Sciences (MATH 115) is a prerequisite for chemistry and physics students who have not completed high school trigonometry and two years of high school algebra in good standing should take MATH 115 in addition to one of the options listed above.

Chemistry I and II should be taken during the freshman year, Organic Chemistry I and II during the sophomore year and Physics as soon as possible.

### Mathematics (3-4 Units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 211</td>
<td>GENERAL PHYSICS I; NON CALCULUS-BASED</td>
<td>3-4</td>
</tr>
<tr>
<td>&amp; PHYS 212</td>
<td>GENERAL PHYSICS II; NON CALCULUS-BASED</td>
<td></td>
</tr>
<tr>
<td>PHYS 241</td>
<td>GENERAL PHYSICS I CALCULUS-BASED</td>
<td>3</td>
</tr>
<tr>
<td>&amp; PHYS 242</td>
<td>GENERAL PHYSICS II CALCULUS-BASED</td>
<td></td>
</tr>
<tr>
<td>MATH 211</td>
<td>CALCULUS FOR APPLICATIONS</td>
<td></td>
</tr>
<tr>
<td>MATH 237</td>
<td>ELEMENTARY BIOSTATISTICS</td>
<td></td>
</tr>
<tr>
<td>MATH 273</td>
<td>CALCULUS I</td>
<td></td>
</tr>
<tr>
<td>PSYC 212</td>
<td>BEHAVIORAL STATISTICS</td>
<td></td>
</tr>
</tbody>
</table>
Before enrolling in any 300- or 400-level elective course, Biology majors are required to complete a minimum of 8 units in lower-level biology courses with a grade equivalent of 2.00 or higher and to have an overall GPA of 2.00 or higher. Students who do not meet the above requirements may not be allowed to enroll in upper-level electives. Also, note that for those Biology electives listing BIOL 205 and/or BIOL 207 as prerequisites that BIOL 208 is an acceptable substitute.

The Department of Biological Sciences makes every effort to offer elective courses in a systematic fashion. However, it assumes no responsibility for cases in which unforeseen scheduling conflicts, course cancellations or staffing changes prevent students from taking a particular elective course during their residence at Towson University.

ORGANISMAL BIOLOGY AND ECOLOGY CONCENTRATION

Foundation Courses (13 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 201</td>
<td>INTRODUCTION TO CELL BIOLOGY AND GENETICS</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 202</td>
<td>INTRODUCTION TO ECOLOGY AND EVOLUTION</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 204</td>
<td>EDUCATIONAL AND CAREER PLANNING FOR THE BIOLOGIST</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 309</td>
<td>GENETICS</td>
<td>4</td>
</tr>
</tbody>
</table>

Breadth Courses (33-43 Units)

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 205</td>
<td>GENERAL BOTANY &amp; GENERAL ZOOLOGY</td>
<td>8</td>
</tr>
<tr>
<td>BIOL 208</td>
<td>BIODIVERSITY</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 405</td>
<td>MOLECULAR ECOLOGY, EVOLUTION AND CONSERVATION</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 408</td>
<td>CELL BIOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 409</td>
<td>MOLECULAR BIOLOGY</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 221 &amp; 221L</td>
<td>HUMAN ANATOMY &amp; PHYSIOLOGY I [LECTURE] &amp; HUMAN ANATOMY &amp; PHYSIOLOGY I [LAB]</td>
<td>3-8</td>
</tr>
<tr>
<td>BIOL 222 &amp; 222L</td>
<td>HUMAN ANATOMY &amp; PHYSIOLOGY II [LECTURE] &amp; HUMAN ANATOMY &amp; PHYSIOLOGY II [LAB]</td>
<td>3-8</td>
</tr>
<tr>
<td>BIOL 325</td>
<td>ANIMAL PHYSIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 436</td>
<td>PLANT PHYSIOLOGY</td>
<td>4</td>
</tr>
</tbody>
</table>

Elective Courses (7-8 Units)

Principles of Ecology Elective

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 310</td>
<td>Conservation Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 402</td>
<td>GENERAL ECOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 406</td>
<td>LIMNOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 435</td>
<td>PLANT ECOLOGY</td>
<td>4</td>
</tr>
</tbody>
</table>

Diversity Elective. Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 334</td>
<td>HUMANS, SCIENCE AND THE CHESAPEAKE BAY</td>
<td>3-4</td>
</tr>
</tbody>
</table>

Organismal Elective (3-4 Units)

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 347</td>
<td>MARINE BIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 353</td>
<td>INVERT ZOOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 371</td>
<td>ANIMAL BEHAVIOR</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 413</td>
<td>EVOLUTION</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 432</td>
<td>VASCULAR PLANT TAXONOMY</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 446</td>
<td>TROPICAL ECOLOGY AND CONSERVATION</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 447</td>
<td>TROPICAL PLANT TAXONOMY</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 452</td>
<td>WETLAND ECOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 455</td>
<td>FISH BIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 456</td>
<td>ORNITHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 458</td>
<td>MAMMALOGY</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 461</td>
<td>ENTOMOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 467</td>
<td>HERPETOLOGY</td>
<td>3</td>
</tr>
</tbody>
</table>

Ancillary Courses (25-30 Units)

Chemistry and physics as required for Biology major, including one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 237</td>
<td>ELEMENTARY BIOSTATISTICS</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 212</td>
<td>BEHAVIORAL STATISTICS</td>
<td>3</td>
</tr>
</tbody>
</table>

Recommended Courses (0 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 484</td>
<td>SEMINAR IN ECOLOGY, EVOLUTION, CONSERVATION AND BEHAVIOR</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units 81-98

If BIOL 208 was selected to satisfy the Organismal Biology and Ecology Concentration, an additional elective must be selected from among the list of Principles of Ecology or Diversity.

SUGGESTED FOUR-YEAR PLAN

Freshman

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 201</td>
<td>BIOL 202</td>
<td>4</td>
</tr>
<tr>
<td>TSEM 102 or ENGL 102</td>
<td>ENGL 102 or TSEM 102</td>
<td>3</td>
</tr>
<tr>
<td>MATH 115, 119, 211, or 273</td>
<td>CHEM 131 &amp; 131L (or CHEM 132/132L if CHEM 131/131L were taken in previous term)</td>
<td>4</td>
</tr>
</tbody>
</table>

Core (can take CHEM 131 & CHEM 131L if taking a calculus course)

Core (should be taken if not taking CHEM 131 & CHEM 131L)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Core</td>
<td>3</td>
</tr>
</tbody>
</table>

Sophomore

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 204 (offered in Minimester and Summer too)</td>
<td>1 BIOL 205</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 207</td>
<td>4 PHYS 211 or 241</td>
<td>4</td>
</tr>
</tbody>
</table>
Minor in Biology

To fulfill the requirements for a Biology minor, students must complete the following courses with a GPA of 2.00 or higher. A minimum of 12 units of the biology units applied toward the minor must be earned at Towson University, with at least 6 of those units at the upper level.

### Biology Requirements (11-12 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 201 Introduction to Cell Biology and Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 202 Introduction to Ecology and Evolution</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following:

- BIOL 208 BIODIVERSITY
- BIOL 205 GENERAL BOTANY
- BIOL 207 GENERAL ZOOLOGY

### Electives (4 Units)

Biology electives approved for the Biology major to bring the total to 24 units.

### Ancillary Courses (8 Units)

- CHEM 131 GENERAL CHEMISTRY I LECTURE 3
- CHEM 131L GENERAL CHEMISTRY I LABORATORY 1
- CHEM 132 GENERAL CHEMISTRY II LECTURE 3
- CHEM 132L GENERAL CHEMISTRY II LABORATORY 1

### Department of Chemistry

**OFFICE**

Smith Hall 543  
410-704-3058  
Fax: 410-704-4265  
E-mail: vsmith@towson.edu

**PROGRAMS OF THE DEPARTMENT**

The Department of Chemistry offers the following curricular options:

- Major in Chemistry
- Major in Chemistry - Professional Track
- American Chemical Society accredited major in Chemistry
- Major in Forensic Chemistry
- Chemistry Secondary Education Concentration for students planning to teach chemistry at the secondary level
- Minor in Chemistry
- Biochemistry Concentration through Molecular Biology, Biochemistry and -Bioinformatics Program
- Environmental Chemistry Track in Environmental Science and Studies Program
- Master of Science in Forensic Science

The Chemistry major provides a strong background in all major areas of chemistry: physical chemistry, inorganic chemistry, organic chemistry, biochemistry, analytical chemistry and instrumental analysis. Students may concentrate in one or more of the above areas by taking advanced courses in areas of specific interest. Students are required to learn to use instruments commonly encountered in chemistry laboratories. Small classes are prevalent in all chemistry courses, and students are taught by faculty in both lecture and laboratory. Special topics courses are offered periodically to provide students with the opportunity to broaden their background in chemistry.

Chemistry majors are prepared to pursue many different careers after graduation, including graduate study in chemistry and related areas, employment in government or industry, professional school (e.g., medicine, dentistry, pharmacy, law, library science), or secondary school teaching. Other employment opportunities are available to Chemistry majors, including those in water pollution, forensic chemistry, environmental chemistry.

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1. A key assignment in BIOL 204 is development of your own Plan of Study  
2. PHYS 241 has a Calculus prerequisite  
3. CHEM 331 & CHEM 332 may be required for graduate programs. Such choices should always be discussed with your advisor.  
4. Contact the instructor regarding course format and expectations
molecular biology, research and development, quality assurance and genetic engineering.

DEPARTMENTAL HONORS OPTION

The Department of Chemistry, under the direction of the Towson University Honors College, offers a Departmental Honors option for students who demonstrate exemplary abilities in their discipline. Students in this option will work closely with faculty mentors in an individual program of research, directed readings, independent study and seminar. The student who completes an approved option will receive a diploma with the designation of Bachelor of Arts or Bachelor of Science with Honors, and Departmental Honors will appear on his or her transcript.

Criteria for Admission into the Departmental Honors Option

1. Major in Chemistry or Forensic Chemistry.
2. Completion of at least 60 units of courses.
3. Overall cumulative GPA of 3.25 or above and a 3.50 or above cumulative average in major course requirements. Students below this threshold may appeal to the Departmental Honors Committee.

Interested students should contact the department honors coordinator to find out the procedure for applying to this program.

ACS CERTIFICATION

Certification of a student’s chemistry degree from the American Chemical Society (ACS) is widely recognized throughout industry, government and education as a standard of excellence. Students with a good academic record are encouraged to pursue this option. Students electing the Professional Track may obtain ACS certification of their degrees provided they submit a comprehensive written report on their research (CHEM 491). Students who have taken PHYS 211-PHYS 212 may count these courses for ACS certification provided that an additional advanced physics lecture course is taken, subject to prior approval by the Department of Chemistry.

ENVIRONMENTAL CHEMISTRY TRACK IN ENVIRONMENTAL SCIENCE AND STUDIES PROGRAM

Students may pursue the Environmental Chemistry Track of the Environmental Science and Studies Program that is described in a later section in the College of Science and Mathematics.

TRANSFER CREDIT POLICY

Students who transfer to Towson University from a regionally accredited two-year college with an A.A. degree should have completed two terms of general chemistry, two terms of organic chemistry, one term of calculus and two terms of general physics. Students who transfer from a two-year college without an A.A. degree should complete as many of the above-mentioned chemistry, physics and mathematics courses as possible. Transfer students should consult the Department of Chemistry concerning the transferability of chemistry courses and this catalog for university transfer policies.

Transfer students must complete at least 12 upper-division units in chemistry at Towson to graduate with a degree in Chemistry.

ADVANCED PLACEMENT AND CREDIT FOR PRIOR LEARNING

The Department of Chemistry awards credit for General Chemistry through the Advanced Placement Examinations given by the Educational Testing Service. Students may also receive credit for General Chemistry by taking the Credit for Prior Learning Examination, which is administered through the Registrar’s Office. Students may also receive credit for other chemistry courses by passing the appropriate examinations. Further information may be obtained from the department.

ADVANCED COMPOSITION COURSE

The Department of Chemistry offers CHEM 301 Professional Ethics for Scientists, which is a course that deals with professional ethics in the physical sciences and fulfills the requirements for the advanced writing course.

CORE CURRICULUM COURSES

<table>
<thead>
<tr>
<th>Core 9: Advanced Writing Seminar (3 Units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 301 PROFESSIONAL ETHICS FOR SCIENTISTS</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core 8: Physical Sciences (30 Units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 100 CHEMISTRY AND CURRENT PROBLEMS</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>CHEM 104 INTRODUCTION TO ENVIRONMENTAL</td>
</tr>
<tr>
<td>CHEMISTRY</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>CHEM 115 HONORS CHEMISTRY FOR ALLIED HEALTH</td>
</tr>
<tr>
<td>PROFESSIONS I</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>CHEM 131 GENERAL CHEMISTRY I LECTURE 1</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>CHEM 121 ALLIED HEALTH CHEMISTRY I LECTURE 1</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>CHEM 121L ALLIED HEALTH CHEMISTRY II LECTURE1</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>CHEM 122 ALLIED HEALTH CHEMISTRY II LECTURE1</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>CHEM 122L ALLIED HEALTH CHEMISTRY II LABORATORY1</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>CHEM 131L GENERAL CHEMISTRY I LABORATORY 1</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>CHEM 132 GENERAL CHEMISTRY II LECTURE 1</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>CHEM 132L GENERAL CHEMISTRY II LABORATORY 1</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>IDNM 309 WOMEN, SOCIETY &amp; RADIATION SCIENCE</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

1 These two-term lecture-laboratory sequences meet the Core 8 requirement.

RESEARCH IN CHEMISTRY

Students interested in participating in research may enroll in CHEM 491 and should consult the undergraduate research coordinator, who will assist them in finding a research project of interest. Students must complete CHEM 491 before their final term at Towson University. In addition, undergraduate research participation grants are awarded by the university on a competitive basis to provide support for student research. The department offers competitive summer research stipends.

INTERNSHIPS

Chemistry majors are encouraged to participate in the Internship program and receive academic credit. Internships may be undertaken either in the public or private sector. Internships must have a significant chemistry component. At the completion of the internship, the student submits for evaluation a portfolio describing the work undertaken. This portfolio will be evaluated by Chemistry Department faculty in conjunction with the student’s work supervisor during the internship.

Academic credit can be acquired by taking CHEM 395, Internship in Chemistry, which may be repeated as CHEM 396. Enrollment in CHEM 395 or CHEM 396 requires prior approval of the Department Internship Coordinator. Students interested in participating in the Internship program should contact the Department Internship Coordinator at least one term prior to when they wish to begin an internship. For further information, contact the Department of Chemistry main office and ask to be directed to the Department Internship Coordinator. Further information on available internships can be obtained from the University Career Center.

GRADUATE PROGRAMS

The Master of Science in Forensic Science program is a molecular biochemistry based program focusing on forensic DNA analysis rich with
laboratory experience, capped with a research program, internship in a forensic laboratory or thesis. The program is intended for students who are interested in working as forensic scientists in the discipline of forensic body fluid analysis and as such undergraduate students should consider the General Forensic Science or DNA tracks in the Forensic Chemistry major. Detailed information regarding the program is given in the Graduate Catalog.

The Department of Chemistry participates in the Master of Science (M.S.) program in Environmental Science. Detailed information regarding these programs is also found in the Graduate Catalog.

DEPARTMENTAL ACTIVITIES AND AWARDS

Many Chemistry majors actively participate in the Student Affiliates of the American Chemical Society (ACS), a student group supported by the department under the auspices of the ACS. This organization permits students to join the national organization and to obtain certain chemistry publications and services at reduced rates.

Student awards are given annually for outstanding work in chemistry courses. These include:

- CRC Press Freshman Chemistry Achievement Award
- Merck Index Achievement Award in Organic Chemistry
- ACS Achievement in Organic Chemistry Award (joint Polymer-Education Committee)
- Analytical Division (ACS) Award in Analytical Chemistry
- Coblentz Society Award in Spectroscopy
- Floyd A. Blankenship Award in Physical Chemistry
- American Institute of Chemists Outstanding Senior Award
- ACS Outstanding Student Award
- Dr. Frank R. Milo Book Endowment
- Linda Sweeting Endowment for Undergraduate Research in Science
- Alan and Eileen Wingrove Endowment for Chemistry Scholars
- Raspet Summer Research Fellowship.

MAJORS IN CHEMISTRY

- Chemistry Secondary Education Concentration (p. 294)
- Major in Chemistry (p. 291)
- Major in Chemistry - Professional Track (p. 292)
- Major in Forensic Chemistry (p. 296)

MINOR IN CHEMISTRY

- Chemistry (p. 298)

Major in Chemistry

The major in Chemistry requires completion of the required and elective courses. Students may also elect to complete one track or one concentration. A student may repeat no more than three courses, including multiple attempts at the same course, required for the Chemistry major or minor. This includes all foundation courses, as well as required courses and electives for the major and minor.

This major is recommended for students who intend to teach in secondary schools, or to work in hospital laboratories, technical libraries, chemical or instrument sales, or related professions. Students who plan to pursue chemically oriented careers in medicine, dentistry, pharmacy, veterinary medicine, environmental science, agriculture or other allied fields should also consider this major. Students who wish to pursue graduate studies in chemistry, or to enter a career in the chemical industry should consider the Professional Track (p. 292). Students who plan to teach in secondary schools should elect the Chemistry major or Chemistry Secondary Education Concentration (p. 294). The Chemistry major makes a good double major for students in the Molecular Biology, Biochemistry and Bioinformatics, or Environmental Science and Studies (Environmental Chemistry Track) programs, as well as majors in Biology, Geology and Physics.

Students should contact the Department of Chemistry and be assigned an adviser to assist them in designing programs to meet their career needs.

Required Chemistry Courses (35 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 131</td>
<td>GENERAL CHEMISTRY I LECTURE</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 131L</td>
<td>GENERAL CHEMISTRY I LABORATORY</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 132</td>
<td>GENERAL CHEMISTRY II LECTURE</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 132L</td>
<td>GENERAL CHEMISTRY II LABORATORY</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 210</td>
<td>ANALYTICAL CHEMISTRY</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 323</td>
<td>INORGANIC CHEMISTRY</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 331</td>
<td>ORGANIC CHEMISTRY I</td>
<td>10</td>
</tr>
<tr>
<td>&amp; CHEM 332</td>
<td>ORGANIC CHEMISTRY II</td>
<td></td>
</tr>
<tr>
<td>CHEM 345</td>
<td>PRINCIPLES PHYSICAL CHEM</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 351</td>
<td>BIOCHEMISTRY I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 372</td>
<td>Physical Chemistry Laboratory</td>
<td>2</td>
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</table>

Additional Required Courses (15 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 231</td>
<td>BASIC STATISTICS</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 237</td>
<td>ELEMENTARY BIOSTATISTICS</td>
<td></td>
</tr>
<tr>
<td>or MATH 274</td>
<td>CALCULUS II</td>
<td></td>
</tr>
<tr>
<td>MATH 273</td>
<td>CALCULUS I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 211</td>
<td>GENERAL PHYSICS I; NON CALCULUS-BASED</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 212</td>
<td>GENERAL PHYSICS II; NON CALCULUS-BASED</td>
<td>4</td>
</tr>
</tbody>
</table>

1 PHYS 241 and PHYS 242 may be taken in place of PHYS 211 and PHYS 212.

In addition to the required courses listed above, students electing this major must take a minimum of two additional courses (minimum of 6 additional units) from the following list of electives. These 6 units must include at least 2 units of CHEM or FRSC courses.

Elective Courses

Select at least 6 units of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 310</td>
<td>INSTRUMENTAL ANALYSIS</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 346</td>
<td>THEORETICAL FOUNDATIONS OF PHYSICAL CHEMISTRY</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 356</td>
<td>BIOCHEMISTRY LAB</td>
<td></td>
</tr>
<tr>
<td>CHEM 357</td>
<td>BIOCHEMISTRY II</td>
<td></td>
</tr>
<tr>
<td>CHEM 391</td>
<td>SPECIAL PROBLEMS IN CHEMISTRY I</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 392</td>
<td>SPECIAL PROBLEMS IN CHEMISTRY II</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 393</td>
<td>SPECIAL PROBLEMS IN CHEMISTRY III</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 394</td>
<td>SPECIAL PROBLEMS IN CHEMISTRY IV</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 395</td>
<td>INTERNSHIP IN CHEMISTRY</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 396</td>
<td>INTERNSHIP IN CHEMISTRY</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 401</td>
<td>SEMINAR IN CHEMISTRY</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 461</td>
<td>ADVANCED LECTURE TOPICS</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 462</td>
<td>ADVANCED LABORATORY TECHNIQUES</td>
<td></td>
</tr>
<tr>
<td>CHEM 472</td>
<td>APPLICATIONS OF ENVIRONMENTAL CHEMISTRY</td>
<td></td>
</tr>
<tr>
<td>CHEM 480</td>
<td>CHEMICAL TOXICOLOGY</td>
<td></td>
</tr>
<tr>
<td>CHEM 491</td>
<td>INTRODUCTION TO RESEARCH IN CHEMISTRY I</td>
<td></td>
</tr>
<tr>
<td>CHEM 492</td>
<td>INTRODUCTION TO RESEARCH IN CHEMISTRY II</td>
<td></td>
</tr>
<tr>
<td>CHEM 493</td>
<td>INTRODUCTION TO RESEARCH IN CHEMISTRY III</td>
<td></td>
</tr>
<tr>
<td>CHEM 494</td>
<td>INTRODUCTION TO RESEARCH IN CHEMISTRY IV</td>
<td></td>
</tr>
<tr>
<td>BIOL 309</td>
<td>GENETICS</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 408</td>
<td>CELL BIOLOGY</td>
<td>3</td>
</tr>
</tbody>
</table>
SUGGESTED FOUR-YEAR PLAN

**Major in Chemistry - Professional Track**

The major in Chemistry requires completion of the required and elective courses. A student may repeat no more than three courses, including multiple attempts at the same course, required for the Chemistry major. This includes all foundation courses, as well as required courses and electives for the major.

### Professional Track

This track is recommended for those students who wish to obtain a more in-depth view of chemistry. This program is strongly recommended for those who intend to pursue graduate studies in chemistry or a closely related field, or who intend to work in basic or applied research in chemistry or as a chemist in industry. Students electing this track should contact the Department of Chemistry and be assigned an adviser to assist them in designing programs to meet their career needs.

The chemistry courses for this track are the same as for the Chemistry major.

### Required Chemistry Courses (35 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 131</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 131L</td>
<td>1</td>
</tr>
<tr>
<td>MATH 119 or 273 (If required)</td>
<td>1</td>
</tr>
<tr>
<td>ENGL 102 (Core 2)</td>
<td>1</td>
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<tr>
<td>Core</td>
<td>1</td>
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<tr>
<td>Core</td>
<td>3</td>
</tr>
<tr>
<td>Core</td>
<td>3</td>
</tr>
<tr>
<td>Core</td>
<td>3</td>
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</tbody>
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### Additional Required Courses (26 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>CHEM 310</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 346</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 401</td>
<td>3</td>
</tr>
</tbody>
</table>

### Total Units: 122-123

1. Explain important chemical concepts and solve chemical problems by application of relevant concepts and analytical tools.
2. Design an experiment to test a hypothesis or theory in chemistry, and collect and interpret experimental data within the framework of the appropriate chemical theory.
3. Prepare written laboratory reports in a journal format that provide a description of the experiment, explain the experiment and reasoning clearly and provide an appropriate conclusion. Students will be able to give oral presentations on topics in chemistry.
4. Use computer resources effectively.
CHEM 491 & CHEM 492  INTRODUCTION TO RESEARCH IN CHEMISTRY I and INTRODUCTION TO RESEARCH IN CHEMISTRY II  2
MATH 273 & MATH 274  CALCULUS I and CALCULUS II  8
PHYS 241 & PHYS 242  GENERAL PHYSICS I CALCULUS-BASED and GENERAL PHYSICS II CALCULUS-BASED  8

1 PHYS 211 and PHYS 212 may be taken in place of PHYS 241 and PHYS 242, but this is not recommended.

In addition to the required courses listed above, students electing this track must take a minimum of two additional courses (minimum of 6 additional units) from the list of electives given below. These 6 units must include at least one CHEM or FRSC course.

**Elective Courses**

Select at least 6 units of the following:  6

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 356</td>
<td>BIOCHEMISTRY LAB</td>
</tr>
<tr>
<td>CHEM 357</td>
<td>BIOCHEMISTRY II</td>
</tr>
<tr>
<td>CHEM 391</td>
<td>SPECIAL PROBLEMS IN CHEMISTRY I</td>
</tr>
<tr>
<td>CHEM 461</td>
<td>ADVANCED LECTURE TOPICS</td>
</tr>
<tr>
<td>CHEM 462</td>
<td>ADVANCED LABORATORY TECHNIQUES</td>
</tr>
<tr>
<td>CHEM 472</td>
<td>APPLICATIONS OF ENVIRONMENTAL CHEMISTRY</td>
</tr>
<tr>
<td>CHEM 480</td>
<td>CHEMICAL TOXICOLOGY</td>
</tr>
<tr>
<td>CHEM 491</td>
<td>INTRODUCTION TO RESEARCH IN CHEMISTRY I</td>
</tr>
<tr>
<td>CHEM 492</td>
<td>INTRODUCTION TO RESEARCH IN CHEMISTRY II</td>
</tr>
<tr>
<td>CHEM 493</td>
<td>INTRODUCTION TO RESEARCH IN CHEMISTRY III</td>
</tr>
<tr>
<td>CHEM 494</td>
<td>INTRODUCTION TO RESEARCH IN CHEMISTRY IV</td>
</tr>
<tr>
<td>BIOL 309</td>
<td>GENETICS</td>
</tr>
<tr>
<td>BIOL 408</td>
<td>CELL BIOLOGY</td>
</tr>
<tr>
<td>BIOL 409</td>
<td>MOLECULAR BIOLOGY</td>
</tr>
<tr>
<td>BIOL 410</td>
<td>MOLECULAR BIOLOGY LABORATORY</td>
</tr>
<tr>
<td>BIOL 421</td>
<td>IMMUNOLOGY</td>
</tr>
<tr>
<td>BIOL 422</td>
<td>VIROLOGY</td>
</tr>
<tr>
<td>COSC 336</td>
<td>DATA STRUCTURES AND ALGORITHM ANALYSIS</td>
</tr>
<tr>
<td>COSC 378</td>
<td>SCIENTIFIC MODELING &amp; SIMULATION</td>
</tr>
<tr>
<td>CIS 458</td>
<td>ORGANIZATIONAL DATABASE MANAGEMENT</td>
</tr>
<tr>
<td>FRSC 363</td>
<td>CHEMISTRY OF DANGEROUS DRUGS</td>
</tr>
<tr>
<td>FRSC 367</td>
<td>FORENSIC CHEMISTRY</td>
</tr>
<tr>
<td>GEOL 305</td>
<td>ENVIRONMENTAL GEOLOGY</td>
</tr>
<tr>
<td>GEOL 331</td>
<td>MINERALOGY</td>
</tr>
<tr>
<td>GEOL 415</td>
<td>HYDROGEOLOGY</td>
</tr>
<tr>
<td>MATH 330</td>
<td>INTRODUCTION TO STATISTICAL METHODS</td>
</tr>
<tr>
<td>MATH 374</td>
<td>DIFFERENTIAL EQUATIONS</td>
</tr>
<tr>
<td>MBBB 301</td>
<td>INTRO TO BIOINFORMATICS</td>
</tr>
<tr>
<td>MBBB 401</td>
<td>ADVANCED BIOINFORMATICS</td>
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<tr>
<td>PHYS 307</td>
<td>INTRODUCTORY MATHEMATICAL PHYSICS</td>
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<tr>
<td>PHYS 311</td>
<td>MODERN PHYSICS I</td>
</tr>
<tr>
<td>PHYS 354</td>
<td>ELECTRICITY &amp; MAGNETISM</td>
</tr>
</tbody>
</table>

1 A maximum of 1 unit of CHEM 391 and a maximum of 2 units of CHEM 491/494 may be used for elective credit.
2 Course has prerequisite(s) not listed among the required courses above.

CHEM 301 is suggested as a course to fulfill the Core 9 of the Core Curriculum requirements. Students may also wish to consider taking courses such as COSC 236, two terms of a foreign language, or courses in business or economics, depending on their interests and career goals.

Students selecting this track should plan their college careers carefully because not all the advanced chemistry courses are offered every term. A long-term schedule for these courses may be obtained from the Department of Chemistry. Advanced chemistry electives are offered periodically, subject to adequate enrollment.

**SUGGESTED FOUR-YEAR PLAN**

### Freshman

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 131</td>
<td>3 CHEM 132</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 131L</td>
<td>1 CHEM 132L</td>
<td>1</td>
</tr>
<tr>
<td>MATH 273</td>
<td>4 MATH 274</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 211 or 241</td>
<td>4 PHYS 212 or 242</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 102 (Core 2)</td>
<td>3 TSEM 102 (Core 1)</td>
<td>3</td>
</tr>
<tr>
<td>Core</td>
<td></td>
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</table>

**Sophomore**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 210</td>
<td>5 CHEM 332</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 331</td>
<td>5 Core</td>
<td>3</td>
</tr>
<tr>
<td>Core</td>
<td>3 Core</td>
<td>3</td>
</tr>
<tr>
<td>Non-Major Elective</td>
<td>3 Core/Non-Major Elective</td>
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</table>

**Junior**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 310</td>
<td>4 CHEM 323</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 351</td>
<td>3 CHEM 491</td>
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<td>Elective 1</td>
<td>1-4 Elective 2</td>
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</tr>
<tr>
<td>Core</td>
<td>3 Core</td>
<td>3</td>
</tr>
<tr>
<td>Non-Major Elective</td>
<td>3 Core/Non-Major Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Senior**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 345</td>
<td>3 CHEM 346</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 401</td>
<td>1 CHEM 372</td>
<td>2</td>
</tr>
<tr>
<td>Elective 3</td>
<td>2-3 Non-Major Elective</td>
<td>3</td>
</tr>
<tr>
<td>Core/Non-Major Elective</td>
<td>3 Non-Major Elective</td>
<td>3</td>
</tr>
<tr>
<td>Core/Non-Major Elective</td>
<td>3 Non-Major Elective</td>
<td>3</td>
</tr>
<tr>
<td>Non-Major Elective</td>
<td>3 Non-Major Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Units: 121-130**

1. Explain important chemical concepts and solve chemical problems by application of relevant concepts and analytical tools.
2. Design an experiment to test a hypothesis or theory in chemistry, and collect and interpret experimental data within the framework of the appropriate chemical theory.
3. Prepare written laboratory reports in a journal format that provide a description of the experiment, explain the experiment and reasoning clearly and provide an appropriate conclusion. Students will be able to give oral presentations on topics in chemistry.
4. Use computer resources effectively.
Major in Chemistry - Secondary Education Concentration

Chemistry majors in the Secondary Education Concentration are eligible, upon graduation, to apply for certification to teach chemistry for grades 7-12 in the state of Maryland.

The Chemistry Secondary Education Concentration requires 125-127 units for completion. Students in this concentration must complete 98-100 required units in content and Towson UTeach courses and 27 units in Core Curriculum course not satisfied by the major, earning a grade equivalent of 2.00 or higher in each course.

**FORMAL ADMISSION TO TOWSON UTEACH**

Students should apply to Towson UTeach when they have met the following criteria:

1. completion of a written application available at www.towson.edu/uteach
2. completion of at least 45 college units
3. a 2.75 cumulative GPA for all completed content courses required for the major
4. a 2.75 cumulative GPA for all completed Towson UTeach courses
5. presentation of either a passing score on Praxis I (Pre-Professional Skills Test: Reading, Writing, and Mathematics) OR an acceptable score on the Score Reporting Form for either the SAT, ACT, or GRE. Please refer to www.towson.edu/uteach for information on these assessments, including acceptable minimum passing scores.
6. completion of a Criminal History Disclosure Form. This form is to be notarized and submitted to the Towson UTeach Office. It will be forwarded and kept on file with the Center for Professional Practice.

**Internship in Towson UTeach**

Students in this concentration should be prepared to do their internship in their senior year. The following requirements must be met for internship:

1. a minimum cumulative GPA of 2.75 in content courses required for the major
2. completion of at least 45 college units
3. a minimum cumulative GPA of 2.75 in Towson UTeach courses and 27 units in Core Curriculum course not satisfied by the major, earning a grade equivalent of 2.00 or higher in each course.
4. a minimum cumulative GPA of 2.75 in content courses required for the major
5. permission from the Department of Chemistry prior to the beginning of their senior year. Students who wish to deviate from this policy must obtain permission from the Department of Chemistry.
6. completion of a Criminal History Disclosure Form. This form is to be notarized and submitted to the Towson UTeach Office. It will be forwarded and kept on file with the Center for Professional Practice.

**TOWSON UTEACH COURSE REQUIREMENTS**

**Introductory Courses (2 Units)**
Students must complete either

- SEMS 110 INTRODUCTION TO STEM TEACHING I: INQUIRY
  
- SEMS 120 APPROACHES TO TEACHING
  
- or SEMS 130 INTRODUCTION TO STEM TEACHING I & II COMBINED

*Permission of Towson UTeach Department required to take SEMS 130.

**Core Courses (25 Units)**

- SEMS 230 KNOWING AND LEARNING
- SEMS 240 CLASSROOMS INTERACTIONS
- SEMS 250 PERSPECTIVES IN SCIENCE AND MATHEMATICS
- SEMS 360 RESEARCH METHODS
- SEMS 370 PROJECT-BASED INSTRUCTION
- SEMS 498 INTERNSHIP IN MATHEMATICS AND SCIENCE SECONDARY EDUCATION
- SCED 460 USING READING AND WRITING IN THE SECONDARY SCHOOLS
- SCED 461 TEACHING READING IN THE SECONDARY CONTENT AREAS

**Science Courses (13 Units)**

- SCIE 393 INTERNSHIP IN SECONDARY EDUCATION-SCIENCE

**Elective Courses**

- CHEM 310 INSTRUMENTAL ANALYSIS
- CHEM 323 INORGANIC CHEMISTRY
- CHEM 346 THEORETICAL FOUNDATIONS OF PHYSICAL CHEMISTRY
- CHEM 351 BIOCHEMISTRY I
- CHEM 356 BIOCHEMISTRY LAB
- CHEM 357 BIOCHEMISTRY II
- CHEM 391 SPECIAL PROBLEMS IN CHEMISTRY I
- CHEM 395 INTERNSHIP IN CHEMISTRY
- CHEM 461 ADVANCED LECTURE TOPICS
- CHEM 462 ADVANCED LABORATORY TECHNIQUES
- CHEM 472 APPLICATIONS OF ENVIRONMENTAL CHEMISTRY
- CHEM 480 CHEMICAL TOXICOLOGY
- CHEM 491 INTRODUCTION TO RESEARCH IN CHEMISTRY I
- FRSC 363 CHEMISTRY OF DANGEROUS DRUGS
- FRSC 367 FORENSIC CHEMISTRY

1. Course cannot be counted as both part of the required courses and part of the electives.
2. Course has prerequisites not listed among the required courses.

**Required Chemistry Courses (33 Units)**

- CHEM 131 GENERAL CHEMISTRY I LECTURE
- CHEM 131L GENERAL CHEMISTRY I LABORATORY
- CHEM 132 GENERAL CHEMISTRY II LECTURE
- CHEM 132L GENERAL CHEMISTRY II LABORATORY
- CHEM 210 ANALYTICAL CHEMISTRY
- CHEM 323 INORGANIC CHEMISTRY
- or CHEM 351 BIOCHEMISTRY I
- or CHEM 351L BIOCHEMISTRY I LABORATORY
- CHEM 331 ORGANIC CHEMISTRY I
- CHEM 332 ORGANIC CHEMISTRY II
- CHEM 345 PRINCIPLES PHYSICAL CHEM
- CHEM 372 Physical Chemistry Laboratory
- CHEM 401 SEMINAR IN CHEMISTRY

**Additional Science and Mathematics Courses (30 Units)**

- BIOL 190 INTRODUCTORY BIOLOGY FOR THE HEALTH PROFESSIONS
- or BIOL 201 INTRODUCTION TO CELL BIOLOGY AND GENETICS
- GEOL 121 PHYSICAL GEOLOGY
- or ASTR 161 GENERAL ASTRONOMY I
- MATH 211 CALCULUS FOR APPLICATIONS
- or MATH 273 CALCULUS I
- or PHYS 211 GENERAL PHYSICS I: NON CALCULUS-BASED
- or PHYS 212 GENERAL PHYSICS II: NON CALCULUS-BASED
- or PHYS 241 GENERAL PHYSICS I CALCULUS-BASED
- or PHYS 242 GENERAL PHYSICS II CALCULUS-BASED
- SCIE 380 TEACHING SCIENCE IN THE SECONDARY SCHOOLS

Students must also take a minimum of 4 units of electives from the following list:
NASTA Standard 3: Learning Environments

Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in their fields of licensure.

Below are the elements of the standard.

Pre-service teachers will:

1a) Understand the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association.

1b) Understand the central concepts of the supporting disciplines and the supporting role of science-specific technology.

1c) Show an understanding of state and national curriculum standards and their impact on the content knowledge necessary for teaching P-12 students.

NASTA Standard 2: Content Pedagogy

Effective teachers of science understand how students learn and develop scientific knowledge. Pre-service teachers use scientific inquiry to develop this knowledge for all students.

Below are the elements of the standard.

Pre-service teachers will:

2a) Plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how all students learn science.

2b) Include active inquiry lessons where students collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships and natural patterns from empirical experiences. Applications of science-specific technology are included in the lessons when appropriate.

2c) Design instruction and assessment strategies that confront and address naive concepts/preconceptions.

Assessment: This Standard is usually met using Assessment 3 - Unit Plan.

NASTA Standard 3: Learning Environments

Effective teachers of science are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources—including science-specific technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met.

Below are the elements of the standard.

Pre-service teachers will:

3a) Use a variety of strategies that demonstrate the candidates knowledge and understanding of how to select the appropriate teaching and learning activities including laboratory or field settings and applicable instruments and/or technology- to allow access so that all students learn. These strategies are inclusive and motivating for all students.

3b) Develop lesson plans that include active inquiry lessons where students collect and interpret data using applicable science-specific technology in order to develop concepts, understand scientific processes, relationships and natural patterns from empirical experiences. These plans provide for equitable achievement of science literacy for all students.

3c) Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated.

3d) Plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure area.

Assessment:

NASTA Standard 4: Safety

Effective teachers of science can, in a P-12 classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the P-12 science classroom appropriate to their area of licensure.

Below are the elements of the standard.

Pre-service teachers will:

4a) Design activities in a P-12 classroom that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction.

4b) Design and demonstrate activities in a P-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students.

4c) Design and demonstrate activities in a P-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.

NASTA Standard 5: Impact on Student Learning

Effective teachers of science provide evidence to show that P-12 students understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates provide evidence for the diversity of students they teach.

Below are the elements of the standard.

Pre-service teachers will:

5a) Collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of a change in mental functioning demonstrating that scientific knowledge is gained and/or corrected.

5b) Provide data to show that P-12 students are able to distinguish science from non-science, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science.

5c) Engage students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.

Standard 6: Professional Knowledge and Skills

Effective teachers of science strive continuously to improve their knowledge and understanding of the ever changing knowledge base of both content, and science pedagogy, including approaches for addressing inequities and inclusion for all students in science. They identify with and conduct themselves as part of the science education community.

Below are the elements of the standard.

Pre-service teachers will:

6a) Engage in professional development opportunities in their content field such as talks, symposiums, research opportunities, or projects within their community.

6b) Engage in professional development opportunities such as conferences, research opportunities, or projects within their community.

SUGGESTED FOUR-YEAR PLAN

Freshman

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<tr>
<th>Term 1</th>
<th>Units Term 2</th>
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<td>GEOL 121 or ASTR 161 (Core 8)</td>
<td>4 BIOL 190 or 201</td>
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<tr>
<td>MATH 211 or 273 (Core 3)</td>
<td>3-4 ENGL 102 (Core 2)</td>
<td>3</td>
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For further information, contact Sonali Raje (Smith Hall 528D, 410-704-4622; sraje@towson.edu.)
Major in Forensic Chemistry

Forensic Chemistry is a field in which many opportunities exist within law enforcement agencies and private companies. There is a critical shortage of qualified professionals in the field. Graduates of this program will be well prepared for employment in the forensic field with minimal on-the-job training or to pursue a graduate degree.

The major in Forensic Chemistry requires the completion of all the required and ancillary courses that are listed below, as well as satisfying the university's Core Curriculum requirements. Students who wish to earn internship credit (CHEM 395) for work in a crime laboratory must have a GPA of 3.00 or higher, must have attained junior class rank, and must pass a background investigation.

The Forensic Chemistry major is offered in three separate tracks as described below. These tracks provide the student with options to prepare for the specialized areas of forensic science in the professional work force or for graduate programs. Students are expected to declare their track of study by the end of their sophomore year.

A student may repeat no more than two courses, including multiple attempts at the same course, required for the Forensic Chemistry major. This includes all foundation courses, as well as required courses for the major.

For further information, please contact one of the following:

Mark Profili; Smith Hall 514A; 410-704-2668; mprofili@towson.edu
Kelly Elkins; Smith Hall 514F; 410-704-6217; kmelkins@towson.edu
Ellen Hondrogiannis: Smith Hall 563; 410-704-5043; ehondrogiannis@towson.edu

Cynthia Zeller: Smith Hall 573; 410-704-2170; czeller@towson.edu

COURSES REQUIRED OF ALL FORENSIC CHEMISTRY TRACKS

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Units</th>
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<td>CHEM 131L GENERAL CHEMISTRY I LABORATORY</td>
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<tr>
<td>CHEM 132  GENERAL CHEMISTRY II LECTURE</td>
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</tr>
<tr>
<td>CHEM 132L GENERAL CHEMISTRY II LABORATORY</td>
<td>1</td>
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<tr>
<td>CHEM 210  ANALYTICAL CHEMISTRY</td>
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</tr>
<tr>
<td>CHEM 301  PROFESSIONAL ETHICS FOR SCIENTISTS</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 331  ORGANIC CHEMISTRY I</td>
<td>5</td>
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<tr>
<td>CHEM 332  ORGANIC CHEMISTRY II</td>
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<tr>
<td>CHEM 351  BIOCHEMISTRY I</td>
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<td>FRSC 367  FORENSIC CHEMISTRY</td>
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<tr>
<td>FRSC 368  PROFESSIONAL PRACTICES IN FORENSIC SCIENCE</td>
<td>3</td>
</tr>
<tr>
<td>FRSC 440  FORENSIC SCIENCE, EMERGENCY MEDICINE, AND DEATH ANALYSIS</td>
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Ancillary Courses (Required of all Forensic Chemistry tracks)

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<th>Course Title</th>
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<td>ANTH 357  INTRODUCTION TO FORENSIC CRIME ANALYSIS</td>
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<tr>
<td>ANTH 457  ADVANCED FORENSIC INVESTIGATION</td>
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<tr>
<td>BIOL 201  INTRODUCTION TO CELL BIOLOGY AND GENETICS</td>
<td>4</td>
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<tr>
<td>COSC 175  GEN COMPUTER SCI</td>
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</tr>
<tr>
<td>CRMJ 254  INTRODUCTION TO CRIMINAL JUSTICE</td>
<td>3</td>
</tr>
<tr>
<td>MATH 211  CALCULUS FOR APPLICATIONS</td>
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<tr>
<td>or MATH 273  CALCULUS I</td>
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<td>Select one of the following:</td>
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<tr>
<td>PHYS 211 &amp; PHYS 212 GENERAL PHYSICS I; NON CALCULUS-BASED and GENERAL PHYSICS II; NON CALCULUS-BASED</td>
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</tr>
<tr>
<td>PHYS 241 &amp; PHYS 242 GENERAL PHYSICS I CALCULUS-BASED and GENERAL PHYSICS II CALCULUS-BASED</td>
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<tr>
<td>SOCI 370  TOPICS IN SOCIOLOGY</td>
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Total Units: 38

GENERAL FORENSIC SCIENCE TRACK

This track is intended for students who are considering employment in a drug analysis, trace evidence analysis or DNA analysis laboratory, or to pursue a graduate degree in a non-specialized forensic master’s program.

In addition to the university’s Core Curriculum courses and the required and ancillary courses for all Forensic Chemistry tracks, the following courses are required for the General Forensic Science track:

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<tr>
<th>Course Title</th>
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<tr>
<td>BIOL 309  GENETICS</td>
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<td>BIOL 409  MOLECULAR BIOLOGY</td>
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<tr>
<td>BIOL 410  MOLECULAR BIOLOGY LABORATORY</td>
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<tr>
<td>CHEM 310  INSTRUMENTAL ANALYSIS</td>
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<tr>
<td>CHEM 323  INORGANIC CHEMISTRY</td>
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<tr>
<td>CHEM 345  PRINCIPLES PHYSICAL CHEM</td>
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<tr>
<td>CHEM 480  CHEMICAL TOXICOLOGY</td>
<td>3</td>
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<tr>
<td>FRSC 363  CHEMISTRY OF DANGEROUS DRUGS</td>
<td>3</td>
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<tr>
<td>MATH 231  BASIC STATISTICS</td>
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Total Units: 31
or MATH 237  ELEMENTARY BIOSTATISTICS

Total Units  30

TRACE EVIDENCE/DRUG ANALYSIS TRACK

This track is intended for students who desire a strong chemistry and instrumental analysis education and are considering a profession in a forensic chemistry laboratory or graduate program specializing in the analysis of trace evidence (fibers, paint, soil, flammables, explosives, etc.) or in the analysis of illegal drugs and toxicology.

In addition to the university’s Core Curriculum courses and the required and ancillary courses of all Forensic Chemistry tracks, the following courses are required of the Trace Evidence/Drug Analysis track:

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<th>Course</th>
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<tr>
<td>CHEM 310  INSTRUMENTAL ANALYSIS</td>
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<td>CHEM 323  INORGANIC CHEMISTRY</td>
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<td>CHEM 345  PRINCIPLES PHYSICAL CHEM</td>
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<tr>
<td>CHEM 372  Physical Chemistry Laboratory</td>
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</tr>
<tr>
<td>CHEM 480  CHEMICAL TOXICOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>FRSC 363  CHEMISTRY OF DANGEROUS DRUGS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 231  BASIC STATISTICS</td>
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<tr>
<td>or MATH 237  ELEMENTARY BIOSTATISTICS</td>
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Total Units  22

DNA TRACK

This track is intended for students who desire a strong biochemistry and molecular biology education and are considering a profession in a forensic laboratory or graduate program specializing in body fluid and tissue analysis, and human identification using serology and DNA technology.

In addition to the university’s Core Curriculum courses and the required and ancillary courses of all Forensic Chemistry tracks, the following courses are required of the DNA track:

<table>
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<th>Course</th>
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<tbody>
<tr>
<td>BIOL 309  GENETICS</td>
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<td>BIOL 409  MOLECULAR BIOLOGY</td>
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<td>BIOL 410  MOLECULAR BIOLOGY LABORATORY</td>
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<tr>
<td>CHEM 356  BIOCHEMISTRY LAB</td>
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<td>CHEM 357  BIOCHEMISTRY II</td>
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<tr>
<td>FRSC 420  BODY FLUID ANALYSIS</td>
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<tr>
<td>MATH 237  ELEMENTARY BIOSTATISTICS</td>
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Total Units  23

GENERAL FORENSIC SCIENCE TRACK SUGGESTED FOUR-YEAR PLAN

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<td>3 PHYS 211 or 241</td>
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<td>COSC 175</td>
<td>4 BIOL 201</td>
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<tr>
<td>ENGL 102 (Core 2)</td>
<td>3 MATH 231 or 237</td>
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Total Units  14

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Total Units  14

TRACE EVIDENCE/DRUG ANALYSIS TRACK SUGGESTED FOUR-YEAR PLAN

Freshman

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<td>CHEM 131L</td>
<td>1 CHEM 132L</td>
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<td>MATH 211 or 273</td>
<td>3 CHEM 132L</td>
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<td>COSC 175</td>
<td>4 MATH 231 or 237</td>
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<td>ENGL 102 (Core 2)</td>
<td>3 TSEM 102 (Core 1)</td>
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Total Units  14

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Total Units  14

Sophomore

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<td>FRSC 368</td>
<td>3 FRSC 440</td>
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<tr>
<td>ANTH 357</td>
<td>3 ANTH 457</td>
<td>3</td>
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<tr>
<td>FRSC 367</td>
<td>3 Core</td>
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Senior

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<tbody>
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<td>CHEM 345</td>
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<td>FRSC 363</td>
<td>3 CHEM 372</td>
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<tr>
<td>Core</td>
<td>3 CHEM 480</td>
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Total Units  14

Junior

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<td>FRSC 368</td>
<td>3 FRSC 440</td>
<td>3</td>
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<td>ANTH 357</td>
<td>3 ANTH 457</td>
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<tr>
<td>FRSC 367</td>
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Senior

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<tr>
<td>Core</td>
<td>3 CHEM 480</td>
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Total Units  14

Senior

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<td>FRSC 363</td>
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<td>Core</td>
<td>3 CHEM 480</td>
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Total Units  14

Senior

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<tr>
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Total Units  14

Senior

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<td>Core</td>
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Senior

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Total Units  14

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Senior

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Total Units  14

Senior

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Senior

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Total Units  14

Senior
## Minor in Chemistry

Students whose major interest is in cell or molecular biology, physiology, physiological psychology, environmental studies, natural science or molecular physics, will find a good chemistry background to be a useful supplement to their major. The Chemistry minor provides this background and offers some flexibility in catering to the specific interest of students.

Students should consult the Chemistry minor adviser as soon as possible after entering Towson to design programs to meet their needs.

The minor in Chemistry requires a minimum of 24 units in chemistry, 12 of which must be upper-division. At least 8 upper-division units must be taken at Towson. Courses taken elsewhere and accepted for transfer to Towson University may be used for the Chemistry minor.

### Required Courses (18 units)

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<td>CHEM 210</td>
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<td>ESSENTIALS OF ORGANIC CHEMISTRY</td>
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</table>

1. CHEM 331 and CHEM 332 can be taken in place of CHEM 330.

### Upper-Division Chemistry Electives

In addition to the required courses, one or more upper-division chemistry courses may have to be taken for a total of 12 upper-division units. CHEM 301 may not be used to fulfill this requirement.

### Department of Computer and Information Sciences

**OFFICE**

7800 York Road, Room 406
410-704-2633

**PROGRAMS OF THE DEPARTMENT**

**Computer Science**

The Department of Computer and Information Sciences offers several programs of study leading to baccalaureate, Master of Science and Doctor of Science degrees. The undergraduate programs in computer science include a major in Computer Science, a major in Computer Science with a track in Computer Security, a major in Computer Science with a track in Software Engineering, a combined major in Computer Science and Mathematics, a combined major in Computer Science and Mathematics with a track in computer security, and a minor in Computer Science.


**Information Systems**

Graduates from the Information Systems major at Towson University are in high demand by employers due to their unique combination of technical, organizational and behavioral skills. The Information Systems major is a great fit for students who enjoy technology and like working with people. Information Systems, as a field, primarily focuses on the 4 “Ps”:

- **people** (understanding user interface design and user task goals for information systems)
- **process** (incorporating stakeholder input into technology development processes)
- **policy** (understanding the context of state and national laws and international technical standards)
- **profit** (using technology to meet business and organizational goals).
The department has 15 computing laboratories including:

- smart classrooms
- undergraduate majors open labs
- graduate research lab
- NSF-funded Security Lab
- Linux Lab

Information Technology

Information technology (IT) involves the selection, creation, application, integration and administration of computing and communication technologies to meet individual organizational and societal needs. Emphasis is on applying current technology in various real world domains. As such, a complementary mix of knowledge and practical hands-on skills are needed. The undergraduate information technology program prepares students to enter the workplace as IT professionals or to pursue graduate studies in the IT field. Programs include a major in Information Technology and a minor in Information Technology.

OVERVIEW

Students in any of the department’s undergraduate programs are prepared with a broad foundation in the principles and concepts of computing, both theoretical and applied. Elective courses may be selected from a variety of topic areas including artificial intelligence, bioinformatics, computer graphics, decision support systems, e-commerce, human-computer interaction, robotics, scientific modeling, software engineering, software project management, systems analysis and design, and web-based programming. In addition, the department offers numerous courses in the area of information security including operating systems security, network security, and application software security. (Since 2002, Towson University has been designated as one of the National Centers of Academic Excellence in Information Assurance Education (CAE/IAE) by the National Security Agency and the Department of Homeland Security.)

Matriculated students attending classes either full- or part-time may fulfill degree requirements. Students attending part-time in the evening are advised that not all required courses are available in the evening every term.

The department has 38 full-time faculty members and a number of part-time faculty. Research specialties include:

- assistive technology
- automated reasoning
- cryptography
- data mining
- decision support systems
- distance learning
- distributed computing
- genomics
- geographical information systems
- human-computer interaction
- information assurance
- information visualization
- neural networks
- universal usability
- virtual collaboration
- voice-over IP
- wireless networks

The department has 15 computing laboratories including:

- Software Engineering Lab
- Universal Usability Lab
- Robotics Lab

The computing needs of department majors are also met by the facilities and services provided by the university’s Office of Technology Services.

Students electing one of the majors should contact the Department of Computer and Information Sciences and be assigned faculty advisers to assist them in planning their academic schedules, identifying educational goals and maintaining good academic progress.

2+2 PROGRAMS FOR TRANSFER STUDENTS FROM HARFORD COMMUNITY COLLEGE

Students transferring from Harford Community College with an A.S. in Computer Science can major in either Computer Science, Computer Science with Security Track, or Information Systems by completing the following major requirements. Students transferring from HCC with an A.A.S. in Computer Information Systems can major in Information Technology by completing the following major requirements. (Refer to the Harford Community College catalog for the specific courses that are required to be taken at HCC as part of the A.S. and A.A.S. programs for program for transfer to these majors.)

TRANSFER CREDIT POLICY

Students intending to transfer into the Computer Science or Information Systems program should provide course descriptions and supportive materials from their institution for review by a departmental adviser. Community college students from local public institutions should be aware that agreements on equivalency of courses are maintained; they should inquire about the current agreement either at their institution or at Towson University. They should also be aware that community college courses can only be counted as lower-division work. Transfer students are urged to gain a good background in mathematics.

SECOND BACHELOR’S PROGRAM

Baccalaureate degree holders may apply for enrollment in the Second Bachelor’s Program through the University Admissions Office. Because of the high demand for computer personnel, the Computer Science, Information Systems or Information Technology major is often of interest to persons who wish to change careers. Students in this program must satisfy the requirements for the major and earn at least the last 30 units in the IS/ COSC major at Towson University. Although there are computer science or information systems courses offered in the evening, students may find that some required courses must be taken during the day. Because of the sequence of prerequisites, a minimum of five terms is normally needed to complete the program.

DEPARTMENTAL ACTIVITIES

A student chapter of the Association for Computing Machinery (ACM) is the basis for the Students for the Advancement of IT. Meetings are held during the term, with field trips and speakers featured. To recognize outstanding talent in the field of computer science, Towson University has a charter chapter of Upsilon Pi Epsilon (UPE), the first and only international honor society for the computing and information disciplines. Members of UPE are outstanding undergraduate and graduate students in Computer Science or Information Systems.

SCHOLARSHIPS

The department offers a number of scholarships, including the James W. Smith Scholarship (for computer science majors demonstrating academic excellence and enthusiasm for the field); the Doris K. Lidtke Excellence in Service Award (a monetary award for graduating seniors majoring in computer science or
information systems with a minimum 3.50 GPA and significant service in their discipline; the Applied Information Sciences Scholarship (for information systems majors demonstrating academic excellence); and the Mid-Atlantic CIO Forum Scholarship (for computer science and information systems majors with a minimum GPA of 3.50).

AWARDS
The department also offers several academic awards, including the Mary Hudson Scarborough Award for outstanding academic achievement by graduating seniors majoring in computer science or information systems, and the Upsilon Pi Epsilon (UPE) Award for students majoring in computer science or information systems with a minimum overall GPA of 3.00 and a minimum GPA in the major of 3.14.

MAJORS IN COMPUTER AND INFORMATION SCIENCES
- Major in Computer Science (p. 300)
- Major in Computer Science with a Track in Computer Security (p. 301)
- Major in Computer Science with a Track in Software Engineering (p. 302)
- Combined Major in Computer Science and Mathematics (p. 305)
- Combined Major in Computer Science and Mathematics with a Track in Computer Security (p. 307)
- Major in Information Systems (p. 303)
- Combined Major in Information Systems and Business Administration (p. 43)
- Major in Information Technology (p. 305)
- 2+2 Programs for Transfer Students from Harford Community College:
  - Computer Science (p. 308)
  - Information Systems (p. 309)
  - Information Technology (p. 309)

MINORS IN COMPUTER AND INFORMATION SCIENCES
- Computer Science (p. 309)
- Information Systems (p. 310)
- Information Technology (p. 310)

ADMISSION TO THE COMBINED MAJOR IN E-BUSINESS AND INFORMATION SYSTEMS
Students are admitted to the combined major in e-Business and Information Systems on a competitive basis after first being admitted to the university. Admission to the university does not guarantee admission to this combined major. Each term, the Department of e-Business and Technology Management considers applications for admission to the major in the following term. In order to be admitted to the major, students must satisfy specific screening requirements (listed under the e-Business major) and complete an application form for admission. Degree candidates intending to pursue the combined major in e-Business and Information Systems are designated as “pre-e-Business” (PEBU) until admitted into the major. Students are required to meet each term with their assigned faculty adviser to evaluate their progress in completing the requirements for admission to the EBUS major and the degree.

Admission Requirements
Candidates for the combined major in e-Business and Information Systems must satisfy the admission requirements for the e-Business major.

Application Procedure
Refer to the Application Procedure section in this catalog under the e-Business major.

Major in Computer Science
The Computer Science major requires 82-83 units to be earned with a grade equivalent of 2.00 or higher. A minimum of 30 major units must be taken at Towson University. Students cannot double major in Computer Science and Computer Information Systems, or in Computer Science and Information Technology.

Required Computer Science Courses (31 Units)
- COSC 236 Intro to COSC I  4
- COSC 237 Introduction to Computer Sciences II  4
- COSC 290 Principles of Computer Organization  4
- COSC 336 Data Structures and Algorithm Analysis  4
- COSC 350 Data Communications and Networking  3
- COSC 412 Software Engineering  3
- COSC 439 Operating Systems  3
- COSC 455 Programming Languages: Design & Implementation  3
- COSC 457 Database Mgmt Sys  3

Required Math Courses (15 Units)
- MATH 263 Discrete Mathematics  3
- MATH 273 Calculus I  4
- MATH 274 Calculus II  4
- MATH 330 Introduction to Statistical Methods  4

Elective Math/Science Courses (7-8 Units)
Select either two math courses from the following, or one math course and 7-8 one science course accepted in that major:
- MATH 265 Elementary Linear Algebra
- MATH 275 Calculus III
- MATH 314 Introduction to Cryptography
- MATH 369 Introduction to Abstract Algebra
- MATH 374 Differential Equations
- MATH 377 Mathematical Models
- MATH 378 Scientific Modeling and Simulation
- MATH 435 Numerical Analysis I
- MATH 437 Operations Research
- MATH 451 Graph Theory

Elective Computer Science Courses (12 Units)
Select at least two of the following:  6
- COSC 417 Int Theory Comp
- COSC 436 Object-Oriented Design & Programming
- COSC 459 Computer Simulation & Modeling
- COSC 461 Artificial Intelligence
- COSC 471 Computer Graphics
- COSC 483 Design & Analysis Algorithms

Select at least two of the following (Only one of COSC 397, COSC 490 and COSC 495 may be used in this category):  6
- COSC 397 Internship/COSC
- COSC 431 Selected Topics Computer Science
- COSC 440 Operating Systems Security
- COSC 450 Network Security
- COSC 458 Application Software Security
- COSC 465 Robotics
- COSC 484 Web-Based Program
COSC 490 SOFTWARE PROJECT PRACTICUM
COSC 495 INDEPENDENT STUDY

Science Requirement (8 Units)
Two lab science courses taken from physics, biology or chemistry, which must be accepted in that major. A list of approved courses can be found on the department’s website.

Other Requirements (9 Units)
Must be completed with a grade equivalent of 2.00 or higher.

SUGGESTED FOUR-YEAR PLAN

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Junior

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Senior

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Total Units: 120

1. Use their proficiency in theoretical and applied computing principles and practices to solve a variety of problems.

2. Explain the theoretical and applied principles that underlie computer science.

3. Understand the ethical and societal concerns and dilemmas facing computer scientists, and formulate appropriate solutions and courses of action.

4. Work effectively in teams and communicate effectively.

Major in Computer Science with a Track in Computer Security

The Computer Science major with a track in Computer Security requires 85–87 units to be earned with a grade equivalent of 2.00 or higher. A minimum of 30 major units must be taken at Towson University.

The Computer Science major with a track in Computer Security requires 85–87 units to be earned with a grade equivalent of 2.00 or higher. A minimum of 30 major units must be taken at Towson University.

Required Computer Science Courses (31 Units)

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| Required Security Track Courses (18 Units)

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<td>APPLICATION SOFTWARE SECURITY</td>
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<tr>
<td>REVERSE ENGINEERING AND MALWARE ANALYSIS</td>
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</table>

Science Requirement (8 Units)
Two lab science courses taken from physics, biology or chemistry, which must be accepted in that major. A list of approved courses can be found on the department’s website.

Elective Math/Science Courses (4-6 Units)
Select either one 4-credit or two 3-credit math courses (from the following), or one math course and one science course accepted in that major, for a minimum of 4 units.

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<td>GRAPH THEORY</td>
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Core Curriculum Requirements (6 Units)
Major in Computer Science with Track in Software Engineering

The Computer Science major with a track in Software Engineering requires 85–87 units to be earned with a grade equivalent of 2.00 or higher. A minimum of 30 major units must be taken at Towson University.

### Required Computer Science Courses (31 Units)
- COSC 236 INTRO TO COSC I 4
- COSC 237 INTRODUCTION TO COMPUTER SCIENCES II 4
- COSC 290 PRINCIPLES OF COMPUTER ORGANIZATION 4
- COSC 336 DATA STRUCTURES AND ALGORITHM ANALYSIS 4
- COSC 350 DATA COMMUNICATIONS AND NETWORKING 3
- COSC 412 SOFTWARE ENGINEERING 3
- COSC 439 OPERATING SYSTEMS 3
- COSC 455 PROGRAMMING LANGUAGES: DESIGN & IMPLEMENTATION 3
- COSC 457 DATABASE MNGT SYS 3

### Required Software Engineering Track Courses (12 Units)
- COSC 432 REQUIREMENTS ANALYSIS & MODELING 3
- COSC 436 OBJECT-ORIENTED DESIGN & PROGRAMMING 3
- COSC 442 SOFTWARE QUALITY ASSURANCE AND TESTING 3
- COSC 490 SOFTWARE PROJECT PRACTICUM 3

### Elective Software Engineering Courses (6 Units)
Select two of the following:
- COSC 310 SPECIAL TOPICS: ADVANCED PROGRAMMING 3
- COSC 458 APPLICATION SOFTWARE SECURITY 3
- COSC 484 WEB-BASED PROGRAM 3

### Required Math Courses (15 Units)
- MATH 263 DISCRETE MATHEMATICS 3
- MATH 273 CALCULUS I 4
- MATH 274 CALCULUS II 4
- MATH 330 INTRODUCTION TO STATISTICAL METHODS 4

### Science Requirement (8 Units)
Two lab science courses taken from physics, biology or chemistry, which must be accepted in that major. A list of approved courses can be found on the department’s website.

### Elective Math/Science Courses (4-6 Units)
Select either one 4-unit or two 3-unit MATH courses from the following, or one MATH course or one science course accepted in that major, for a minimum of 4 units.
- MATH 265 ELEMENTARY LINEAR ALGEBRA
- MATH 275 CALCULUS III
- MATH 314 INTRODUCTION TO CRYPTOGRAPHY
- MATH 369 INTRODUCTION TO ABSTRACT ALGEBRA
- MATH 377 DIFFERENTIAL EQUATIONS
- MATH 378 NUMERICAL ANALYSIS I
- MATH 435 NUMERICAL ANALYSIS II
- MATH 437 OPERATIONS RESEARCH
- MATH 451 GRAPH THEORY

### Core Curriculum Requirements (6 Units)
Must be completed with a grade equivalent of 2.00 or higher.
- COMM 131 FUNDAMENTALS OF SPEECH COMMUNICATION (Core 5) 3
- COSC 418 ETHICAL AND SOCIETAL CONCERNS OF COMPUTER SCIENTISTS ((Core 14)) 3

### SUGGESTED FOUR-YEAR PLAN

**Freshman**

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<thead>
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**Sophomore**

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<td>MATH 263</td>
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<td>Lab-Science (from approved list)</td>
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<td>COSC 412</td>
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<td>Core</td>
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**Junior**

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<td>COSC 350</td>
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<td>MATH 314</td>
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<td>ENGL 317</td>
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<td>COSC 418</td>
<td>3</td>
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<tr>
<td>Core 9</td>
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<td>Core or Elective</td>
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**Senior**

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<td>COSC 450</td>
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<td>COSC 458</td>
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<td>Core or Elective</td>
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<td><strong>Total Units</strong></td>
<td><strong>15</strong></td>
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</table>

1. Use their proficiency in theoretical and applied computing principles and practices to solve a variety of problems.
2. Explain the theoretical and applied principles that underlie computer science.
3. Understand the ethical and societal concerns and dilemmas facing computer scientists, and formulate appropriate solutions and courses of action.
4. Work effectively in teams and communicate effectively.
Major in Information Systems

The Information Systems major requires 65-68 units to be earned with a grade equivalent of 2.00 or higher. A minimum of 30 major units must be taken at Towson University.

CAREER TRACK

Each Information Systems student must choose from one of four career tracks in Information Systems. The career tracks help focus a student's course work around a real world career goal. The four current career tracks are in:

- **Systems:** This track prepares students in conceptualizing and developing robust and reliable information systems with a focus on key technical skills in information system analysis, design, and development.
- **Business:** This track prepares students in integrating technology with business processes and strategies, focusing on business comprehension, core enterprise functions, and the technological challenges in a multitude of businesses.
- **Interface Design:** This track prepares students in incorporating design and cognition into technology development with a focus on building screen interface layouts and physical devices that are appropriate for specific users, tasks, and environments.
- **e-Government:** This track prepares students in understanding the government and public policy contexts, to leverage technology in providing online government services.

If a student wants to pursue a customized career track specific to their career goal, different from the four already offered, this requires prior, written approval of the Director of the Information Systems program. Please note: students who were admitted under previous course catalogs may have different course requirements.

**Required IS Courses (32 Units)**

- **CIS 211** FUNDAMENTALS OF INFORMATION SYSTEMS & TECHNOLOGY 3
- **CIS 239** ENTERPRISE SYSTEMS AND ARCHITECTURE 3
- **CIS 350** TELECOMMUNICATIONS 3
- **CIS 435** HUMAN-COMPUTER INTERACTION 3
- **CIS 379** SYSTEMS ANALYSIS AND DESIGN 3
- **CIS 458** ORGANIZATIONAL DATABASE MANAGEMENT 3
- **CIS 479** SOFTWARE PROJECT MNGT 3
- **COSC 236** INTRO TO COSC I 4
- **COSC 237** INTRODUCTION TO COMPUTER SCIENCES II 4
- **COSC 418** ETHICAL AND SOCIETAL CONCERNS OF COMPUTER SCIENTISTS 4

**Capstone (3 Units)**

- **CIS 475** ANALYSIS AND DESIGN FOR WEB SITES 3

**Required MATH Courses (9-11 Units)**

- **MATH 211** CALCULUS FOR APPLICATIONS 3-4
- **MATH 273** CALCULUS I 3-4
- **MATH 231** BASIC STATISTICS 3-4
- **MATH 330** INTRODUCTION TO STATISTICAL METHODS 3
- **MATH 263** DISCRETE MATHEMATICS 3

**Other Requirements (3 Units)**

- Must be completed with a grade equivalent of 2.00 or higher.
- **ENGL 317** WRITING FOR BUSINESS AND INDUSTRY (Core 9) 3

**Total Units** 47-49

In addition to the courses required for the major, students must complete the courses required for one of four career tracks: Systems Track, Business Track, Interface Design Track or E-Government Track.

**Systems Track**

- **COSC 336** DATA STRUCTURES AND ALGORITHM ANALYSIS 4
- **COSC 412** SOFTWARE ENGINEERING 3
- **COSC 436** OBJECT-ORIENTED DESIGN & PROGRAMMING 3
- **COSC 484** WEB-BASED PROGRAM 3
- **CIS 440** SYSTEM DEVELOPMENT / E-COMMERCE 3

Select two of the following: 6

- **CIS 212** INTRO TO BUSINESS PROG 1
- **CIS 265** VISUAL BASIC PROGRAMMING 1
- **CIS 377** INFORMATION SYSTEMS SECURITY 1
- **CIS 397** INTERNSHIP IN CIS 1
- **CIS 425** DECISION SUPPORT SYSTEMS 1
- **CIS 426** GAMING INTERFACE DESIGN 1
- **CIS 433** SELECT TOPICS INFO SYST 1
- **CIS 468** APPLIED DATA MINING AND VISUAL ANALYTICS 1

1. Use their proficiency in theoretical and applied computing principles and practices to solve a variety of problems.
2. Explain the theoretical and applied principles that underlie computer science.
3. Understand the ethical and societal concerns and dilemmas facing computer scientists, and formulate appropriate solutions and courses of action.
4. Work effectively in teams and communicate effectively.

**Career Track Required Courses**
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<tr>
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<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>CIS 495</td>
<td>INDEPENDENT STUDY IN COMPUTER INFORMATION SYSTEMS</td>
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<tr>
<td>ITEC 345</td>
<td>SCRIPTING LANGUAGES</td>
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</tr>
<tr>
<td>ITEC 423</td>
<td>EMERGING INTERNET TECHNOLOGIES</td>
<td></td>
</tr>
<tr>
<td>ITEC 427</td>
<td>CLOUD COMPUTING FOR ENTERPRISES</td>
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**Total Units: 22**

### Business Track

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<tr>
<td>CIS 334</td>
<td>DATA ORGANIZATION</td>
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</tr>
<tr>
<td>ACCT 201</td>
<td>PRINCIPLES OF FINANCIAL ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201</td>
<td>MICROECONOMIC PRINCIPLES</td>
<td>3</td>
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</table>

Select two of the following:

- CIS 397   | INTERNSHIP IN CIS                                | 6     |
- CIS 426   | GAMING INTERFACE DESIGN                         |       |
- CIS 440   | SYSTEM DEVELOPMENT / E-COMMERCE                 |       |
- CIS 468   | APPLIED DATA MINING AND VISUAL ANALYTICS        |       |
- CIS 495   | INDEPENDENT STUDY IN COMPUTER INFORMATION SYSTEMS|       |
- ITEC 427  | CLOUD COMPUTING FOR ENTERPRISES                 |       |

**Total Units: 21**

### Interface Design Track

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<td>DATA ORGANIZATION</td>
<td>3</td>
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<tr>
<td>CIS 445</td>
<td>UNIVERSAL Usability: Designing Computer Interfaces for Blind Users</td>
<td>3</td>
</tr>
<tr>
<td>CIS 468</td>
<td>APPLIED DATA MINING AND VISUAL ANALYTICS</td>
<td>3</td>
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<tr>
<td>ART 103</td>
<td>2D PROCESS</td>
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<tr>
<td>ART 217</td>
<td>DIGITAL CONCEPTS: IMAGE AND SURFACE</td>
<td>3</td>
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Select two of the following:

- ART 365   | DESIGN FOR THE WWW                               | 6     |
- CIS 397   | INTERNSHIP IN CIS                                |       |
- CIS 425   | DECISION SUPPORT SYSTEMS                         |       |
- CIS 426   | GAMING INTERFACE DESIGN                         |       |
- CIS 433   | SELECT TOPICS INFO SYST                          |       |
- CIS 436   | E-GOVERNMENT                                     |       |
- CIS 495   | INDEPENDENT STUDY IN COMPUTER INFORMATION SYSTEMS|       |
- DFST 101  | INTRODUCTION TO DEAF STUDIES                     |       |
- OCTH 211  | PHILOSOPHY OF OCCUPATIONAL THERAPY               |       |

**Total Units: 21**

### E-Government Track

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<tr>
<td>CIS 436</td>
<td>E-GOVERNMENT</td>
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<tr>
<td>ITEC 336</td>
<td>LEGAL AND POLICY ISSUES IN INFORMATION TECHNOLOGY</td>
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<tr>
<td>POSC 103</td>
<td>AMERICAN NATIONAL GOVERNMENT</td>
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<td>POSC 207</td>
<td>STATE GOVERNMENT</td>
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Select two of the following:

- CIS 377   | INFORMATION SYSTEMS SECURITY                     | 6     |
- CIS 397   | INTERNSHIP IN CIS                                |       |
- CIS 433   | SELECT TOPICS INFO SYST                          |       |
- CIS 425   | DECISION SUPPORT SYSTEMS                         |       |
- CIS 445   | UNIVERSAL Usability: Designing Computer Interfaces for Blind Users |       |
- CIS 495   | INDEPENDENT STUDY IN COMPUTER INFORMATION SYSTEMS|       |
- POSC 375  | PUBLIC ADMINISTRATION                            |       |

**Total Units: 21**

### SUGGESTED FOUR-YEAR PLAN

#### Freshman

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**Total Units: 16**

### Sophomore

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<td>3 COSC 418</td>
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**Total Units: 16**

### Junior

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**Total Units: 15**

### Senior

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**Total Units: 15**

**Total Units: 122**

1. Students can use their proficiency in information systems principles, practices, and analytical techniques to solve a variety of problems.
2. Students can explain the technological, organizational, and behavioral principles that underlie information systems.
Major in Information Technology

The Information Technology major requires 64 units to be earned with a grade equivalent of 2.0 or higher. A minimum of 30 major units must be taken at Towson University.

Required Courses (40 Units)

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<td>FUNDAMENTALS OF INFORMATION SYSTEMS &amp; TECHNOLOGY</td>
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<td>CIS 377</td>
<td>INFORMATION SYSTEMS SECURITY</td>
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<td>CIS 435</td>
<td>HUMAN-COMPUTER INTERACTION</td>
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<td>INFORMATION AND TECHNOLOGY FOR BUSINESS</td>
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Elective Courses (15-16 Units)

At least four courses must be upper level.  

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<td>CIS 440</td>
<td>SYSTEM DEVELOPMENT / E-COMMERCE</td>
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<tr>
<td>CIS 445</td>
<td>UNIVERSAL Usability: Designing Computer Interfaces for Blind Users</td>
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<td>APPLIED DATA MINING AND VISUAL ANALYTICS</td>
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</tr>
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<td>COSC 237</td>
<td>INTRODUCTION TO COMPUTER SCIENCES II</td>
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<td>ITEC 217</td>
<td>COMPUTING HARDWARE AND INFRASTRUCTURE</td>
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<td>ITEC 336</td>
<td>LEGAL AND POLICY ISSUES IN INFORMATION TECHNOLOGY</td>
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<td>SCRIPTING LANGUAGES</td>
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<td>EMERGING INTERNET TECHNOLOGIES</td>
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<tr>
<td>ITEC 437</td>
<td>DISASTER RECOVERY AND ENTERPRISE CONTINUITY</td>
<td></td>
</tr>
<tr>
<td>ITEC 450</td>
<td>ADVANCED COMPUTER NETWORKING</td>
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<tr>
<td>ITEC 451</td>
<td>ADVANCED DATA MANAGEMENT &amp; ANALYSIS</td>
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<tr>
<td>ITEC 464</td>
<td>WEB DEVELOPMENT</td>
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<tr>
<td>ITEC 470</td>
<td>SPECIAL TOPICS IN INFORMATION TECHNOLOGY</td>
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<tr>
<td>ITEC 495</td>
<td>INDEPENDENT STUDY IN INFORMATION TECHNOLOGY</td>
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Other Requirements (9 Units)

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<tbody>
<tr>
<td>COMM 131</td>
<td>FUNDAMENTALS OF SPEECH COMMUNICATION (Core 5)</td>
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</table>

Total Units: 64-65

1. May substitute COSC 112, COSC 119 or equivalent.

SUGGESTED FOUR-YEAR PLAN

Freshman

<table>
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<tr>
<th>Term</th>
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<tbody>
<tr>
<td>CO</td>
<td>131</td>
<td>3 COSC 175</td>
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<tr>
<td>MATH</td>
<td>231</td>
<td>4 COMM 131 or 132</td>
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<tr>
<td>TSEM 102 (Core 1)</td>
<td>3 ENGL 102 (Core 2)</td>
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<tr>
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Sophomore

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<tr>
<td>CO</td>
<td>236</td>
<td>4 ITEC 231</td>
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<tr>
<td>CIS 211</td>
<td>3 ITEC 250</td>
<td>3</td>
</tr>
<tr>
<td>MATH 231, 233, or ECON 205</td>
<td>3 ITEC 274</td>
<td>3</td>
</tr>
<tr>
<td>Core</td>
<td>2 Core</td>
<td>3</td>
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Junior

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<tbody>
<tr>
<td>ITEC 315</td>
<td>3 ENGL 317</td>
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</tr>
<tr>
<td>ITEC 325</td>
<td>3 IT Elective (from approved list)</td>
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</tr>
<tr>
<td>CIS 377</td>
<td>3 IT Elective (from approved list)</td>
<td>3</td>
</tr>
<tr>
<td>IT Elective (from approved list)</td>
<td>3 Core</td>
<td>3</td>
</tr>
<tr>
<td>Core 9</td>
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Senior

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<th>Units Term 2</th>
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<tbody>
<tr>
<td>ITEC 411</td>
<td>3 ITEC 485</td>
<td>3</td>
</tr>
<tr>
<td>COSC 418</td>
<td>3 CIS 435</td>
<td>3</td>
</tr>
<tr>
<td>IT Elective (from approved list)</td>
<td>3 IT Elective (from approved list)</td>
<td>3</td>
</tr>
<tr>
<td>Core or Elective</td>
<td>3 Core or Elective</td>
<td>3</td>
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<tr>
<td>Core or Elective</td>
<td>2 Core or Elective</td>
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Total Units: 123

1. Use their proficiency with information technology principles and practices to solve a variety of problems.
2. Explain the selection, deployment and maintenance principles that under lie information technology.
3. Understand the ethical and societal issues facing information technology professionals and can formulate appropriate solutions.
4. Work effectively in teams and communicate effectively.

Combined Major in Computer Science and Mathematics

The Computer Science major with a second major in Mathematics requires 89–93 units to be earned with a grade equivalent of 2.0 or higher. A minimum of 30 major units must be taken at Towson University.

Required Courses (62 Units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ENGL 317</td>
<td>WRITING FOR BUSINESS AND INDUSTRY (Core 9)</td>
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<tr>
<td>MATH 231</td>
<td>BASIC STATISTICS</td>
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<tr>
<td>or ECON 205</td>
<td>STATISTICS FOR BUSINESS AND ECONOMICS I</td>
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</tr>
<tr>
<td>Total Units: 64-65</td>
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<td>15</td>
</tr>
</tbody>
</table>
COSC 236  INTRO TO COSC I  4
COSC 237  INTRODUCTION TO COMPUTER SCIENCES II  4
COSC 290  PRINCIPLES OF COMPUTER ORGANIZATION  4
COSC 336  DATA STRUCTURES AND ALGORITHM ANALYSIS  4
COSC 350  DATA COMMUNICATIONS AND NETWORKING  3
COSC 439  OPERATING SYSTEMS  3
COSC 455  PROGRAMMING LANGUAGES: DESIGN & IMPLEMENTATION  3
COSC 457  DATABASE MNGT SYS  3
MATH 265  ELEMENTARY LINEAR ALGEBRA  4
MATH 267  INTRODUCTION TO ABSTRACT MATHEMATICS  4
MATH 273  CALCULUS I  4
MATH 274  CALCULUS II  4
MATH 275  CALCULUS III  4
MATH 330  INTRODUCTION TO STATISTICAL METHODS  4
MATH 369  INTRODUCTION TO ABSTRACT ALGEBRA  4
MATH 435  NUMERICAL ANALYSIS I  3
MATH 490  SENIOR SEMINAR IN MATHEMATICS  3

Elective Courses (15-17 Units)

Computer Science 9
Select two of the following:
- COSC 417  INT THEORY COMP
- COSC 436  OBJECT-ORIENTED DESIGN & PROGRAMMING
- COSC 483  DESIGN & ANALYSIS ALGORITHMS

Select one of the following:
- COSC 412  SOFTWARE ENGINEERING
- COSC 459  COMPUTER SIMULATION & MODELING
- COSC 484  WEB-BASED PROGRAM

or
Select two of the following:
- COSC 459  COMPUTER SIMULATION & MODELING
- COSC 484  WEB-BASED PROGRAM
Select one of the following:
- COSC 417  INT THEORY COMP
- COSC 436  OBJECT-ORIENTED DESIGN & PROGRAMMING
- COSC 461  ARTIFICIAL INTELLIGENCE
- COSC 471  COMPUTER GRAPHICS
- COSC 483  DESIGN & ANALYSIS ALGORITHMS

Mathematics 6-8
Select two of the following:
- MATH 331  PROBABILITY
- MATH 374  DIFFERENTIAL EQUATIONS
- MATH 377  MATHEMATICAL MODELS
- MATH 378  SCIENTIFIC MODELING AND SIMULATION
- MATH 437  OPERATIONS RESEARCH
- MATH 451  GRAPH THEORY
- MATH 457  DIFFERENTIAL GEOMETRY
- MATH 465  THEORY OF NUMBERS
- MATH 467  ALGEBRAIC STRUCTURES
- MATH 473  INTRODUCTORY REAL ANALYSIS
- MATH 475  COMPLEX ANALYSIS
- MATH 477  TOPOLOGY

Science Requirements (12-14 Units)
Two lab science courses taken from physics, biology or chemistry which must be accepted in that major. A list of approved courses can be found on the department's website.

Elective Math Course (3-4 Units)
Select one of the following:
- MATH 265  ELEMENTARY LINEAR ALGEBRA
- MATH 275  CALCULUS III
- MATH 374  DIFFERENTIAL EQUATIONS
- MATH 377  MATHEMATICAL MODELS
- MATH 378  SCIENTIFIC MODELING AND SIMULATION
- MATH 435  NUMERICAL ANALYSIS I
- MATH 437  OPERATIONS RESEARCH
- MATH 451  GRAPH THEORY
- MATH 467  ALGEBRAIC STRUCTURES

Core Curriculum Requirement (3 Units)
COMM 131  FUNDAMENTALS OF SPEECH COMMUNICATION  3
(completed with a grade equivalent of 2.00 or higher)

Total Units 95-100

SUGGESTED FOUR-YEAR PLAN

Freshman
Term 1  Units  Term 2  Units
- COSC 236  4  COSC 237  4
- MATH 273 (Core 3)  4  MATH 265  4
- ENGL 102 or TSEM 102 (Core 2 or 1)  3  MATH 274  4
Core  3  TSEM 102 or ENGL 102 (Core 1 or 2)  3

14  15

Sophomore
Term 1  Units  Term 2  Units
- MATH 267  4  COSC 336  4
- MATH 275  4  COSC 350  3
- COSC 290  4  MATH 369  4
Core  3  Core 7 - PHYS 241 suggested  3-4
Core  3  Core 8 - PHYS 242 suggested  3-4

18-19  14-15

Junior
Term 1  Units  Term 2  Units
- COSC 439  3  COSC 457  3
- COSC 455  3  MATH 330  4
- MATH 435  3  COSC Elective  3-4
- COMM 131 (or Core)  3  Core or COMM 131  3
Science Elective  3-4  Core  3

15-16  16-17

Senior
Term 1  Units  Term 2  Units
- MATH 490  3  COSC 418  3
- MATH Upper-Level Elective  3-4  MATH Upper-Level Elective  3-4
- COSC Elective  3  COSC Elective  3
- Core  3  Core  3
- Core  3  Core  3

15-16  15-16

Total Units: 122-128
Combined Major in Computer Science and Mathematics with a Track in Computer Security

The combined major in Computer Science and Mathematics with a track in Computer Security requires 103–106 units completed with a grade equivalent of 2.00 or higher.

Required Courses (68 Units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COSC 236</td>
<td>INTRO TO COSC I</td>
<td>4</td>
</tr>
<tr>
<td>COSC 237</td>
<td>INTRODUCTION TO COMPUTER SCIENCES II</td>
<td>4</td>
</tr>
<tr>
<td>COSC 290</td>
<td>PRINCIPLES OF COMPUTER ORGANIZATION</td>
<td>4</td>
</tr>
<tr>
<td>COSC 336</td>
<td>DATA STRUCTURES AND ALGORITHM ANALYSIS</td>
<td>4</td>
</tr>
<tr>
<td>COSC 350</td>
<td>DATA COMMUNICATIONS AND NETWORKING</td>
<td>3</td>
</tr>
<tr>
<td>COSC 412</td>
<td>SOFTWARE ENGINEERING</td>
<td>3</td>
</tr>
<tr>
<td>COSC 439</td>
<td>OPERATING SYSTEMS</td>
<td>3</td>
</tr>
<tr>
<td>COSC 455</td>
<td>PROGRAMMING LANGUAGES: DESIGN &amp; IMPLEMENTATION</td>
<td>3</td>
</tr>
<tr>
<td>COSC 457</td>
<td>DATABASE MNGT SYS</td>
<td>3</td>
</tr>
<tr>
<td>COSC 418</td>
<td>ETHICAL AND SOCIETAL CONCERNS OF COMPUTER SCIENTISTS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 265</td>
<td>ELEMENTARY LINEAR ALGEBRA</td>
<td>4</td>
</tr>
<tr>
<td>MATH 267</td>
<td>INTRODUCTION TO ABSTRACT MATHEMATICS</td>
<td>4</td>
</tr>
<tr>
<td>MATH 273</td>
<td>CALCULUS I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 274</td>
<td>CALCULUS II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 275</td>
<td>CALCULUS III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 330</td>
<td>INTRODUCTION TO STATISTICAL METHODS</td>
<td>4</td>
</tr>
<tr>
<td>MATH 314</td>
<td>INTRODUCTION TO CRYPTOGRAPHY</td>
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<tr>
<td>or COSC 314</td>
<td>INTRODUCTION TO CRYPTOGRAPHY</td>
<td>3</td>
</tr>
<tr>
<td>MATH 369</td>
<td>INTRODUCTION TO ABSTRACT ALGEBRA</td>
<td>4</td>
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<tr>
<td>MATH 465</td>
<td>THEORY OF NUMBERS</td>
<td>3</td>
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<td>MATH 490</td>
<td>SENIOR SEMINAR IN MATHEMATICS</td>
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Required Security Track Courses (18 Units)

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<tbody>
<tr>
<td>COSC 310</td>
<td>SPECIAL TOPICS: ADVANCED PROGRAMMING</td>
<td>3</td>
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<tr>
<td>COSC 440</td>
<td>OPERATING SYSTEMS SECURITY</td>
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<tr>
<td>COSC 450</td>
<td>NETWORK SECURITY</td>
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<td>COSC 458</td>
<td>APPLICATION SOFTWARE SECURITY</td>
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<tr>
<td>COSC 481</td>
<td>CASE STUDIES IN COMPUTER SECURITY</td>
<td>3</td>
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<tr>
<td>COSC 485</td>
<td>REVERSE ENGINEERING AND MALWARE ANALYSIS</td>
<td>3</td>
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</table>

Science Requirement (8 Units)

Two lab science courses taken from physics, biology or chemistry

Elective Math/Science Courses (4-6 Units)

Select from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>MATH 265</td>
<td>ELEMENTARY LINEAR ALGEBRA</td>
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<td>CALCULUS III</td>
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<td>MATH 374</td>
<td>DIFFERENTIAL EQUATIONS</td>
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<tr>
<td>MATH 377</td>
<td>MATHEMATICAL MODELS</td>
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<td>MATH 378</td>
<td>SCIENTIFIC MODELING AND SIMULATION</td>
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<tr>
<td>MATH 435</td>
<td>NUMERICAL ANALYSIS I</td>
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<td>MATH 437</td>
<td>OPERATIONS RESEARCH</td>
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<tr>
<td>MATH 451</td>
<td>GRAPH THEORY</td>
<td>4</td>
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<td>MATH 467</td>
<td>ALGEBRAIC STRUCTURES</td>
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Core Curriculum Requirement (3 Units)

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<tr>
<td>COMM 131</td>
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Total Units: 101-103

**SUGGESTED FOUR-YEAR PLAN**

**Freshman**

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<td>COSC 237</td>
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<td>ENGL 102 or TSEM 102 (Core 2 or 1)</td>
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<td>MATH 274</td>
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<td>TSEM 102 or ENGL 102 (Core 1 or 2)</td>
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**Sophomore**

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<td>MATH 267</td>
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<td>MATH 275</td>
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<td>COSC 290</td>
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<td>MATH 369</td>
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<td>COSC 412</td>
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<td>Core 8 - PHYS 242</td>
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<td>Core 7 - PHYS 241 suggested</td>
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**Junior**

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<td>COSC 439</td>
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<td>COSC 458</td>
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<tr>
<td>COSC 455</td>
<td>3</td>
<td>MATH 330</td>
<td>4</td>
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<tr>
<td>MATH 314 or COSC 314</td>
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<td>Core or COMM 131</td>
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<td>MATH 435</td>
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<td>Core</td>
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**Senior**

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<thead>
<tr>
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<th>Units</th>
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<th>Units</th>
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<tbody>
<tr>
<td>COSC 440</td>
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<td>COSC 418</td>
<td>3</td>
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<tr>
<td>COSC 450</td>
<td>3</td>
<td>COSC 481</td>
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</tr>
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<td>MATH 490</td>
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<td>Core</td>
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</tr>
<tr>
<td>CORE 131 (or Core)</td>
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<td>MATH 465</td>
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<td>Core</td>
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</tbody>
</table>

**Total Units: 134-137**

Combined Major in Business Administration and Information Systems

The combined major in Business Administration and Computer Information Systems requires at least 89 units to be earned with a grade equivalent of 2.00 or higher. In order to assure that students have retained critical information from prior courses, students take a comprehensive examination on business content as part of the capstone course, MNGT 481. The results of this examination serve as 10 percent of the MNGT 481 grade.
Degree candidates intending to major in Business Administration are designated as “Pre-Business” (PBUA) until admitted into the BUAD major. (See admission requirements in the Business Administration major section of this catalog.)

<table>
<thead>
<tr>
<th>Lower-Level Required Courses (21 Units)</th>
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<tbody>
<tr>
<td>ACCT 201 PRINCIPLES OF FINANCIAL ACCOUNTING</td>
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<tr>
<td>or ACCT 211 HONORS ACCOUNTING PRINCIPLES I</td>
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</tr>
<tr>
<td>ACCT 202 PRINCIPLES OF MANAGERIAL ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>or ACCT 212 HONORS ACCOUNTING PRINCIPLES II</td>
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</tr>
<tr>
<td>ECON 201 MICROECONOMIC PRINCIPLES</td>
<td>3</td>
</tr>
<tr>
<td>or ECON 203 HONORS MICROECONOMIC PRINCIPLES</td>
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<tr>
<td>ECON 202 MACROECONOMIC PRINCIPLES</td>
<td>3</td>
</tr>
<tr>
<td>or ECON 204 HONORS MACROECONOMIC PRINCIPLES</td>
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<tr>
<td>LEGL 225 LEGAL ENVIRONMENT OF BUSINESS</td>
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<tr>
<td>Select one of the following:</td>
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</tr>
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<td>MATH 231 BASIC STATISTICS</td>
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<tr>
<td>MATH 233 HONORS BASIC STATISTICS</td>
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<tr>
<td>ECON 205 STATISTICS FOR BUSINESS AND ECONOMICS</td>
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<tr>
<td>MATH 211 CALCULUS FOR APPLICATIONS</td>
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</table>

Required Mathematics Courses (3 Units)

<table>
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<th></th>
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<tbody>
<tr>
<td>MATH 263 DISCRETE MATHEMATICS</td>
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Note: See Requirements for Admission to the Business Administration Major.

<table>
<thead>
<tr>
<th>Upper-Level Business Required Courses (30 Units)</th>
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<tbody>
<tr>
<td>BUSX 301 BUSINESS COMMUNICATIONS</td>
<td>3</td>
</tr>
<tr>
<td>EBTM 306 FUNDAMENTALS OF PROJECT MANAGEMENT AND BUSINESS DECISIONS</td>
<td>3</td>
</tr>
<tr>
<td>EBTM 311 PRINCIPLES OF E-BUSINESS</td>
<td>3</td>
</tr>
<tr>
<td>FIN 331 PRINCIPLES OF FINANCIAL MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 341 PRINCIPLES OF MARKETING</td>
<td>3</td>
</tr>
<tr>
<td>MNGT 361 LEADERSHIP AND MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>EBTM 365 PRINCIPLES OF OPERATIONS MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>BUSX 460 PROFESSIONAL EXPERIENCE</td>
<td>3</td>
</tr>
<tr>
<td>MNGT 482 BUSINESS ETHICS AND SUSTAINABILITY</td>
<td>3</td>
</tr>
<tr>
<td>or COSC 418 ETHICAL AND SOCIETAL CONCERNS OF COMPUTER SCIENTISTS</td>
<td>3</td>
</tr>
<tr>
<td>MNGT 481 STRATEGIC MANAGEMENT</td>
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<table>
<thead>
<tr>
<th>CIS Project Course (3 Units)</th>
<th>360</th>
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</thead>
<tbody>
<tr>
<td>Select one of the following:</td>
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<tr>
<td>CIS 435 HUMAN-COMPUTER INTERACTION</td>
<td>3</td>
</tr>
<tr>
<td>CIS 440 SYSTEM DEVELOPMENT / E-COMMERCE</td>
<td></td>
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<tr>
<td>CIS 475 ANALYSIS AND DESIGN FOR WEB SITES</td>
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<table>
<thead>
<tr>
<th>Required Course (3 Units)</th>
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<tbody>
<tr>
<td>CIS 479 SOFTWARE PROJECT MNGT</td>
<td>3</td>
</tr>
<tr>
<td>or EBTM 443 APPLIED PROJECT MANAGEMENT</td>
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<table>
<thead>
<tr>
<th>Information Systems Requirements (25 Units)</th>
<th>360</th>
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</thead>
<tbody>
<tr>
<td>CIS 211 FUNDAMENTALS OF INFORMATION SYSTEMS &amp; TECHNOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>CIS 239 ENTERPRISE SYSTEMS AND ARCHITECTURE</td>
<td>3</td>
</tr>
<tr>
<td>CIS 334 DATA ORGANIZATION</td>
<td>3</td>
</tr>
<tr>
<td>CIS 350 TELECOMMUNICATIONS</td>
<td>3</td>
</tr>
<tr>
<td>CIS 379 SYSTEMS ANALYSIS AND DESIGN</td>
<td>3</td>
</tr>
<tr>
<td>CIS 458 ORGANIZATIONAL DATABASE MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>COSC 236 INTRO TO COSC I</td>
<td>4</td>
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<tr>
<td>COSC 237 INTRODUCTION TO COMPUTER SCIENCES II</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Units 86

1 Note: Advanced Writing Seminar is taken prior to or concurrent with BUSX 301.

Computer Science (2+2)

<table>
<thead>
<tr>
<th>Required Courses (19 Units)</th>
<th>360</th>
</tr>
</thead>
<tbody>
<tr>
<td>COSC 336 DATA STRUCTURES AND ALGORITHM ANALYSIS</td>
<td>4</td>
</tr>
<tr>
<td>COSC 350 DATA COMMUNICATIONS AND NETWORKING</td>
<td>3</td>
</tr>
<tr>
<td>COSC 418 ETHICAL AND SOCIETAL CONCERNS OF COMPUTER SCIENTISTS</td>
<td>3</td>
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<tr>
<td>COSC 439 OPERATING SYSTEMS</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Group A Electives (6 Units)</th>
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<tbody>
<tr>
<td>Select two of the following:</td>
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<tr>
<td>COSC 415 COMPILER DESIGN</td>
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<tr>
<td>COSC 417 INT THEORY COMP</td>
<td></td>
</tr>
<tr>
<td>COSC 459 COMPUTER SIMULATION &amp; MODELING</td>
<td></td>
</tr>
<tr>
<td>COSC 461 ARTIFICIAL INTELLIGENCE</td>
<td></td>
</tr>
<tr>
<td>COSC 483 DESIGN &amp; ANALYSIS ALGORITHMS</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Group B Electives (6 Units)</th>
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</thead>
<tbody>
<tr>
<td>Select two of the following:</td>
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<tr>
<td>COSC 412 SOFTWARE ENGINEERING</td>
<td></td>
</tr>
<tr>
<td>COSC 431 SELECTED TOPICS COMPUTER SCIENCE</td>
<td></td>
</tr>
<tr>
<td>COSC 471 COMPUTER GRAPHICS</td>
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<tr>
<td>COSC 484 WEB-BASED PROGRAM</td>
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<table>
<thead>
<tr>
<th>General Requirement (3 Units)</th>
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<tbody>
<tr>
<td>COMM 131 FUNDAMENTALS OF SPEECH COMMUNICATION</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Required Science Courses (4 Units)</th>
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</thead>
<tbody>
<tr>
<td>Select one of the following:</td>
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<tr>
<td>ASTR 161 GENERAL ASTRONOMY I</td>
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<tr>
<td>BIOL 201 INTRODUCTION TO CELL BIOLOGY AND GENETICS</td>
<td></td>
</tr>
<tr>
<td>BIOL 202 INTRODUCTION TO ECOLOGY AND EVOLUTION</td>
<td></td>
</tr>
<tr>
<td>BIOL 205 GENERAL BOTANY</td>
<td></td>
</tr>
<tr>
<td>BIOL 207 GENERAL ZOOLOGY</td>
<td></td>
</tr>
<tr>
<td>CHEM 131 GENERAL CHEMISTRY I LECTURE &amp; 131L</td>
<td></td>
</tr>
<tr>
<td>CHEM 132 GENERAL CHEMISTRY II LECTURE &amp; 132L</td>
<td></td>
</tr>
<tr>
<td>CHEM 210 INTRODUCTION TO ANALYTICAL CHEMISTRY</td>
<td></td>
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<tr>
<td>CHEM 331 ORGANIC CHEMISTRY I</td>
<td></td>
</tr>
<tr>
<td>GEOL 121 PHYSICAL GEOLOGY</td>
<td></td>
</tr>
<tr>
<td>PHYS 241 GENERAL PHYSICS I CALCULUS-BASED</td>
<td></td>
</tr>
<tr>
<td>PHYS 242 GENERAL PHYSICS II CALCULUS-BASED</td>
<td></td>
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<tr>
<td>PHYS 243 GENERAL PHYSICS III</td>
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</table>

Computer Science with Security Track (2+2)

<table>
<thead>
<tr>
<th>Required Courses (19 Units)</th>
<th>360</th>
</tr>
</thead>
<tbody>
<tr>
<td>COSC 336 DATA STRUCTURES AND ALGORITHM ANALYSIS</td>
<td>4</td>
</tr>
<tr>
<td>COSC 350 DATA COMMUNICATIONS AND NETWORKING</td>
<td>3</td>
</tr>
<tr>
<td>COSC 418 ETHICAL AND SOCIETAL CONCERNS OF COMPUTER SCIENTISTS</td>
<td>3</td>
</tr>
<tr>
<td>COSC 439 OPERATING SYSTEMS</td>
<td>3</td>
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</table>
### Information Systems (2+2)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>COSC 455</td>
<td>PROGRAMMING LANGUAGES: DESIGN &amp; IMPLEMENTATION</td>
<td>3</td>
</tr>
<tr>
<td>COSC 457</td>
<td>DATABASE MGMT SYS</td>
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</table>

#### Required Security Track Courses (12 Units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COSC 450</td>
<td>NETWORK SECURITY</td>
<td>3</td>
</tr>
<tr>
<td>COSC 440</td>
<td>OPERATING SYSTEMS SECURITY</td>
<td>3</td>
</tr>
<tr>
<td>COSC 458</td>
<td>APPLICATION SOFTWARE SECURITY</td>
<td>3</td>
</tr>
<tr>
<td>COSC 481</td>
<td>CASE STUDIES IN COMPUTER SECURITY</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Required Math Course (3 Units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 314</td>
<td>INTRODUCTION TO CRYPTOGRAPHY</td>
<td>3</td>
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#### General Requirement (3 Units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 131</td>
<td>FUNDAMENTALS OF SPEECH COMMUNICATION</td>
<td>3</td>
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</table>

#### Required Science Course (4 Units)

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTR 161</td>
<td>GENERAL ASTRONOMY I</td>
<td></td>
</tr>
<tr>
<td>BIOL 201</td>
<td>INTRODUCTION TO CELL BIOLOGY AND GENETICS</td>
<td></td>
</tr>
<tr>
<td>BIOL 202</td>
<td>INTRODUCTION TO ECOLOGY AND EVOLUTION</td>
<td></td>
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<tr>
<td>BIOL 205</td>
<td>GENERAL BOTANY</td>
<td></td>
</tr>
<tr>
<td>BIOL 207</td>
<td>GENERAL ZOOLOGY</td>
<td></td>
</tr>
<tr>
<td>CHEM 131</td>
<td>GENERAL CHEMISTRY I LECTURE</td>
<td></td>
</tr>
<tr>
<td>&amp; 131L</td>
<td>and GENERAL CHEMISTRY I LABORATORY</td>
<td></td>
</tr>
<tr>
<td>CHEM 132</td>
<td>GENERAL CHEMISTRY II LECTURE</td>
<td></td>
</tr>
<tr>
<td>&amp; 132L</td>
<td>and GENERAL CHEMISTRY II LABORATORY</td>
<td></td>
</tr>
<tr>
<td>CHEM 210</td>
<td>INTRODUCTION TO ANALYTICAL CHEMISTRY</td>
<td></td>
</tr>
<tr>
<td>CHEM 331</td>
<td>ORGANIC CHEMISTRY I</td>
<td></td>
</tr>
<tr>
<td>GEOL 121</td>
<td>PHYSICAL GEOLOGY</td>
<td></td>
</tr>
<tr>
<td>PHYS 241</td>
<td>GENERAL PHYSICS I CALCULUS-BASED</td>
<td></td>
</tr>
<tr>
<td>PHYS 242</td>
<td>GENERAL PHYSICS II CALCULUS-BASED</td>
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</tr>
<tr>
<td>PHYS 243</td>
<td>GENERAL PHYSICS III</td>
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</table>

**Total Units:** 41

### Information Technology (2+2)

#### Required Courses (21 Units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEC 315</td>
<td>DATA AND INFORMATION MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 325</td>
<td>SYSTEM ADMINISTRATION AND MAINTENANCE</td>
<td>3</td>
</tr>
<tr>
<td>CISP 377</td>
<td>INFORMATION SYSTEMS SECURITY</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 411</td>
<td>SYSTEM ARCHITECTURE AND INTEGRATION</td>
<td>3</td>
</tr>
<tr>
<td>COSC 418</td>
<td>ETHICAL AND SOCIETIAL CONCERNS OF COMPUTER SCIENTISTS</td>
<td>3</td>
</tr>
<tr>
<td>CIS 435</td>
<td>HUMAN-COMPUTER INTERACTION</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 485</td>
<td>INFORMATION TECHNOLOGY CAPSTONE</td>
<td>3</td>
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</table>

#### Electives (12 Units)

Select four of the following:

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>CISP 445</td>
<td>UNIVERSAL USABILITY: DESIGNING COMPUTER INTERFACES FOR BLIND USERS</td>
<td>3</td>
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<tr>
<td>ITEC 336</td>
<td>LEGAL AND POLICY ISSUES IN INFORMATION TECHNOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 345</td>
<td>SCRIPTING LANGUAGES</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 397</td>
<td>INFORMATION TECHNOLOGY INTERNSHIP</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 423</td>
<td>EMERGING INTERNET TECHNOLOGIES</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 425</td>
<td>IT ENTERPRISE ARCHITECTURE</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 427</td>
<td>CLOUD COMPUTING FOR ENTERPRISES</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 437</td>
<td>DISASTER RECOVERY AND ENTERPRISE CONTINUITY</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 450</td>
<td>ADVANCED COMPUTER NETWORKING</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 451</td>
<td>ADVANCED DATA MANAGEMENT &amp; ANALYSIS</td>
<td>3</td>
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<tr>
<td>ITEC 464</td>
<td>WEB DEVELOPMENT</td>
<td>3</td>
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<tr>
<td>ITEC 470</td>
<td>SPECIAL TOPICS IN INFORMATION TECHNOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 495</td>
<td>INDEPENDENT STUDY IN INFORMATION TECHNOLOGY</td>
<td>3</td>
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</tbody>
</table>

**Total Units:** 42

### Minor in Computer Science

This minor is available to students who have a major other than Computer Science, Information Systems or Information Technology. All Computer
Minor in Information Systems

All Information Systems minors are required to take 20 units in computer science and information systems to be completed with a grade equivalent of 2.00 or higher. At least half must be taken at Towson University. Students cannot major in Computer Science or Information Technology and minor in Information Systems.

Required Courses (11 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 211</td>
<td>FUNDAMENTALS OF INFORMATION SYSTEMS &amp; TECHNOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>COSC 236</td>
<td>INTRO TO COSC I</td>
<td>4</td>
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<tr>
<td>COSC 237</td>
<td>INTRODUCTION TO COMPUTER SCIENCES II</td>
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</table>

Elective Courses (9 Units)

Select at least three of the following:

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<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 334</td>
<td>DATA ORGANIZATION</td>
<td></td>
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<tr>
<td>CIS 350</td>
<td>TELECOMMUNICATIONS</td>
<td></td>
</tr>
<tr>
<td>CIS 377</td>
<td>INFORMATION SYSTEMS SECURITY</td>
<td></td>
</tr>
<tr>
<td>CIS 379</td>
<td>SYSTEMS ANALYSIS AND DESIGN</td>
<td></td>
</tr>
<tr>
<td>CIS 397</td>
<td>INTERNSHIP IN CIS</td>
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</tr>
<tr>
<td>COSC 412</td>
<td>SOFTWARE ENGINEERING</td>
<td></td>
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<tr>
<td>CIS 425</td>
<td>DECISION SUPPORT SYSTEMS</td>
<td></td>
</tr>
<tr>
<td>CIS 433</td>
<td>SELECT TOPICS INFO SYST</td>
<td></td>
</tr>
<tr>
<td>CIS 435</td>
<td>HUMAN-COMPUTER INTERACTION</td>
<td></td>
</tr>
<tr>
<td>CIS 440</td>
<td>SYSTEM DEVELOPMENT / E-COMMERCE</td>
<td></td>
</tr>
</tbody>
</table>

Total Units: 20

The 9 units of elective courses must be upper-division courses and may include one approved computer-related course from outside the department.

1 Has additional prerequisites other than COSC 336.

Minor in Information Technology

Information Technology minors must complete 22 units in computer science, information systems and information technology with a grade equivalent of 2.00 or higher. At least half must be taken at Towson University. This minor is available to students who have a major other than Computer Science, Information Systems or Information Technology.

Required Courses (37 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 211</td>
<td>FUNDAMENTALS OF INFORMATION SYSTEMS &amp; TECHNOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>CIS 377</td>
<td>INFORMATION SYSTEMS SECURITY</td>
<td>3</td>
</tr>
<tr>
<td>COSC 236</td>
<td>INTRO TO COSC I</td>
<td>4</td>
</tr>
<tr>
<td>ITEC 231</td>
<td>FUNDAMENTALS OF WEB TECHNOLOGIES</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 250</td>
<td>FUNDAMENTALS OF COMPUTER NETWORKS</td>
<td>3</td>
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<tr>
<td>ITEC 315</td>
<td>DATA AND INFORMATION MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 325</td>
<td>SYSTEM ADMINISTRATION AND MAINTENANCE</td>
<td>3</td>
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</tbody>
</table>

Total Units: 22

Environmental Science and Studies Program

OFFICE
Administration Building 213, 410-704-4920
Fax: 410-704-3959

THE PROGRAM

The Environmental Science and Studies Program has two primary educational objectives. One is to provide the fundamental scientific, technical and social knowledge that program graduates will need to assess, plan and evaluate environmental concerns, particularly those confronting metropolitan regions. The second is to instill the wide range of cognitive skills and content mastery that students will need to effectively analyze environmental issues and propose realistic plans for solving environmental problems at local, regional and national levels.

The requirements of the program are structured to meet these two objectives and include mathematical and scientific foundations as well as extensive interdisciplinary study related to environmental issues. The upper-level courses integrate the student’s program of study and provide hands-on practice in an environmental field. The environmental problems addressed in many classes are realistic plans for solving environmental problems at local, regional and national levels.
Most environmental problems resist solutions from any single discipline. To counter this dilemma, the program utilizes a rigorous interdisciplinary approach. The curriculum draws upon the expertise of faculty in the areas of biology, chemistry, geology, mathematics, environmental ethics and values, public policy, economics, geography, public health and social change.

Students majoring in Environmental Science and Studies have a choice of two concentrations: Environmental Studies or Environmental Science. There is considerable overlap in the courses between the two concentrations. For information on the Environmental Studies Concentration, see the College of Liberal Arts.

Director: Christopher Salice (Biological Sciences)

Affiliated Faculty
Professors: Rachel Burks (Physics, Astronomy & Geosciences), Ryan Casey (Chemistry), Brian Fath (Biological Sciences), Susan Gesens (Biological Sciences), Sarah Haines (Biological Sciences), L. Scott Johnson (Biological Sciences), Steven Lev (Physics, Astronomy & Geosciences), Antonette Marzotto (Political Science), John Morgan III (Geography & Environmental Planning), Jay Nelson (Biological Sciences), Thomas Rhoads (Economics), Martin Roberge (Geography & Environmental Planning), Robert Rook (History), Lev Ryzhkov (Chemistry), Stephen Scales (Philosophy & Religious Studies), Erik Scully (Biological Sciences), Richard Seigel (Biological Sciences), Jane Wolfson (Biological Sciences), Lillian Carter (Health Science), Jonathan Goodell (Biological Sciences), Andrea Brace (Health Science), John Bullock (Political Science), David Hearn (Biological Sciences), Kathryn Kautzman (Chemistry), Sya Kedzior (Geography & Environmental Planning), Joel Moore (Physics, Astronomy & Geosciences), Roland Roberts (Biological Sciences), Shannon Stitzel (Chemistry), Timothy Sullivan (Economics), Jeremy Tasch (Geography & Environmental Planning), Paporn Thebpanya (Geography & Environmental Planning), Donn Worogs (Political Science)

Associate Professors: Kent Barnes (Geography & Environmental Planning), Vanessa Beauchamp (Biological Sciences), Harald Beck (Biological Sciences), Mark Bulmer (Biological Sciences), Lillian Carter (Health Science), John LaPolia (Biological Sciences), Kang Lu (Geo-Environmental Planning), James Mular (Economics), Clare Muhoro (Chemistry), Karen Oslund (History), David Owby (Chemistry), Joel Moore (Geography & Environmental Planning), Shannon Stitzel (Chemistry), Timothy Sullivan (Economics), Jeremy Tasch (Geography & Environmental Planning), Paporn Thebpanya (Geography & Environmental Planning), Donn Worogs (Political Science)

Assistant Professors: Andrea Brace (Health Science), John Bullock (Political Science), David Hearn (Biological Sciences), Matthew Hemm (Biological Sciences), Kathryn Kautzman (Chemistry), Sya Kedzior (Geography & Environmental Planning), Joel Moore (Physics, Astronomy & Geosciences), Mark Miller (Biography & Environmental Studies), Chris Salice (Biological Sciences), John Sivey (Chemistry)

Lecturer: Natalia Fath (Geography & Environmental Planning)

MAJOR IN ENVIRONMENTAL SCIENCE AND STUDIES
- Major in Environmental Science and Studies - Environmental Science Concentration (p. 311)

MINOR IN ENVIRONMENTAL SCIENCE AND STUDIES
- Environmental Science and Studies (p. 313)

Major in Environmental Science and Studies - Environmental Science Concentration
Students majoring in Environmental Science and Studies have a choice of two concentrations: Environmental Studies or Environmental Science. There is considerable overlap in the courses between the two concentrations. As students progress through the program, they begin to specialize in their area of greatest interest. During the senior year, students in both concentrations are involved in course work that emphasizes application of concepts to real-world problems. For information on the Environmental Studies Concentration, see the College of Liberal Arts.

ENVIRONMENTAL SCIENCE CONCENTRATION
The Environmental Science Concentration requires 43–45 units. Students then choose a track that provides advanced study in one of three different fields: biology, chemistry or geology, or for students who choose not to specialize, a more general Environmental Science Track is also available. Each track has its own required courses and electives. The Environmental Science Concentration requires a total of 72–85 units (depending upon the track selected).

Common Requirements (43–45 units)
Natural Sciences (16 units)
BIL 202 INTRODUCTION TO ECOLOGY AND EVOLUTION 4
CHEM 131 GENERAL CHEMISTRY I LECTURE 3
CHEM 131L GENERAL CHEMISTRY I LABORATORY 1
CHEM 132 GENERAL CHEMISTRY II LECTURE 3
CHEM 132L GENERAL CHEMISTRY II LABORATORY 1
GEOI 121 PHYSICAL GEOLOGY 4
Mathematics and Statistics (6–8 Units)
MATH 119 PRE-CALCULUS 3-4
or MATH 211 CALCULUS FOR APPLICATIONS
Select one of the following:
MATH 231 BASIC STATISTICS 3-4
MATH 237 ELEMENTARY BIOSTATISTICS
GEOG 375 QUANTITATIVE METHODS IN GEOGRAPHY
ECON 205 STATISTICS FOR BUSINESS AND ECONOMICS I
Social Sciences/Humanities (18 Units)
ENGL 318 TECHNICAL AND SCIENTIFIC WRITING 3
PHIL 255 ENVIRONMENTAL ETHICS 3
or HLTH 451 INTRODUCTION TO ENVIRONMENTAL HEALTH
Select two of the following sequences, which include an upper-level and a lower-level course in the same discipline:
Sequence 1
GEOI 101 PHYSICAL GEOGRAPHY
& GEOI 410 and ENVIRONMENTAL GEOGRAPHY
Sequence 2
ECON 201 MICROECONOMIC PRINCIPLES
ECON 375 ENVIRONMENTAL ECONOMICS
or ECON 376 NATURAL RESOURCE ECONOMICS
Sequence 3
POSC 103 AMERICAN NATIONAL GOVERNMENT
or POSC 207 STATE GOVERNMENT
POSC 421 POLITICS AND ENVIRONMENTAL POLICY
Applications (3 Units)
Select one of the following:
ENVS 482 ENVIRONMENTAL RESEARCH
ENVS 485 ENVIRONMENTAL INTERNSHIP
ENVS 491 SENIOR SEMINAR
Track (29–40 Units)
Select one of the tracks listed below
29-40
Total Units 72-85

Environmental Biology Track (29–38 units)
Required Courses (17-22 Units)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 201</td>
<td>Introduction to Cell Biology and Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 205</td>
<td>General Botany</td>
<td>4</td>
</tr>
<tr>
<td>or BIOL 207</td>
<td>General Zoology</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 402</td>
<td>General Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 310</td>
<td>Conservation Biology</td>
<td></td>
</tr>
<tr>
<td>BIOL 435</td>
<td>Plant Ecology</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 330</td>
<td>Essentials of Organic Chemistry</td>
<td>5-10</td>
</tr>
<tr>
<td>or CHEM 331</td>
<td>Organic Chemistry I</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 332</td>
<td>Organic Chemistry II</td>
<td></td>
</tr>
</tbody>
</table>

**Electives (12-16 Units)**

Select three of the following:

- BIOL 309  Genetics
- BIOL 310  Conservation Biology
- BIOL 318  Microbiology
- BIOL 325  Animal Physiology
- BIOL 347  Marine Biology
- BIOL 353  Invert Zoology
- BIOL 402  General Ecology
- BIOL 406  Limnology
- BIOL 432  Vascular Plant Taxonomy
- BIOL 435  Plant Ecology
- BIOL 436  Plant Physiology
- or BIOL 447 Tropical Field Ecology
- BIOL 444  Wildlife Management
- BIOL 452  Wetland Ecology
- BIOL 455  Fish Biology
- BIOL 456  Ornithology
- BIOL 458  Mammalogy
- BIOL 461  Entomology
- BIOL 467  Herpetology
- CHEM 480  Chemical Toxicology

Select one additional course from among any of the Environmental Science and Studies tracks.

**Total Units**: 29-38

1. One of the two ecology courses, not taken as "required," can be used as an elective

**Environmental Chemistry Track (35-41 units)**

**Required Courses (26-31 Units)**

- CHEM 210  Analytical Chemistry  
- PHYS 211  General Physics I; Non Calculus-Based
- & PHYS 212 General Physics II; Non Calculus-Based

Select one of the following:

- CHEM 330  Essentials of Organic Chemistry
- or CHEM 331 Organic Chemistry I
- & CHEM 332 Organic Chemistry II

Select one of the following:

- BIOL 402  General Ecology
- or BIOL 406 Limnology

Select one of the following:

- GEOL 415  Hydrogeology
- or GEOL 305 Environmental Geology

**Electives (9-10 Units)**

Select six units from the following:

- CHEM 310  Instrumental Analysis
- CHEM 323  Inorganic Chemistry
- CHEM 345  Principles Physical Chem
- CHEM 351  Biochemistry I
- CHEM 356  Biochemistry Lab
- CHEM 361  Chem & Bacteriological Studies on Water Pollution
- CHEM 372  Physical Chemistry Laboratory
- CHEM 461  Advanced Lecture Topics
- CHEM 462  Advanced Laboratory Techniques
- CHEM 480  Chemical Toxicology

Select one additional course from among any of the Environmental Science and Studies tracks.

**Total Units**: 35-41

**Environmental Geology Track (30–33 units)**

**Required Courses (25 Units)**

- CHEM 210  Analytical Chemistry
- PHYS 211  General Physics I; Non Calculus-Based
- & PHYS 212 General Physics II; Non Calculus-Based

Select one of the following:

- GEOL 415  Hydrogeology

**Electives (5-8 Units)**

Select one of the following:

- GEOL 321  Structural Geology
- or GEOL 443 Sedimentology and Stratigraphy

**Total Units**: 30-33

**Environmental Science Track (29–33 units)**

**Required Courses (17 Units)**

- BIOL 201  Introduction to Cell Biology and Genetics
- PHYS 211  General Physics I; Non Calculus-Based
- & PHYS 212 General Physics II; Non Calculus-Based

Select one of the following:

- CHEM 210  Analytical Chemistry
- or CHEM 330 Essentials of Organic Chemistry

**Electives (13-16 Units)**

Select one of the following:

- BIOL 402  General Ecology
- BIOL 310 Conservation Biology
- BIOL 406 Limnology
- GEOL 415 Hydrogeology
- GEOL 305 Environmental Geology

**Total Units**: 30-33
Two additional environmental electives in the same discipline from biology, 9-12 chemistry, geology or geography AND one additional course selected from among any of the Environmental Science and Studies tracks.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 202 (Core 7)</td>
<td>4</td>
<td>GEOL 121</td>
<td>4</td>
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<tr>
<td>MATH 119 (Core 3)</td>
<td>4</td>
<td>CHEM 132 &amp; 132L</td>
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</tr>
<tr>
<td>CHEM 131 &amp; 131L (Core 8)</td>
<td>3</td>
<td>ECON/GEOG/POSC (Core 6)</td>
<td>3</td>
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<tr>
<td>Core or Elective</td>
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<td>Core or Elective</td>
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<td><strong>Total Units</strong></td>
<td>15</td>
<td><strong>Total Units</strong></td>
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**SUGGESTED FOUR-YEAR PLAN**

**Freshman**

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<th>Term 1</th>
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<th>Units</th>
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<tr>
<td>MATH 231</td>
<td>3</td>
<td>ECON/GEOG/POSC upper level</td>
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<tr>
<td>ECON/GEOG/POSC lower level</td>
<td>3</td>
<td>Track Requirement 2</td>
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<td>Track Requirement 1</td>
<td>4</td>
<td>Track Requirement 3</td>
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<tr>
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**Sophomore**

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<tr>
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<th>Units</th>
<th>Term 2</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>HLTH 451 or PHIL 255</td>
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<td>ENGL 318</td>
<td>3</td>
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<tr>
<td>ECON/GEOG/POSC upper level</td>
<td>3</td>
<td>Track Requirement 5</td>
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<tr>
<td>Track Requirement 4</td>
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<td>Track Requirement 6</td>
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<td>Core or Elective</td>
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<tr>
<td>Core or Elective</td>
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<td><strong>Total Units</strong></td>
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**Junior**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 482, 485, or 491</td>
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<td>Track Requirement 9 (if needed)</td>
<td>3</td>
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<tr>
<td>Track Requirement 7</td>
<td>4</td>
<td>Track Requirement 10 (if needed)</td>
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</tr>
<tr>
<td>Track Requirement 8</td>
<td>3</td>
<td>Track Requirement 11 (if needed)</td>
<td>3</td>
</tr>
<tr>
<td>Core or Elective</td>
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<td>Core or Elective</td>
<td>3</td>
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<tr>
<td>Core or Elective</td>
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<td><strong>Total Units</strong></td>
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</table>

**Senior**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
</table>
| 1. Apply their knowledge of the sciences and the scientific method to collect, analyze and interpret data that they have collected or to critique the methods used by others to collect, analyze and interpret data. 2. Identify the cultural, economic, geographic and/or political facets of environmental problems/situations and relate their understanding of these components to particular situations. 3. Relate the theoretical background materials presented in natural science, social science or humanities courses to specific current environmental problems/dilemmas. 4. Students will display competency in essential skills required of a college graduate by reading, interpreting, analyzing and evaluating written discourse. 5. Students will display competency in essential skills required of a college graduate by researching a topic, develop an argument and organize supporting details (ILTC) Minor in Environmental Science and Studies Students may minor in Environmental Science and Studies by taking five required courses and fulfilling an additional 6- to 8-unit requirement for the minor (21 to 23 units total). All students minoring in Environmental Science and Studies take the following five required courses for a total of 15 units. Some of these courses have prerequisites. ECON 375 ENVIRONMENTAL ECONOMICS 3 or ECON 376 NATURAL RESOURCE ECONOMICS 3 GEOG 410 ENVIRONMENTAL GEOGRAPHY 3 HLTH 451 INTRODUCTION TO ENVIRONMENTAL HEALTH 3 PHIL 255 ENVIRONMENTAL ETHICS 3 POSC 421 POLITICS AND ENVIRONMENTAL POLICY 3 **Total Units** 15 Science majors who minor in Environmental Science and Studies take two additional 3-unit elective courses listed in the Environmental Studies description under the College of Liberal Arts. Total unit requirement for the minor for science majors is 21 units. Non-science majors who minor in Environmental Science and Studies take 8 units in the environmental sciences. A one-year sequence in a science with lab (8 units) selected from the environmental sciences (BIOL 201-BIOL 202, CHEM 131-CHEM 131L-CHEM 132-CHEM 132L, GEOL 121 and GEOL 305) satisfies this requirement. Total unit requirement for the minor for non-science majors is 23 units. Department of Mathematics OFFICE 7800 York Road, Room 316 410-704-3091 Fax: 410-704-4149 E-mail: math@towson.edu PROGRAMS OF THE DEPARTMENT The mathematics curriculum provides opportunities for students to do abstract reasoning applicable to many scientific or academic areas, to survey the field of mathematics, to study the applications of the discipline, and to prepare for additional study or for a career. The Department of Mathematics offers the following programs: • major in Mathematics, in which there are four concentrations • the minor in Mathematics, designed to enhance major programs to which mathematics is readily applied • the minor in Mathematics with the Elementary Education major, for prospective elementary teachers who may wish to teach mathematics at the middle school or junior high school level • the second major programs offered in conjunction with the departments of Economics and Computer and Information Sciences The Mathematics major has four areas of concentration from which to choose:
• The Mathematics Secondary Education Concentration is designed for students who wish to become certified to teach mathematics in secondary schools.
• The Pure Mathematics Concentration emphasizes abstract mathematics.
• For students interested in the actuarial profession, there is an Actuarial Science and Risk Management Concentration that provides the necessary background required for entry-level positions in that field.
• The Applied Mathematics Concentration is designed for students who wish to apply mathematics to problems in business and industry.

The Bachelor of Arts degree may be earned by adding the intermediate level of a foreign language or its equivalent to the major course requirements.

MAJOR IN MATHEMATICS
Mathematics majors may choose from the following areas of concentration:

• Pure Mathematics
• Applied Mathematics
• Actuarial Science and Risk Management
• Mathematics Secondary Education

SECOND MAJOR PROGRAMS
Students may declare a second major and obtain a degree certifying that both majors have been completed. The Department of Mathematics encourages majors to pursue a second major or a minor in subjects in which mathematics is applied. In cooperation with the departments of Economics, and Computer and Information Sciences, the following courses of study have been developed to enable students to obtain a second major in Economics or Computer Science.

COURSE PREREQUISITES
The department strictly enforces prerequisites for all mathematics courses.

Policy On AP Mathematics
For the general policy on Advanced Placement in Mathematics, see http://www.towson.edu/main/admissions/apply/freshman/placementcredit.asp

TRANSFER CREDIT POLICIES
Only courses approved by the Department of Mathematics may be applied to a major or minor program offered by the department. If students submit mathematics units that are more than five years old at the time of admission or readmission, the chair, after reviewing these records, may require that some courses be repeated or that a new course be completed.

Secondary Education Mathematics majors are required to take MATH 423, MATH 426, MATH 428, and at least four additional upper-division courses in their Mathematics major program at Towson University.

All other Mathematics majors are required to take MATH 490 and at least six additional upper-division courses of their Mathematics major program at Towson University.

Mathematics minors must take at least four courses of their Mathematics minor program at Towson University; at least two courses must be at the upper-division level.

NOTES FOR MAJORS AND MINORS
Mathematics majors with minors in Economics may satisfy their Applications requirement by completing ECON 451.

Mathematics majors or minors who receive a grade equivalent of 1.00 in a 100-level course prerequisite to calculus must repeat the course no later than concurrently with calculus. Mathematics majors or minors must attain a grade equivalent of 2.00 or higher in any 200-, 300-, or 400-level course used as a prerequisite or applied toward a major or minor. Unless otherwise noted, prerequisites must be satisfied prior to taking a course. The program of the minor should be approved by students’ department advisers.

CORE CURRICULUM REQUIREMENTS IN MATHEMATICS
Students should consult those portions of this catalog describing their major and minor programs to see whether specific mathematics courses are required or recommended.

For a comprehensive list of courses that satisfy the Core Curriculum requirement for Mathematics, please visit www.towson.edu/core. Students should enroll in the mathematics course for which they have the necessary high school or collegiate backgrounds and which is most relevant to their programs of study. Placement tests may be used to help select the appropriate course. See the Academic Achievement Center (p. 358) section in Academic Resources.

MATHEMATICS COURSE NUMBERS
A note on the numbering system: the left digit of the course number indicates the level of the content. The middle digit of the course number indicates the area of the content: 0-general; 1-service; 2-mathematics education; 3-probability, statistics and numerical analysis; 5-geometry; 6-algebra; 7-analysis; 9-readings, special topics, and seminars in mathematics.

MAJORS IN MATHEMATICS

• Major in Mathematics with concentrations in:
  • Pure Mathematics (p. 316)
  • Applied Mathematics (p. 315)
  • Actuarial Science and Risk Management (p. 314)
  • Mathematics Secondary Education (p. 317)
• Second Major Programs:
  • Combined Major in Mathematics and Computer Science (p. 305)
  • Combined Major in Mathematics and Computer Science with Security Track (p. 307)

MINORS IN MATHEMATICS

• Mathematics (p. 322)
• Elementary Education Major with a Mathematics Minor (http://catalog.towson.edu/undergraduate/fisher-science-mathematics/mathematics/elementary-education-major-mathematics-minor)

Major in Mathematics - Actuarial Science and Risk Management Concentration

The Society of Actuaries has recognized Towson University as a Center of Actuarial Excellence (CAE). There are eight criteria for this designation, including curriculum, faculty composition, graduate quality, connection to industry, and research/scholarship.

In addition to the Core Curriculum and common requirements for all Math majors, the Actuarial Science and Risk Management Concentration requires 86 units (83 shown below plus ENGL 317, 3 units), completed with a grade equivalent of 2.00 or higher.

Students must complete the Core Curriculum requirements in addition to the requirements for a concentration.

The following are common requirements for all Mathematics concentrations:
### ACTUARIAL SCIENCE AND RISK MANAGEMENT CONCENTRATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Actuarial Science &amp; Risk Management Concentration Required Courses</th>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 201 PRINCIPLES OF FINANCIAL ACCOUNTING</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>or ACCT 211 HONORS ACCOUNTING PRINCIPLES I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT 202 PRINCIPLES OF MANAGERIAL ACCOUNTING</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>or ACCT 212 HONORS ACCOUNTING PRINCIPLES II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COSC 236 INTRO TO COSC I</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>ECON 201 MICROECONOMIC PRINCIPLES</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>&amp; ECON 202 and MACROECONOMIC PRINCIPLES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FIN 331 PRINCIPLES OF FINANCIAL MANAGEMENT</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>FIN 333 INVESTMENTS AND EQUITY SECURITY ANALYSIS</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>MATH 265 ELEMENTARY LINEAR ALGEBRA</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>MATH 267 INTRODUCTION TO ABSTRACT MATHEMATICS</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>MATH 273 CALCULUS I</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>MATH 274 CALCULUS II</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>MATH 275 CALCULUS III</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>MATH 312 THEORY OF INTEREST</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>MATH 331 PROBABILITY</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>MATH 332 MATHEMATICAL STATISTICS</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>MATH 337 APPLIED REGRESSION AND TIME SERIES ANALYSIS</td>
<td>4</td>
<td>4</td>
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<tr>
<td>MATH 369 INTRODUCTION TO ABSTRACT ALGEBRA</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>MATH 438 ACTUARIAL MODELS</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>MATH 439 COMPUTATIONAL PROBABILITY MODELS</td>
<td>3</td>
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</tr>
<tr>
<td>MATH 448 ADVANCED ACTUARIAL MODELS</td>
<td>3</td>
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</tr>
<tr>
<td>MATH 485 MATHEMATICAL FINANCE</td>
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<tr>
<td>MATH 486 RISK MANAGEMENT AND FINANCIAL ENGINEERING</td>
<td>3</td>
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<tr>
<td>MATH 442 ACTUARIAL MODEL CONSTRUCTION</td>
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</tr>
<tr>
<td>MATH 490 SENIOR SEMINAR IN MATHEMATICS</td>
<td>3</td>
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</tr>
</tbody>
</table>

**Total Units: 83**

Note: ENGL 317 must be taken to fulfill the Core Curriculum requirement of English Composition.

### Freshman

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 273</td>
<td>4 MATH 265</td>
<td>4</td>
<td></td>
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<tr>
<td>ENGL 102 or TSEM 102 (Core 1 or 2)</td>
<td>3 MATH 274</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>COSC 236</td>
<td>4 ACCT 201</td>
<td>3</td>
<td></td>
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<tr>
<td>Core</td>
<td>3 COMM 131 (Core 5)</td>
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<tr>
<td>Core</td>
<td>3 TSEM 102 or ENGL 102 (Core 1 or 2)</td>
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</table>

**Total Units: 17**

**Freshman Total Units:** 17

**Sophomore**

<table>
<thead>
<tr>
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<th>Units Term 2</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 275</td>
<td>4 MATH 267</td>
<td>4</td>
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<tr>
<td>MATH 312</td>
<td>4 MATH 331</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ACCT 202</td>
<td>3 ECON 201 (Core 6)</td>
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<tr>
<td>Core</td>
<td>4 Core</td>
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</tbody>
</table>

Students are advised to prepare for and take the SOA/CAS Exam FM/2 at the end of the Fall Term.

**Total Units:** 15

**Junior**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 369</td>
<td>4 ENGL 317 (Core 9)</td>
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<tr>
<td>MATH 332</td>
<td>3 MATH 439</td>
<td>3</td>
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<tr>
<td>MATH 438</td>
<td>3 MATH 448</td>
<td>3</td>
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<tr>
<td>ECON 202</td>
<td>3 FIN 331</td>
<td>3</td>
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</tr>
<tr>
<td>Core</td>
<td>3 Core</td>
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</tbody>
</table>

Students are advised to prepare for and take the SOA/CAS Exam P/1 at the end of the Spring Term.

**Total Units:** 16

**Senior**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units Term 2</th>
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<tbody>
<tr>
<td>MATH 337</td>
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<tr>
<td>MATH 438</td>
<td>3 MATH 490</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FIN 333</td>
<td>3 MATH 442</td>
<td>4</td>
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</tr>
<tr>
<td>Core</td>
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</tbody>
</table>

Students are advised to prepare for and take the SOA/CAS Exam MLC at the end of the Spring Term.

**Total Units:** 15

**Total Units: 121**

1. Demonstrate knowledge of the properties of numbers and of sets.
2. Demonstrate skills and knowledge of appropriate technology used in solving mathematical problems.
3. Demonstrate skills and knowledge of the basic concepts of calculus.
4. Demonstrate skills and knowledge of linear and abstract algebra.
5. Demonstrate skills and knowledge of basic probability and/or statistics

### Major in Mathematics - Applied Mathematics Concentration

The Applied Mathematics Concentration requires 66-69 units completed with a grade equivalent of 2.00 or higher.

Students must complete the Core Curriculum requirements in addition to the requirements for a concentration.

The following are common requirements for all Mathematics concentrations:

**MATH 265** ELEMENTARY LINEAR ALGEBRA 4
**MATH 267** INTRODUCTION TO ABSTRACT MATHEMATICS 4
**MATH 273** CALCULUS I 4
**MATH 274** CALCULUS II 4
**MATH 275** CALCULUS III 4
**MATH 275** CALCULUS III 4

**Total Units: 13**
MATH 369  INTRODUCTION TO ABSTRACT ALGEBRA  4

Total Units  24

Applied Mathematics Concentration

Required Courses (54 Units)
Common Requirements (see above)
COSC 236  INTRO TO COSC I  4
MATH 265  ELEMENTARY LINEAR ALGEBRA  4
MATH 267  INTRODUCTION TO ABSTRACT MATHEMATICS  4
MATH 273  CALCULUS I  4
MATH 274  CALCULUS II  4
MATH 275  CALCULUS III  4
MATH 331  PROBABILITY  4
MATH 332  MATHEMATICAL STATISTICS  3
MATH 369  INTRODUCTION TO ABSTRACT ALGEBRA  4
MATH 374  DIFFERENTIAL EQUATIONS  3
MATH 377  MATHEMATICAL MODELS  1
or MATH 439  COMPUTATIONAL PROBABILITY MODELS
MATH 435  NUMERICAL ANALYSIS I  3
MATH 473  INTRODUCTORY REAL ANALYSIS  4
MATH 475  COMPLEX ANALYSIS  3
MATH 490  SENIOR SEMINAR IN MATHEMATICS  3

Upper-Division Mathematics Electives (6-7 Units)
Select two of the following:  6-7
MATH 337  APPLIED REGRESSION AND TIME SERIES
ANALYSIS
MATH 379  FOURIER ANALYSIS WITH APPLICATIONS
MATH 437  OPERATIONS RESEARCH
MATH 439  COMPUTATIONAL PROBABILITY MODELS  2
MATH 451  GRAPH THEORY
MATH 457  DIFFERENTIAL GEOMETRY
MATH 463  LINEAR ALGEBRA

Application Electives (6-8 Units)
Select two of the following:  6-8
BIOL 309  GENETICS
COSC 336  DATA STRUCTURES AND ALGORITHM ANALYSIS
COSC 417  INT THEORY COMP
COSC 461  ARTIFICIAL INTELLIGENCE
COSC 471  COMPUTER GRAPHICS
MATH 438  ACTUARIAL MODELS
MATH 485  MATHEMATICAL FINANCE
MATH 486  RISK MANAGEMENT AND FINANCIAL
ENGINEERING
PHYS 241  GENERAL PHYSICS I CALCULUS-BASED
PHYS 242  GENERAL PHYSICS II CALCULUS-BASED
PHYS 307  INTRODUCTORY MATHEMATICAL PHYSICS
POSC 459  SIMULATION AND GAMES IN POLITICAL SCIENCE
PSYC 314  RESEARCH METHODS IN PSYCHOLOGY

Total Units  66-69

1  One of  MATH 377  or MATH 439,  but not both.
2  Only open to students who didn’t choose this course as the required
course instead of MATH 377

SUGGESTED FOUR-YEAR PLAN

Freshman
Term 1  Units  Term 2  Units
MATH 273  4  MATH 265  4
ENGL 102 or TSEM 102 (Core 1 or 2)  3  MATH 274  4
Core  3  COSC 236  4
Core  3  TSEM 102 or ENGL 102 (Core 2 or 1)  3
13  15

Sophomore
Term 1  Units  Term 2  Units
MATH 267  4  MATH 374  3
MATH 275  4  MATH or Applications Elective  3-4
Core  7 (PHYS 241 recommended)  3-4  Core  8 (PHYS 242 recommended)  3-4
Core  3  Core  3
Elective  1-3  Core  3
15-18  15-17

Junior
Term 1  Units  Term 2  Units
MATH 331  4  MATH 332  3
MATH 369  4  MATH 377 or 439  3
MATH or Applications Elective  3-4  MATH or Applications Elective  3-4
Core  3  MATH or Applications Elective  3-4
Core  3  Core  3
17-18  15-17

Senior
Term 1  Units  Term 2  Units
MATH 435  3  MATH 475  3
MATH 473  4  MATH 490  3
Core  3  Elective  3
Elective  3-4  Elective  3
Elective  3-4  Elective  3-4
16-18  15-16

Total Units: 121-132

1. Demonstrate knowledge of the properties of numbers and of sets.
2. Demonstrate skills and knowledge of appropriate technology used in solving
mathematical problems.
3. Demonstrate skills and knowledge of the basic concepts of calculus.
4. Demonstrate skills and knowledge of linear and abstract algebra.
5. Demonstrate skills and knowledge of basic probability and/or statistics

Major in Math - Pure Mathematics Concentration

The Pure Mathematics Concentration requires 66 units completed with a
grade equivalent of 2.00 or higher.

Students must complete the Core Curriculum requirements in addition to the
requirements for a concentration.

The following are common requirements for all Mathematics concentrations:

MATH 265  ELEMENTARY LINEAR ALGEBRA  4
MATH 267  INTRODUCTION TO ABSTRACT MATHEMATICS  4
MATH 273  CALCULUS I  4
MATH 274  CALCULUS II  4
### Pure Mathematics Concentration

**Required Courses (51 Units)**
- Common requirements (see above) 24
- COSC 236 INTRO TO COSC I 4
- MATH 331 PROBABILITY 4
- MATH 374 DIFFERENTIAL EQUATIONS 3
- MATH 463 LINEAR ALGEBRA 3
- MATH 467 ALGEBRAIC STRUCTURES 3
- MATH 473 INTRODUCTORY REAL ANALYSIS 4
- MATH 475 COMPLEX ANALYSIS 3
- MATH 490 SENIOR SEMINAR IN MATHEMATICS 3

**Upper-Division Mathematics Electives (15 Units)**
Select at least two of the following:
- MATH 315 APPLIED COMBINATORICS
- MATH 332 MATHEMATICAL STATISTICS
- MATH 353 EUCLIDEAN AND NON-EUCLIDEAN GEOMETRIES
- MATH 377 MATHEMATICAL MODELS
- MATH 379 FOURIER ANALYSIS WITH APPLICATIONS

Select at least two of the following:
- MATH 451 GRAPH THEORY
- MATH 457 DIFFERENTIAL GEOMETRY
- MATH 465 THEORY OF NUMBERS
- MATH 477 TOPOLOGY

**Total Units:** 66

1. One of MATH 377 or MATH 439, but not both

Note: The Department of Mathematics recommends PHYS 241 be taken to satisfy the Core Curriculum requirement for Biological and Physical Sciences.

### SUGGESTED FOUR-YEAR PLAN

#### Freshman

<table>
<thead>
<tr>
<th>Term</th>
<th>Units Term 1</th>
<th>Units Term 2</th>
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<tbody>
<tr>
<td>1</td>
<td>MATH 273</td>
<td>4 MATH 265</td>
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<tr>
<td></td>
<td>ENGL 102 or TSEM 102 (Core 1 or 2)</td>
<td>3 MATH 274</td>
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<td>Core</td>
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**Total Units:** 13

#### Sophomore

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<td>4 MATH 331</td>
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<tr>
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<td>MATH 275</td>
<td>4 MATH 374</td>
</tr>
<tr>
<td></td>
<td>Core 7 (PHYS 241 recommended)</td>
<td>3-4 Core 8 (PHYS 242 recommended)</td>
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<tr>
<td></td>
<td>Core</td>
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<td>1-3 Core</td>
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**Total Units:** 15-18

#### Junior

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<td>3-4 MATH Elective</td>
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<td>Core</td>
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<td>3 Core</td>
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#### Senior

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<th>Units</th>
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<td></td>
<td>MATH 473</td>
<td>4 MATH 490</td>
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<td>MATH Elective</td>
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<td></td>
<td>Core</td>
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<tr>
<td></td>
<td>Elective</td>
<td>3-4 Elective</td>
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<tr>
<td></td>
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<td><strong>16-18</strong></td>
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</table>

**Total Units:** 16-18

### Major in Mathematics - Secondary Education Concentration

Mathematics majors in the Secondary Education Concentration are eligible, upon graduation, to apply for certification to teach mathematics for grades 7-12 in the state of Maryland.

The mathematics secondary education concentration requires 122–124 units for completion. Students must complete 92-93 required units in content and Towson UTeach courses and 27-31 units in Core Curriculum courses not satisfied by the major, earning a grade equivalent of 2.00 or higher in each course.

### FORMAL ADMISSION TO TOWSON UTEACH

Students should apply to Towson UTeach when they have met the following criteria:

1. completion of a written application available at www.towson.edu/uteach
2. completion of at least 45 college units
3. a 2.75 cumulative GPA for all completed content courses required for the major
4. a 2.75 cumulative GPA for all completed Towson UTeach courses
5. presentation of either a passing score on Praxis I (Pre-Professional Skills Test: Reading, Writing, and Mathematics) OR an acceptable score on the Score Reporting Form for either the SAT, ACT, or GRE. Please refer to www.towson.edu/uteach for information on these assessments, including acceptable minimum passing scores.
6. completion of a Criminal History Disclosure Form. This form is to be notarized and submitted to the Towson UTeach Office. It will be forwarded and kept on file with the Center for Professional Practice.

### Internship in Towson UTeach

Students in this concentration should be prepared to do their internship in their senior year. Students who wish to deviate from this policy must obtain
Towson UTeach Course Requirements

**Mathematics Secondary Education Requirements**

**Required Courses (19 Units)**

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MATH 330</td>
<td>INTRODUCTION TO STATISTICAL METHODS</td>
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</tr>
<tr>
<td>MATH 353</td>
<td>EUCLIDEAN AND NON-EUCLIDEAN GEOMETRIES</td>
<td>3</td>
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<tr>
<td>MATH 420</td>
<td>APPLICATIONS OF TECHNOLOGY FOR SECONDARY SCHOOL TEACHERS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 423</td>
<td>TEACHING MATHEMATICS IN THE SECONDARY SCHOOLS</td>
<td>3</td>
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<tr>
<td>PHYS 241</td>
<td>GENERAL PHYSICS I CALCULUS-BASED</td>
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<tr>
<td>MATH 428</td>
<td>SENIOR SEMINAR MATHEMATICS EDUCATION</td>
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**Additional Electives (6-8 Units)**

Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
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<tr>
<td>MATH 331</td>
<td>PROBABILITY</td>
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<tr>
<td>MATH 374</td>
<td>DIFFERENTIAL EQUATIONS</td>
<td></td>
</tr>
<tr>
<td>MATH 465</td>
<td>THEORY OF NUMBERS</td>
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<tr>
<td>MATH 467</td>
<td>ALGEBRAIC STRUCTURES</td>
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<tr>
<td>MATH 473</td>
<td>INTRODUCTORY REAL ANALYSIS</td>
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<tr>
<td>MATH 475</td>
<td>COMPLEX ANALYSIS</td>
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<tr>
<td>PHYS 242</td>
<td>GENERAL PHYSICS II CALCULUS-BASED</td>
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</table>

**Total Units** 24

In addition to the 24 units of common requirements for the major, the following content courses are required:

**Mathematics Courses (16 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tr>
<td>MATH 290</td>
<td>FUNCTIONS AND MODELING FOR SECONDARY SCHOOL TEACHERS</td>
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<tr>
<td>MATH 426</td>
<td>INTERNSHIP IN SECONDARY EDUCATION-MATHEMATICS</td>
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<tr>
<td>MATH 430</td>
<td>SEMINAR IN INTERNSHIP</td>
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</tbody>
</table>

**Total Units** 43

Standard 1: Knowledge of Mathematical Problem Solving

Candidates know, understand, and apply the process of mathematical problem solving.

Indicators

1.1 Apply and adapt a variety of appropriate strategies to solve problems.
1.2 Solve problems that arise in mathematics and those involving mathematics in other contexts.
1.3 Build new mathematical knowledge through problem solving.
1.4 Monitor and reflect on the process of mathematical problem solving.

Standard 2: Knowledge of Reasoning and Proof

Candidates reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry.

Indicators

2.1 Recognize reasoning and proof as fundamental aspects of mathematics.
2.2 Make and investigate mathematical conjectures.
2.3 Develop and evaluate mathematical arguments and proofs.
2.4 Select and use various types of reasoning and methods of proof.

Standard 3: Knowledge of Mathematical Communication

Candidates communicate their mathematical thinking orally and in writing to peers, faculty, and others.

Indicators

3.1 Communicate their mathematical thinking coherently and clearly to peers, faculty, and others.
3.2 Use the language of mathematics to express ideas precisely.
3.3 Organize mathematical thinking through communication.
3.4 Analyze and evaluate the mathematical thinking and strategies of others.

Standard 4: Knowledge of Mathematical Connections

Candidates recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding.

Indicators

4.1 Recognize and use connections among mathematical ideas.
4.2 Recognize and apply mathematics in contexts outside of mathematics.
4.3 Demonstrate how mathematical ideas interconnect and build on one another to produce a coherent whole.

Standard 5: Knowledge of Mathematical Representation

Candidates use varied representations of mathematical ideas to support and deepen student’s mathematical understanding.

Indicators

5.1 Use representations to model and interpret physical, social, and mathematical phenomena.
5.2 Create and use representations to organize, record, and communicate mathematical ideas.
5.3 Select, apply, and translate among mathematical representations to solve problems.

Standard 6: Knowledge of Technology

Candidates embrace technology as an essential tool for teaching and learning mathematics.

Indicators

6.1 Use knowledge of mathematics to select and use appropriate technological tools, such as but not limited to, spreadsheets, dynamic graphing tools, computer algebra systems, dynamic statistical packages, graphing calculators, data-collection devices, and presentation software.
Standard 7: Dispositions
Candidates support a positive disposition toward mathematical processes and mathematical learning.

Indicators
7.1 Attention to equity
7.2 Use of stimulating curricula
7.3 Effective teaching
7.4 Commitment to learning with understanding
7.5 Use of various assessments
7.6 Use of various teaching tools including technology

Pedagogy (Standard 8)
In addition to knowing students as learners, mathematics teacher candidates should develop knowledge of and ability to use and evaluate instructional strategies and classroom organizational models, ways to represent mathematical concepts and procedures, instructional materials and resources, ways to promote discourse, and means of assessing student understanding. This section on pedagogy is to address this knowledge and skill.

Standard 8: Knowledge of Mathematics Pedagogy
Candidates possess a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning.

Indicators
8.1 Selects, uses, and determines suitability of the wide variety of available mathematics curricula and teaching materials for all students including those with special needs such as the gifted, challenged and speakers of other languages.
8.2 Selects and uses appropriate concrete materials for learning mathematics.
8.3 Uses multiple strategies, including listening to and understanding the ways students think about mathematics, to assess students mathematical knowledge.
8.4 Plans lessons, units and courses that address appropriate learning goals, including those that address local, state, and national mathematics standards and legislative mandates.
8.5 Participates in professional mathematics organizations and uses their print and on-line resources.
8.6 Demonstrates knowledge of research results in the teaching and learning of mathematics.
8.7 Uses knowledge of different types of instructional strategies in planning mathematics lessons.
8.8 Demonstrates the ability to lead classes in mathematical problem solving and in developing in-depth conceptual understanding, and to help students develop and test generalizations.
8.9 Develop lessons that use technology’s potential for building understanding of mathematical concepts and developing important mathematical ideas.

Content (Standards 8-15)
Candidates demonstrate a conceptual understanding of limit, continuity, differentiation, and integration and a thorough background in the techniques and application of the calculus.

Indicators
12.1 Demonstrate a conceptual understanding of and procedural facility with basic calculus concepts.
12.2 Apply concepts of function, geometry, and trigonometry in solving problems involving calculus.
12.3 Use the concepts of calculus and mathematical modeling to represent and solve problems taken from real-world contexts.
12.4 Use technological tools to explore and represent fundamental concepts of calculus.
12.5 Demonstrate knowledge of the historical development of calculus including contributions from diverse cultures.

Standard 13: Knowledge of Discrete Mathematics
Candidates apply the fundamental ideas of discrete mathematics in the formulation and solution of problems.

Indicators
13.1 Demonstrate knowledge of basic elements of discrete mathematics such as graph theory, recurrence relations, finite difference approaches, linear programming, and combinatorics.
13.2 Apply the fundamental ideas of discrete mathematics in the formulation and solution of problems arising from real-world situations.
13.3 Use technological tools to solve problems involving the use of discrete structures and the application of algorithms.
13.4 Demonstrate knowledge of the historical development of discrete mathematics including contributions from diverse cultures.

Standard 14: Knowledge of Data Analysis, Statistics, and Probability
Candidates demonstrate an understanding of concepts and practices related to data analysis, statistics, and probability.
Indicators
14.1 Design investigations, collect data, and use a variety of ways to display data and interpret data representations that may include bivariate data, conditional probability and geometric probability.
14.2 Use appropriate methods such as random sampling or random assignment of treatments to estimate population characteristics, test conjectured relationships among variables, and analyze data.
14.3 Use appropriate statistical methods and technological tools to describe shape and analyze spread and center.
14.4 Use statistical inference to draw conclusions from data.
14.5 Identify misuses of statistics and invalid conclusions from probability.
14.6 Draw conclusions involving uncertainty by using hands-on and computer-based simulation for estimating probabilities and gathering data to make inferences and conclusions.
14.7 Determine and interpret confidence intervals.
14.8 Demonstrate knowledge of the historical development of statistics and probability including contributions from diverse cultures.
Standard 15: Knowledge of Measurement
Candidates apply and use measurement concepts and tools.
Indicators
15.1 Recognize the common representations and uses of measurement and choose tools and units for measuring.15.2 Apply appropriate techniques, tools, and formulas to determine measurements and their application in a variety of contexts.
15.3 Completes error analysis through determining the reliability of the numbers obtained from measures.
15.4 Demonstrate knowledge of the historical development of measurement and measurement systems including contributions from diverse cultures.
Field-Based Experiences (Standard 16)
The development of mathematics teacher candidates should include opportunities to examine the nature of mathematics, how it should be taught and how students learn mathematics; observe and analyze a range of approaches to mathematics teaching and learning, focusing on the tasks, discourse, environment and assessment; and work with a diverse range of students individually, in small groups, and in large class settings.
Standard 16: Field-Based Experiences
Candidates complete field-based experiences in mathematics classrooms.
Indicators
16.1 Engage in a sequence of planned opportunities prior to student teaching that includes observing and participating in both middle and secondary mathematics classrooms under the supervision of experienced and highly qualified teachers.
16.2 Experience full-time student teaching in secondary mathematics that is supervised by a highly qualified teacher and a university or college supervisor with secondary mathematics teaching experience.
16.3 Demonstrate the ability to increase students’ knowledge of mathematics.

SUGGESTED FOUR-YEAR PLAN

Freshman

<table>
<thead>
<tr>
<th>Core</th>
<th>3 Core</th>
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<tr>
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Senior

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Total Units: 122-124

Combined Major in Computer Science and Mathematics

The Computer Science major with a second major in Mathematics requires 89–93 units to be earned with a grade equivalent of 2.00 or higher. A minimum of 30 major units must be taken at Towson University.

Required Courses (62 Units)

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<tr>
<td>COSC 237 INTRODUCTION TO COMPUTER SCIENCES II</td>
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<td>COSC 290 PRINCIPLES OF COMPUTER ORGANIZATION</td>
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<td>COSC 336 DATA STRUCTURES AND ALGORITHM ANALYSIS</td>
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<td>COSC 350 DATA COMMUNICATIONS AND NETWORKING</td>
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<td>COSC 439 OPERATING SYSTEMS</td>
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<td>COSC 455 PROGRAMMING LANGUAGES: DESIGN &amp; IMPLEMENTATION</td>
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<td>COSC 457 DATABASE MNGT SYS</td>
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<td>MATH 265 ELEMENTARY LINEAR ALGEBRA</td>
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Computer Science

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<tr>
<td>COSC 436 OBJECT-ORIENTED DESIGN &amp; PROGRAMMING</td>
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<tr>
<td>COSC 483 DESIGN &amp; ANALYSIS ALGORITHMS</td>
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Select one of the following:

<table>
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<tr>
<th>Core</th>
<th>3 Core</th>
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<tbody>
<tr>
<td>COSC 412 SOFTWARE ENGINEERING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COSC 459 COMPUTER SIMULATION &amp; MODELING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COSC 484 WEB-BASED PROGRAM</td>
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</tbody>
</table>
Select two of the following:

- COSC 459 COMPUTER SIMULATION & MODELING
- COSC 484 WEB-BASED PROGRAM

Select one of the following:

- COSC 417 INT THEORY COMP
- COSC 436 OBJECT-ORIENTED DESIGN & PROGRAMMING
- COSC 461 ARTIFICIAL INTELLIGENCE
- COSC 471 COMPUTER GRAPHICS
- COSC 483 DESIGN & ANALYSIS ALGORITHMS

Mathematics 6-8

Select two of the following:

- MATH 331 PROBABILITY
- MATH 374 DIFFERENTIAL EQUATIONS
- MATH 377 MATHEMATICAL MODELS
  or MATH 439 COMPUTATIONAL PROBABILITY MODELS
- MATH 378 SCIENTIFIC MODELING AND SIMULATION
- MATH 437 OPERATIONS RESEARCH
- MATH 451 GRAPH THEORY
- MATH 457 DIFFERENTIAL GEOMETRY
- MATH 465 THEORY OF NUMBERS
- MATH 467 ALGEBRAIC STRUCTURES
- MATH 473 INTRODUCTORY REAL ANALYSIS
- MATH 475 COMPLEX ANALYSIS
- MATH 477 TOPOLOGY

Science Requirements (12-14 Units)

Two lab science courses taken from physics, biology or chemistry which must be accepted in that major. A list of approved courses can be found on the department’s website.

Elective Math Course (3-4 Units)

Select one of the following: 3-4

- MATH 265 ELEMENTARY LINEAR ALGEBRA
- MATH 275 CALCULUS III
- MATH 274 DIFFERENTIAL EQUATIONS
- MATH 277 MATHEMATICAL MODELS
- MATH 278 SCIENTIFIC MODELING AND SIMULATION
- MATH 345 NUMERICAL ANALYSIS I
- MATH 347 OPERATIONS RESEARCH
- MATH 451 GRAPH THEORY
- MATH 467 ALGEBRAIC STRUCTURES

Core Curriculum Requirement (3 Units)

- COMM 131 FUNDAMENTALS OF SPEECH COMMUNICATION (completed with a grade equivalent of 2.00 or higher)

Total Units 95-100

**SUGGESTED FOUR-YEAR PLAN**

**Freshman**

<table>
<thead>
<tr>
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<th>Units Term 2</th>
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<tbody>
<tr>
<td>COSC 236</td>
<td>4 COSC 237</td>
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<tr>
<td>MATH 273 (Core 3)</td>
<td>4 MATH 265</td>
<td>4</td>
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<tr>
<td>ENGL 102 or TSEM 102 (Core 2 or 1)</td>
<td>3 MATH 274</td>
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<td>3 TSEM 102 or ENGL 102 (Core 1 or 2)</td>
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**Sophomore**

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<tr>
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<tbody>
<tr>
<td>MATH 267</td>
<td>4 COSC 336</td>
<td>4</td>
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</table>

**Required Security Track Courses (18 Units)**

- COSC 310 SPECIAL TOPICS: ADVANCED PROGRAMMING 3

**Combined Major in Computer Science and Mathematics with a Track in Computer Security**

The combined major in Computer Science and Mathematics with a track in Computer Security requires 103–106 units completed with a grade equivalent of 2.00 or higher.

**Required Courses (68 Units)**

- COSC 236 INTRO TO COSC I 4
- COSC 237 INTRODUCTION TO COMPUTER SCIENCES II 4
- COSC 290 PRINCIPLES OF COMPUTER ORGANIZATION 4
- COSC 336 DATA STRUCTURES AND ALGORITHM ANALYSIS 4
- COSC 350 DATA COMMUNICATIONS AND NETWORKING 3
- COSC 412 SOFTWARE ENGINEERING 3
- COSC 439 OPERATING SYSTEMS 3
- COSC 455 PROGRAMMING LANGUAGES: DESIGN & IMPLEMENTATION 3
- COSC 457 DATABASE MNGT SYS 3
- COSC 418 ETHICAL AND SOCIIETAL CONCERNS OF COMPUTER SCIENTISTS 3
- MATH 265 ELEMENTARY LINEAR ALGEBRA 4
- MATH 267 INTRODUCTION TO ABSTRACT MATHEMATICS 4
- MATH 273 CALCULUS I 4
- MATH 274 CALCULUS II 4
- MATH 275 CALCULUS III 4
- MATH 330 INTRODUCTION TO STATISTICAL METHODS 4
- MATH 314 INTRODUCTION TO CRYPTOGRAPHY 4
  or COSC 314 INTRODUCTION TO CRYPTOGRAPHY 4
- MATH 369 INTRODUCTION TO ABSTRACT ALGEBRA 4
- MATH 465 THEORY OF NUMBERS 3
- MATH 490 SENIOR SEMINAR IN MATHEMATICS 3
### SUGGESTED FOUR-YEAR PLAN

**Freshman**

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**Sophomore**

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<td>Core 8 - PHYS 242 suggested</td>
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<tr>
<td>Core 7 - PHYS 241 suggested</td>
<td>3-4 Core</td>
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<td><strong>Units</strong></td>
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**Junior**

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<td>COSC 439</td>
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<td>COSC 455</td>
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<td>MATH 330</td>
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<td>MATH 314 or COSC 314</td>
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<td>Core or COMM 131</td>
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<td>MATH 435</td>
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**Senior**

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<td>COSC 450</td>
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<td>COSC 485</td>
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<td>MATH 465</td>
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<td>Core</td>
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<td><strong>MATH Upper-Level Elective</strong></td>
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<td><strong>Total Units</strong></td>
<td>18</td>
<td><strong>Units</strong></td>
<td>15-16</td>
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**Total Units: 134-137**

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### Minor in Mathematics

The minor in Mathematics requires 27-28 units completed with a grade equivalent of 2.00 or higher. The minor requires 15-16 units of specific courses plus at least 12 upper-division units in mathematics, excluding MATH 305, MATH 321, MATH 323, MATH 324 and MATH 423.

**Required Courses (15-16 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tr>
<td>MATH 265</td>
<td>ELEMENTARY LINEAR ALGEBRA</td>
</tr>
<tr>
<td>MATH 267</td>
<td>INTRODUCTION TO ABSTRACT MATHEMATICS</td>
</tr>
<tr>
<td>or MATH 263</td>
<td>DISCRETE MATHEMATICS</td>
</tr>
<tr>
<td>MATH 273</td>
<td>CALCULUS I</td>
</tr>
<tr>
<td>MATH 274</td>
<td>CALCULUS II</td>
</tr>
</tbody>
</table>

**Upper-Division Mathematics Electives (12 Units)**

- 12 units of upper-division electives in mathematics

**Total Units: 27-28**

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### Molecular Biology, Biochemistry and Bioinformatics Program

**OFFICE**

Smith Hall 360, 410-704-3491

**THE PROGRAM**

The goal of the Molecular Biology, Biochemistry and Bioinformatics (MB3) Program is to train students in the specific disciplines of molecular biology, biochemistry and bioinformatics, and to engage them in the process of scientific inquiry so that they will have the ability to grow with their chosen discipline throughout their scientific careers. The Molecular Biology, Biochemistry and Bioinformatics major provides undergraduate preparation for students interested in biochemistry, bioinformatics, pharmacy, biophysics, biotechnology, cell biology, genetics, immunology, microbiology or molecular biology. The curriculum is also excellent for students interested in medical, dental, pharmacy school, or related Allied health fields. One of the main advantages of this program is the breadth of training given to students in preparation for either post-graduate training or careers in the workforce. This versatility in training allows MB3 students to be very competitive in both job markets and post-graduate educational programs.

Students complete a flexible curriculum that includes lecture and state-of-the-art laboratory courses, as well as an independent undergraduate research project that emphasizes the practical application of discipline-based knowledge. Because of the emphasis placed on providing a practical understanding of the fundamental nature of the scientific discipline, the program challenges students to get involved in an undergraduate research project with a mentor who engages them in the process of scientific research on a one-on-one basis. These research projects may be completed in a
variety of different formats including laboratory experiences in academic, business, government or hospital environments. To facilitate information exchange, networking and to facilitate a community spirit in the MB3 program, students engaged in research give seminars describing their experiences at the Bimonthly MB3 seminar series.

The major consists of three concentrations:

- Molecular Biology
- Biochemistry
- Bioinformatics

The Molecular Biology Track examines the basis of life, using molecular approaches to understand the processes of living systems, with applications in all areas of biology. The Biochemistry Track also examines the molecules of living systems, with emphasis on the chemical structure and reactivity that shape biological function. The Bioinformatics Track combines the study of the molecular basis of life with the study of computer science. This track focuses students on interacting with the genomic databases that are changing the face of science as we know it. All three tracks are interdisciplinary in their approach. Students choose a track in addition to completing courses common to all three tracks.

**MAJOR IN MOLECULAR BIOLOGY, BIOCHEMISTRY AND BIOINFORMATICS**

- Molecular Biology, Biochemistry and Bioinformatics (p. 323)

**MINOR IN MOLECULAR BIOLOGY, BIOCHEMISTRY AND BIOINFORMATICS**

- Molecular Biology, Biochemistry and Bioinformatics (p. 325)

**Major in Molecular Biology, Biochemistry and Bioinformatics**

All students are required to complete 31 units of required courses offered by the MB3 Program or by the departments of Biological Sciences, Chemistry, and Computer and Information Sciences, and an additional 35-43 units within one of the three concentrations.

<table>
<thead>
<tr>
<th>Required Courses (31 Units)</th>
<th>Units</th>
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<tr>
<td>CHEM 131 &amp; 131L GENERAL CHEMISTRY I LECTURE and GENERAL CHEMISTRY I LABORATORY</td>
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<tr>
<td>CHEM 132 &amp; 132L GENERAL CHEMISTRY II LECTURE and GENERAL CHEMISTRY II LABORATORY</td>
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<tr>
<td>BIOL 201 INTRODUCTION TO CELL BIOLOGY AND GENETICS</td>
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<tr>
<td>MBBB 301 INTRO TO BIOINFORMATICS</td>
<td>4</td>
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<td>CHEM 351 BIOCHEMISTRY I</td>
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<tr>
<td>BIOL 309 GENETICS</td>
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<tr>
<td>BIOL 409 MOLECULAR BIOLOGY</td>
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<tr>
<td>MBBB 493 SEMINAR IN BIOETHICS</td>
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</table>

Select one of the following (courses may be repeated for a total of 6 units toward the major):

- BIOL 491 ELECTIVE IN INDEPENDENT RESEARCH
- CHEM 491 INTRODUCTION TO RESEARCH IN CHEMISTRY I
- COSC 495 INDEPENDENT STUDY

**Concentration (35-43 Units)**

Select one of the Concentrations listed below: Molecular Biology Concentration (36–40 units)

<table>
<thead>
<tr>
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<th>Title</th>
<th>Units</th>
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<tr>
<td>BIOL 202</td>
<td>INTRODUCTION TO ECOLOGY AND EVOLUTION</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 203</td>
<td>TOPICS IN PHYSICS FOR BIOLOGY MAJORS</td>
<td>5-8</td>
</tr>
<tr>
<td>or PHYS 211</td>
<td>GENERAL PHYSICS I; NON CALCULUS-BASED</td>
<td>8</td>
</tr>
<tr>
<td>&amp; PHYS 212 &amp; GENERAL PHYSICS II; NON CALCULUS-BASED</td>
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<td></td>
</tr>
<tr>
<td>CHEM 210</td>
<td>ANALYTICAL CHEMISTRY</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 331</td>
<td>ORGANIC CHEMISTRY I</td>
<td>10</td>
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<tr>
<td>&amp; CHEM 332 &amp; ORGANIC CHEMISTRY II</td>
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<tr>
<td>BIOL 408</td>
<td>CELL BIOLOGY</td>
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<tr>
<td>BIOL 410</td>
<td>MOLECULAR BIOLOGY LABORATORY</td>
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<tr>
<td>Biology upper-level elective</td>
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Select one of the following:

- MATH 211 CALCULUS FOR APPLICATIONS
- MATH 237 ELEMENTARY BIOSTATISTICS
- MATH 273 CALCULUS I

**Total Units** 66-74

**Biochemistry Concentration (39–40 units)**

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PHYS 211</td>
<td>GENERAL PHYSICS I; NON CALCULUS-BASED</td>
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<tr>
<td>or PHYS 212</td>
<td>GENERAL PHYSICS II; NON CALCULUS-BASED</td>
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<tr>
<td>or PHYS 241 &amp; GENERAL PHYSICS I CALCULUS-BASED</td>
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<td>ANALYTICAL CHEMISTRY</td>
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<td>CHEM 331</td>
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<td>&amp; CHEM 332 &amp; ORGANIC CHEMISTRY II</td>
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<td>CHEM 345</td>
<td>PRINCIPLES PHYSICAL CHEM</td>
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<td>CHEM 356</td>
<td>BIOCHEMISTRY LAB</td>
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<td>CHEM 357</td>
<td>BIOCHEMISTRY II</td>
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<td>or BIOL/CHEM 450 ECOLOGICAL BIOCHEMISTRY</td>
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<td>CHEM 372</td>
<td>Physical Chemistry Laboratory</td>
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<td>MATH 273</td>
<td>CALCULUS I</td>
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Select one of the following:

- MATH 274 CALCULUS II
- MATH 237 ELEMENTARY BIOSTATISTICS
- MATH 231 BASIC STATISTICS

**Total Units** 40-41

**Bioinformatics Concentration (38–43 units)**

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<td>or MATH 274</td>
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<td>or CHEM 331</td>
<td>ESSENTIALS OF ORGANIC CHEMISTRY</td>
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1 Or an approved elective in BIOL, CHEM, COSC, CIS or MBBB 3XX, 4XX
Major in Molecular Biology, Biochemistry and Bioinformatics

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Total Units: 39-44

1 Note: Many graduate and professional programs require two terms of physics and two terms of organic chemistry and/or calculus. Students who are contemplating education beyond the undergraduate level (graduate school, medical school, etc.) need to talk with an adviser.

Note: Below are idealized plans of study for each of the three concentrations within the MB3 major. Actual plans of study will vary significantly between students depending on high school preparation, performance in classes, additional commitments and career goals.

### BIOCHEMISTRY CONCENTRATION

#### SUGGESTED FOUR-YEAR PLAN

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<td>5 CHEM 332</td>
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<td>4 MATH 274 or 237</td>
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<td>5 CHEM 351</td>
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<td>4 BIOL 409 or MBBB 301</td>
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<td>Core</td>
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Total Units: 116-120

### BIOINFORMATICS CONCENTRATION

#### SUGGESTED FOUR-YEAR PLAN

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<thead>
<tr>
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<th>Units Term 2</th>
<th>Units</th>
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<td>CHEM 331</td>
<td>5 CHEM 332</td>
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<tr>
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<td>BIOL 409 or MBBB 301</td>
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<td>PHYS 211 or 242</td>
<td>3 BIOL 410</td>
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<tr>
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<td>3 BIOL 409 or MBBB 301</td>
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<td>BIOL 409 or MBBB 301</td>
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<td></td>
<td>Research in Biology</td>
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<tr>
<td></td>
<td>Core</td>
<td>3 Elective</td>
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Total Units: 120-124
CHEM 131 & 131L 4 Core 3
Core 3 Core 3
Core 3

Junior

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<td>COSC 336</td>
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<td>CIS 458 or COSC 457</td>
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<td>MBBB 301</td>
<td>4</td>
<td>BIOL 409 or MATH 330</td>
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Senior

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<td>MBBB 401</td>
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<tr>
<td>Research in Computer Science</td>
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<td>BIOL 409 or MATH 330</td>
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<td>Elective</td>
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<tr>
<td>Elective</td>
<td>3-4</td>
<td>Elective</td>
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</tr>
<tr>
<td>Core</td>
<td>3</td>
<td>Core</td>
<td>3</td>
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</tbody>
</table>

Total Units: 123-127

1. Demonstrate mastery of content in the disciplines of Molecular Biology, Biochemistry, and Bioinformatics
   Ability to solve problems by the application of relevant concepts and analytical tools.
2. Demonstrate a working knowledge of the scientific method. Ability to formulate a testable hypothesis, design a controlled experiment to test that hypothesis, collect data and analyze results.
3. Be able to read and understand current literature in the field.
   Ability to correctly summarize and critically analyze new scientific information in the literature.

Minor in Molecular Biology, Biochemistry and Bioinformatics

To fulfill the requirements for a Molecular Biology, Biochemistry and Bioinformatics minor students must complete the following course work with a 2.00 or higher. A minimum of 15 units applied toward the minor must be earned at Towson University.

Requirements (27–33 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>CHEM 131 &amp; 131L</td>
<td>GENERAL CHEMISTRY I LECTURE and GENERAL CHEMISTRY I LABORATORY</td>
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</tr>
<tr>
<td>CHEM 132 &amp; 132L</td>
<td>GENERAL CHEMISTRY II LECTURE and GENERAL CHEMISTRY II LABORATORY</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 201</td>
<td>INTRODUCTION TO CELL BIOLOGY AND GENETICS</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 330 or CHEM 331 &amp; CHEM 332</td>
<td>ESSENTIALS OF ORGANIC CHEMISTRY 1 or ORGANIC CHEMISTRY I and ORGANIC CHEMISTRY II</td>
<td>5-10</td>
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<td>BIOL 309</td>
<td>GENETICS</td>
<td>4</td>
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<td>Select two of the following:</td>
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<tr>
<td>BIOL 409</td>
<td>MOLECULAR BIOLOGY</td>
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<tr>
<td>CHEM 351</td>
<td>BIOCHEMISTRY I</td>
<td></td>
</tr>
<tr>
<td>MBBB 301</td>
<td>INTRO TO BIOINFORMATICS</td>
<td></td>
</tr>
</tbody>
</table>

Total Units: 28-34

1 Note: Many graduate and professional programs require two terms of organic chemistry. Students who are contemplating education beyond the undergraduate level (graduate schools, medical school, etc.) should talk with an adviser.

Department of Physics, Astronomy and Geosciences

OFFICE
Smith Hall 445, 410-704-3020, 410-704-3021 Fax: 410-704-3511

PROGRAMS OF THE DEPARTMENT

The Department of Physics, Astronomy and Geosciences offers undergraduate programs leading to a Bachelor of Science or Bachelor of Arts degree in Physics, Geology or Earth-Space Science; a Physics Secondary Education Program; a Dual Degree in Engineering Program leading to both a bachelor’s degree in Physics from Towson University and a bachelor’s degree in Engineering from either the University of Maryland, College Park, or a Professional Science Master’s (PSM) degree in Applied Physics; and minors in Physics and in Astronomy. There is also a five-year program leading to a B.S. degree in Physics and an M.S. degree in Computer Science.

DEPARTMENTAL HONORS PROGRAM

The Department of Physics, Astronomy and Geosciences, under the direction of the University Honors Board, offers a departmental honors program for students who demonstrate exemplary abilities in their discipline. Such students will work closely with faculty mentors in an individual program of research, directed readings, independent study and seminar. The student who completes an approved program will receive a diploma with the designation of Bachelor of Arts with Honors or Bachelor of Science with Honors, and Departmental Honors will appear on the transcript.

Criteria for Admission into the Department Honors Program

1. Completion of at least 60 units of courses.
2. Overall cumulative average of 3.25 or above and a 3.50 or above cumulative average in their major course requirements. Students below this threshold may appeal to the Department Honors Committee.

Contact the department for a list of detailed procedures for applying to the departmental honors program.

DUAL DEGREE ENGINEERING PROGRAM

Refer to the College of Science and Mathematics Dual Degree Programs section of this catalog.

BACHELOR OF SCIENCE IN PHYSICS AND MASTER OF SCIENCE IN COMPUTER SCIENCE

Refer to the College of Science and Mathematics Dual Degree Programs section of this catalog.

EDWARD I. RUBENDALL PHYSICS ACHIEVEMENT AWARDS

The awards were established in honor of Professor Emeritus Rubendall by friends of the department. The awards are presented annually to outstanding juniors and seniors majoring in Physics.
WILLIAM F. PELHAM AWARD

This award was established in honor of Professor Emeritus William F. Pelham by his friends at Towson University and in the greater Baltimore arts community. The award is presented to outstanding juniors in the department.

GEOSCIENCES PROGRAMS

The Geosciences programs in the Department of Physics, Astronomy and Geosciences include the major in Geology and the major in Earth-Space Science.

MAJORS IN PHYSICS, ASTRONOMY, AND GEOSCIENCES

- Major in Physics (p. 330)
- Major in Physics with Secondary Education Concentration (p. 332)
- Major in Earth-Space Science (p. 326)
- Major in Earth-Space Science with Secondary Education Concentration (p. )
- Major in Geology (p. 328)

MINORS IN PHYSICS, ASTRONOMY AND GEOSCIENCES

- Physics (p. 335)
- Astronomy (p. 334)
- Geology (p. 335)

Major in Earth-Space Science

The Department of Physics, Astronomy and Geosciences offers an undergraduate program leading to a Bachelor of Science in Earth-Space Science. This program is intended for students interested in secondary education, and is not appropriate for students interested in a professional career in geology. The program is designed to result in state certification to teach earth-space science for grades 7-12 in the state of Maryland.

The Geosciences program in the Department of Physics, Astronomy and Geosciences includes the major in Geology and the major in Earth-Space Science. The remaining units in the major are in the supporting physical and mathematical sciences. All required courses in this track must be completed with a grade equivalent of 2.00 or higher. The additional Core Curriculum requirements must also be completed.

Earth-Space Science Secondary majors in the Secondary Education Concentration are eligible, upon graduation, to apply for certification to teach earth-space science for grades 7-12 in the state of Maryland.

The Earth-Space Science Secondary Education Concentration requires 127-129 units for completion. Students in this concentration must complete 100-102 required units in content and Towson UTeach courses, and 27 units in Core Curriculum courses not satisfied by the major, earning a grade equivalent of 2.00 or higher in each course.

Formal Admission to Towson UTeach

Students should apply to Towson UTeach when they have met the following criteria:

1. completion of a written application available at www.towson.edu/uteach
2. completion of at least 45 college units
3. a 2.75 cumulative GPA for all completed content courses required for the major
4. a 2.75 cumulative GPA for all completed Towson UTeach courses
5. presentation of either a passing score on Praxis I (Pre-Professional Skills Test: Reading, Writing, and Mathematics) or an acceptable score on the Score Reporting Form for either the SAT, ACT, or GRE. Please refer to www.towson.edu/uteach for information on these assessments, including acceptable minimum passing scores.
Internship in Towson UTeach

Students in this concentration should be prepared to do their internship in their senior year. Students who wish to deviate from this policy must obtain permission from the Department of Chemistry prior to the beginning of their senior year. The following requirements must be met for internship:

1. a minimum cumulative GPA of 2.75 in content courses required for the major
2. a minimum cumulative GPA of 2.75 in Towson UTeach courses

Required Content Courses (50 Units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>GEOL 121</td>
<td>PHYSICAL GEOLOGY</td>
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<tr>
<td>GEOL 123</td>
<td>HISTORICAL GEOLOGY</td>
<td>4</td>
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<tr>
<td>GEOL 357</td>
<td>PHYSICAL OCEANOGRAPHY</td>
<td>3</td>
</tr>
<tr>
<td>ASTR 161</td>
<td>GENERAL ASTRONOMY I</td>
<td>4</td>
</tr>
<tr>
<td>ASTR 162</td>
<td>GENERAL ASTRONOMY II</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 120 &amp; 120L</td>
<td>PRINCIPLES OF BIOLOGY [LECTURE] and PRINCIPLES OF BIOLOGY [LAB]</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 131 &amp; 131L</td>
<td>GENERAL CHEMISTRY I LECTURE and GENERAL CHEMISTRY I LABORATORY</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 132 &amp; 132L</td>
<td>GENERAL CHEMISTRY II LECTURE and GENERAL CHEMISTRY II LABORATORY</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 211</td>
<td>GENERAL PHYSICS I; NON CALCULUS-BASED</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 212</td>
<td>GENERAL PHYSICS II; NON CALCULUS-BASED</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 305</td>
<td>ENVIRONMENTAL GEOLOGY</td>
<td>4</td>
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<td>GEOL 331</td>
<td>MINERALOGY</td>
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<td>GEOG 377</td>
<td>METEOROLOGY</td>
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Geosciences or Geography Elective (3-4 Units)

Select one of the following: 3-4

<table>
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<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>ASTR 301</td>
<td>COSMIC ORIGINS</td>
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<td>ASTR 371</td>
<td>PLANETARY ASTRONOMY</td>
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<td>GEOL 321</td>
<td>STRUCTURAL GEOLOGY</td>
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<td>GEOL 415</td>
<td>HYDROGEOLOGY</td>
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<td>GEOL 443</td>
<td>SEDIMENTOLOGY AND STRATIGRAPHY</td>
</tr>
<tr>
<td>GEOG 232</td>
<td>INTRO TO GEOGRAPHIC INFORMATION SCIENCE</td>
</tr>
<tr>
<td>GEOG 315</td>
<td>GEOMORPHOLOGY</td>
</tr>
<tr>
<td>GEOG 410</td>
<td>ENVIRONMENTAL GEOGRAPHY</td>
</tr>
<tr>
<td>GEOG 411</td>
<td>STUDIES IN NATURAL HAZARDS</td>
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Mathematics Elective (3-4 Units)

Select one of the following: 3-4

<table>
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<tbody>
<tr>
<td>MATH 115</td>
<td>BASIC MATHEMATICS FOR THE SCIENCES</td>
</tr>
<tr>
<td>MATH 119</td>
<td>PRE-CALCULUS</td>
</tr>
<tr>
<td>MATH 211</td>
<td>CALCULUS FOR APPLICATIONS</td>
</tr>
<tr>
<td>MATH 273</td>
<td>CALCULUS I</td>
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Science Education (3 Units)

<table>
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<tbody>
<tr>
<td>SCIE 380</td>
<td>TEACHING SCIENCE IN THE SECONDARY SCHOOLS</td>
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Total Units 59-61

TOWSON UTEACH COURSES (40 UNITS)

Introductory Courses (2 Units)

Students must complete either

<table>
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<tbody>
<tr>
<td>SEMS 110</td>
<td>INTRODUCTION TO STEM TEACHING I: INQUIRY APPROACHES TO TEACHING</td>
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<tr>
<td>&amp; SEMS 120</td>
<td>and INTRODUCTION TO STEM TEACHING II: INQUIRY-BASED LESSON DESIGN</td>
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or SEMS 130 INTRODUCTION TO STEM TEACHING I & II COMBINED

Permission of Towson UTeach Department required to take SEMS 130.

Core UTeach Courses (25 Units)

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<tbody>
<tr>
<td>SEMS 230</td>
<td>KNOWING AND LEARNING</td>
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<tr>
<td>SEMS 240</td>
<td>CLASSROOMS INTERACTIONS</td>
</tr>
<tr>
<td>SEMS 250</td>
<td>PERSPECTIVES IN SCIENCE AND MATHEMATICS</td>
</tr>
<tr>
<td>SEMS 360</td>
<td>RESEARCH METHODS</td>
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<tr>
<td>SEMS 370</td>
<td>PROJECT-BASED INSTRUCTION</td>
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<tr>
<td>SEMS 498</td>
<td>INTERNSHIP IN MATHEMATICS AND SCIENCE SECONDARY EDUCATION</td>
</tr>
<tr>
<td>SCED 460</td>
<td>USING READING AND WRITING IN THE SECONDARY SCHOOLS</td>
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<td>SCED 461</td>
<td>TEACHING READING IN THE SECONDARY CONTENT AREAS</td>
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Science Courses (13 Units)

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<tr>
<td>SCIE 393</td>
<td>INTERNSHIP IN SECONDARY EDUCATION-SCIENCE</td>
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<tr>
<td>SCIE 430</td>
<td>SEMINAR IN STUDENT TEACHING - SCIENCE</td>
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Total Units 40

NSTA Standard 1: Content Knowledge

Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in their fields of licensure.

Below are the elements of the standard.

Pre-service teachers will:
1a) Understand the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association.

1b) Understand the central concepts of the supporting disciplines and the supporting role of science-specific technology.

1c) Show an understanding of state and national curriculum standards and their impact on the content knowledge necessary for teaching P-12 students.

NSTA Standard 2: Content Pedagogy

Effective teachers of science understand how students learn and develop scientific knowledge. Pre-service teachers use scientific inquiry to develop this knowledge for all students.

Below are the elements of the standard.

Pre-service teachers will:
2a) Plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how all students learn science.

2b) Include active inquiry lessons where students collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships and natural patterns from empirical experiences. Applications of science-specific technology are included in the lessons when appropriate.

2c) Design instruction and assessment strategies that confront and address naive concepts/preconceptions.

Assessment: This Standard is usually met using Assessment 3 - Unit Plan.

NSTA Standard 3: Learning Environments

Effective teachers of science are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources— including science-specific technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met.

Below are the elements of the standard.

Pre-service teachers will:
3a) Use a variety of strategies that demonstrate the candidates knowledge and understanding of how to select the appropriate teaching methods to effectively engage all students in science learning.
and learning activities including laboratory or field settings and applicable instruments and/or technology to allow access so that all students learn. These strategies are inclusive and motivating for all students.

3b) Develop lesson plans that include active inquiry lessons where students collect and interpret data using applicable science-specific technology in order to develop concepts, understand scientific processes, relationships and natural patterns from empirical experiences. These plans provide for equitable achievement of science literacy for all students.

3c) Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated.

3d) Plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure area.

Assessment:
NSTA Standard 4: Safety
Effective teachers of science can, in a P-12 classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the P-12 science classroom appropriate to their area of licensure.

Below are the elements of the standard.

Pre-service teachers will:

4a) Design activities in a P-12 classroom that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction.

4b) Design and demonstrate activities in a P-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students.

4c) Design and demonstrate activities in a P-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.

NSTA Standard 5: Impact on Student Learning
Effective teachers of science provide evidence to show that P-12 students understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates provide evidence for the diversity of students they teach.

Below are the elements of the standard.

Pre-service teachers will:

5a) Collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of a change in mental functioning demonstrating that scientific knowledge is gained and/or corrected.

5b) Provide data to show that P-12 students are able to distinguish science from non-science, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science.

5c) Engage students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.

Standard 6: Professional Knowledge and Skills
Effective teachers of science strive continuously to improve their knowledge and understanding of the ever-changing knowledge base of both content, and science pedagogy, including approaches for addressing inequities and inclusion for all students in science. They identify with and conduct themselves as part of the science education community.

Below are the elements of the standard.

Pre-service teachers will:

6a) Engage in professional development opportunities in their content field such as talks, symposiums, research opportunities, or projects within their community.

6b) Engage in professional development opportunities such as conferences, research opportunities, or projects within their community.

SUGGESTED FOUR-YEAR PLAN

Freshman

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Units</th>
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</thead>
<tbody>
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<td>SEMS 120</td>
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<td>BIOL 120</td>
<td>CHEM 132</td>
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<td>&amp; 120L</td>
<td>&amp; 132L</td>
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<tr>
<td>CHEM 131</td>
<td>ENGL 102 (Core 2)</td>
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<td>&amp; 131L (Core 7)</td>
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<td>TSEM 102 (Core 1)</td>
<td>MATH 115, 119, 211, or 273 (Core 3)</td>
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Total Units: 16

Sophomore

<table>
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<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Units</th>
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<tbody>
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<td>ASTR 161 (Core 8)</td>
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<td>PHYS 211</td>
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<td>Core</td>
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Total Units: 17

Junior

<table>
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<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>SEMS 250</td>
<td>SEMS 370</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 357</td>
<td>GEOG 377</td>
<td>3</td>
</tr>
<tr>
<td>Geosciences or GEOG Elective</td>
<td>SCED 461</td>
<td>3-4</td>
</tr>
<tr>
<td>Core</td>
<td>Core</td>
<td>3</td>
</tr>
<tr>
<td>SCED 460</td>
<td>Core</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Units: 15-16

Senior

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMS 360 (Core 9)</td>
<td>SCIE 393</td>
<td>12</td>
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<tr>
<td>SEMS 498</td>
<td>SCIE 430</td>
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<td>GEOL 305</td>
<td>GEOL 331</td>
<td>4</td>
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<tr>
<td>SCIE 380</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units: 17

Total Units: 126-128

Major in Geology

The Geology major contains a basis of the fundamental earth sciences supplemented by essential mathematics and physical sciences. The upper-level Geology classes are generally small, with both lecture and laboratory taught by faculty. The undergraduate educational experience is capped in the senior year by designing and completing a research project involving field and/or laboratory analyses. Depending on their course selections, Geology majors are prepared to enter successful geotechnical careers in environmental geology or hydrogeology, to teach at the secondary level, or to attend graduate school. Students interested in teaching certification in Earth and Space Sciences should investigate Towson’s Earth-Space Sciences major.

The Geology major requires 49-51 units in geology and non-geology requirements, plus 15-20 additional units of electives completed with a grade equivalent of 2.00 or higher.

Required Geology Courses (30-31 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 121</td>
<td>PHYSICAL GEOLOGY</td>
</tr>
<tr>
<td>or GEOL 122</td>
<td>HONORS PHYSICAL GEOLOGY</td>
</tr>
</tbody>
</table>
must be approved by a student’s adviser prior to registration.

in Biology, Chemistry, Physics or Geography may substitute as electives, but

list of electives. At least two of these must be geology courses. Note that some

of five additional courses (minimum of 15 additional units) from the following

In addition to the required courses listed above, students must take a minimum

Select one of the following:

Select from the following (at least two courses must be from GEOL):  

GEOL 443 SEDIMENTOLOGY AND STRATIGRAPHY 4
GEOL 489 INTRODUCTION TO RESEARCH 1
GEOL 495 RESEARCH PROBLEMS IN GEOLOGY 1-2

Additional Required Courses (19 Units)

CHEM 131 GENERAL CHEMISTRY I LECTURE 4 & 131L and GENERAL CHEMISTRY I LABORATORY
CHEM 132 GENERAL CHEMISTRY II LECTURE 4 & 132L and GENERAL CHEMISTRY II LABORATORY
MATH 211 CALCULUS FOR APPLICATIONS 3
or MATH 273 CALCULUS I

or PHYS 211 & PHYS 212 GENERAL PHYSICS I; NON CALCULUS-BASED and GENERAL PHYSICS II; NON CALCULUS-BASED

Total Units 15-20

In addition to the required courses listed above, students must take a minimum of five additional courses (minimum of 15 additional units) from the following list of electives. At least two of these must be geology courses. Note that some electives may require additional prerequisites. Other upper division courses in Biology, Chemistry, Physics or Geography may substitute as electives, but must be approved by a student’s adviser prior to registration.

Elective Courses

Select from the following (at least two courses must be from GEOL):  

GEOL 109 VOLCANOES AND EARTHQUAKES
GEOL 120 GEOLOGY OF NATIONAL PARKS
GEOL 301 SUSTAINABILITY AND THE USE OF NATURAL RESOURCES
GEOG 317 ENERGY RESOURCES 1
GEOG 319 SOILS AND VEGETATION 1
GEOG 321 INTERPRETATION OF AERIAL PHOTOGRAPHS
GEOL 357 PHYSICAL OCEANOGRAPHY
GEOL 410 METHODS FOR ENVIRONMENTAL GEOCHEMISTRY
GEOL 415 HYDROGEOLOGY
GEOL 416 PRINCIPLES OF REMOTE SENSING AND DIGITAL IMAGE PROCESSING 1
GEOL 421 TECTONICS
GEOL 451 PETROLOGY OF SEDIMENTARY ROCKS
GEOL 470 SPECIAL TOPICS IN GEOLOGY
GEOL 471 SPECIAL TOPICS IN GEOLOGY
GEOL 472 SPECIAL TOPICS IN GEOLOGY
GEOL 473 SPECIAL TOPICS IN GEOLOGY
GEOL 474 SPECIAL TOPICS IN GEOLOGY
GEOL 475 SPECIAL TOPICS IN GEOLOGY
GEOL 476 SPECIAL TOPICS IN GEOLOGY
GEOL 477 SPECIAL TOPICS IN GEOLOGY
GEOL 478 SPECIAL TOPICS IN GEOLOGY
GEOL 479 SPECIAL TOPICS IN GEOLOGY
GEOL 492 INTRODUCTION TO FIELD METHODS
BIOL 205 GENERAL BOTANY 1

BIOL 305 ELECTRΝ MICROSCOPY 1
BIOL 334 HUMANS, SCIENCE AND THE CHESAPEAKE BAY 1
CHEM 331 ORGANIC CHEMISTRY I
CHEM 361 CHEM & BACTERIOLOGICAL STUDIES ON WATER POLLUTION 1
CHEM 345 PRINCIPLES PHYSICAL CHEM
CHEM 310 INSTRUMENTAL ANALYSIS 1
GEOL 232 INTRO TO GEOGRAPHIC INFORMATION SCIENCE
MATH 378 SCIENTIFIC MODELING AND SIMULATION 1
PHYS 307 INTRODUCTORY MATHEMATICAL PHYSICS 1
PHYS 352 THERMODYNAMICS AND KINETIC THEORY 1
PHYS 351 MECHANICS 1
PHYS 451 MECHANICS II 1

1 Course has prerequisite(s) not listed among the elective courses above.

SUGGESTED FOUR-YEAR PLAN

(For students ready to take Calculus)

Freshman

Term 1 | Units Term 2 | Units
GEOL 121 (Core 7) | 4 | GEOL 123 (Core 8) | 4
MATH 273 or 211 (Core 3) | 4 | ENGL 102 (Core 2) | 3
TSEM 102 (Core 1) | 3 | Core 5 | 3
Core 4 | 3 | Core 6 | 3

Total: 14 | 13

Sophomore

Term 1 | Units Term 2 | Units
GEOL 357 | 3 | GEOL 305 | 4
GEOL 415 | 4 | Elective | 3
PHYS 211 or 241 | 4 | PHYS 212 or 242 | 4
CHEM 131 & 131L | 4 | CHEM 132 & 132L | 4

Total: 15 | 15

Junior

Term 1 | Units Term 2 | Units
GEOL 331 | 4 | GEOL 333 | 4
GEOL 321 | 4 | GEOL 443 | 4
GEOL Elective | 3 | GEOL Elective | 3
Core 9 | 3 | Core 10 | 3
Elective | 3 | Elective | 3

Total: 17 | 17

Senior

Term 1 | Units Term 2 | Units
GEOL 489 | 1 | GEOL 495 | 2
GEOL Elective | 3 | GEOL Elective | 3
Core 11 | 3 | Core 13 | 3
Core 12 | 3 | Core 14 | 3
Elective | 3 | Elective | 3
Elective | 3 | 3

Total: 16 | 14

Total Units: 121

1. Each graduate shall demonstrate a general understanding of the physical constitution of the earth including the chemistry and origin of common earth materials.
2. Each graduate shall demonstrate a general understanding of both the internal and external dynamic processes of the earth system.
3. Each graduate will conduct and present a basic geological research project using appropriate tools, technologies and methodologies.

**Major in Physics**

The Physics major is divided into three main tracks designed to give the student the greatest possible flexibility in preparation for graduate study in physics, astrophysics, medicine, engineering or other allied fields, and for professional practice as a physicist in industrial, governmental or institutional laboratories.

In order to provide students a broad and solid base in physics and also to provide the flexibility which enables students to take courses in areas where physics can be applied, all Physics majors take a series of basic physics courses. The first courses are General Physics I, II and III (PHYS 241 [or PHYS 251], PHYS 242 [or PHYS 252] and PHYS 243). They provide an introduction to both classical and modern physics. The junior and senior physics courses treat classical and modern physics in greater depth.

It is recommended that those who intend to pursue graduate studies in physics or astrophysics, take the General Physics Track or the Astrophysics Track, as well as additional physics electives and mathematics courses. Those who intend to participate in fundamental or applied research and development in industrial or government laboratories are encouraged to take the Applied Physics Track and other physics electives.

Students may also wish to elect a foreign language as preparation for graduate study. Students may also supplement the program of study by participation in a guided independent study and/or ongoing research project. Up to 6 units of such courses (Independent Study, Directed Readings, Research Problems, etc.) may count toward required physics electives. A combination of well-grounded preparation in fundamentals plus the availability of an individually tailored program of study is designed to optimize students’ preparation for graduate school or a professional career. In addition to physics courses, all majors are required to complete courses in mathematics and chemistry. Calculus III is highly recommended. Upper-level mathematics electives especially recommended are Differential Equations, Advanced Calculus and Numerical Analysis I, II.

Students who intend to major in Physics should contact the department in order to be assigned a faculty adviser. The faculty adviser will assist students in planning a program that will meet their special needs. Advisers are also available for advising on career opportunities and employment. Physics majors are required to complete 16, and minors 8, of the required upper-division units in physics at Towson. Students should be aware that most advanced physics courses (300- and 400-level) may be offered in either the first term or the second term, but not in both terms. Some physics electives are only offered every other year. Advisers will have information on the courses offered and on the schedules.

Most required upper-level physics courses are taught in the late afternoon or early evening on a rotating schedule. This should enable a non-traditional student who can only attend classes at these times to complete the major, although the time required will usually exceed the normal four years. Students should contact the department office or their advisers for information about the scheduling of these courses.

Students must see their advisers no later than the time of their matriculation for the third term in General Physics, which is normally the beginning of the spring term of their sophomore year. Students, after consultation with their advisers, will propose a tentative plan for completing all graduation requirements, including those for the major. This selection of electives for the various concentrations must be approved by an adviser. The plan may be modified from time to time, but the modification must be approved by the major adviser. Students may also organize an individualized course of studies. This gives students the option to select a plan that reflects their interest in a special area of physics. The array of courses must have internal coherence and be approved by the major adviser.

**Requirements for the Physics Major**

The major in Physics requires 30 units in addition to non-Physics and Physics electives. See below for the additional non-Physics and Physics elective requirements. These must be completed with a grade equivalent of 2.00 or higher. The Core Curriculum requirements must also be completed.

**Required Physics Courses (30 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 185</td>
<td>Introductory Honors Seminar in Physics</td>
<td>1</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>PHYS 241 &amp; PHYS 242</td>
<td>General Physics I Calculus-Based and General Physics II Calculus-Based</td>
<td></td>
</tr>
<tr>
<td>PHYS 251 &amp; PHYS 252</td>
<td>Honors General Physics I Calculus-Based and Honors General Physics II Calculus-Based</td>
<td></td>
</tr>
<tr>
<td>PHYS 243</td>
<td>General Physics III</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 307</td>
<td>Introductory Mathematical Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 311</td>
<td>Modern Physics I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 341</td>
<td>Intermediate Physics Laboratory I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 351</td>
<td>Mechanics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 354</td>
<td>Electricity &amp; Magnetism</td>
<td>4</td>
</tr>
</tbody>
</table>

**Non-Physics Requirements (19-20 Units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 131 &amp; 131L</td>
<td>General Chemistry I Lecture and General Chemistry I Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 132 &amp; 132L</td>
<td>General Chemistry II Lecture and General Chemistry II Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>MATH 273 &amp; MATH 274</td>
<td>Calculus I and Calculus II</td>
<td>8</td>
</tr>
<tr>
<td>MATH XXX</td>
<td>Upper-Division Mathematics Course</td>
<td>3-4</td>
</tr>
</tbody>
</table>

Total Units: 49-50

1 Recommended mathematics electives are MATH 374, MATH 379 and MATH 435

**General Physics Track**

The major in Physics requires 30 units in addition to non-Physics and Physics electives. See below for the additional non-Physics and Physics elective requirements. These must be completed with a grade equivalent of 2.00 or higher. The Core Curriculum requirements must also be completed. All required courses in this track must be completed with a grade equivalent of 2.00 or higher. The Core Curriculum requirements must also be completed. The physics courses and the non-Physics requirements must be completed, as well as the following courses:

**Advanced Physics Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 270</td>
<td>Computers in Physics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 312</td>
<td>Modern Physics II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 342</td>
<td>Intermediate Physics Laboratory II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 352</td>
<td>Thermodynamics and Kinetic Theory</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 385</td>
<td>Physics Seminar</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 455</td>
<td>Introductory Quantum Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 495</td>
<td>CAPSTONE PROJECT IN PHYSICS</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 457</td>
<td>Solid State Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 549</td>
<td>Nuclear and Particle Physics</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following Recommended Physics Electives: 3-4

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 335</td>
<td>Basic Electronics</td>
<td></td>
</tr>
<tr>
<td>PHYS 337</td>
<td>Digital Electronics</td>
<td></td>
</tr>
<tr>
<td>PHYS 361</td>
<td>Optics Fundamentals</td>
<td></td>
</tr>
<tr>
<td>ASTR 470</td>
<td>Selected Topics in Contemporary Astrophysics</td>
<td></td>
</tr>
</tbody>
</table>

**Advanced Physics Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 270</td>
<td>Computers in Physics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 312</td>
<td>Modern Physics II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 342</td>
<td>Intermediate Physics Laboratory II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 352</td>
<td>Thermodynamics and Kinetic Theory</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 385</td>
<td>Physics Seminar</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 455</td>
<td>Introductory Quantum Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 495</td>
<td>CAPSTONE PROJECT IN PHYSICS</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 457</td>
<td>Solid State Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 549</td>
<td>Nuclear and Particle Physics</td>
<td></td>
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</tbody>
</table>

Select one of the following Recommended Physics Electives: 3-4

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 335</td>
<td>Basic Electronics</td>
<td></td>
</tr>
<tr>
<td>PHYS 337</td>
<td>Digital Electronics</td>
<td></td>
</tr>
<tr>
<td>PHYS 361</td>
<td>Optics Fundamentals</td>
<td></td>
</tr>
<tr>
<td>ASTR 470</td>
<td>Selected Topics in Contemporary Astrophysics</td>
<td></td>
</tr>
</tbody>
</table>
PHYS 453  PHYSICAL OPTICS
PHYS 457  SOLID STATE PHYSICS

Total Units 27-28

1 The required 4.0 hours of PHYS 495 may be completed over two terms.

Applied Physics Track

All required courses in this track must be completed with a grade equivalent of 2.00 or higher. The Core Curriculum requirements must be completed. The physics courses and the non-physics requirements must be completed, as well as the following courses:

Applied Physics Courses

PHYS 270  COMPUTERS IN PHYSICS  4
PHYS 312  MODERN PHYSICS II  3
PHYS 335  BASIC ELECTRONICS  4
or PHYS 337  DIGITAL ELECTRONICS  4
PHYS 342  INTERMEDIATE PHYSICS LABORATORY II  3
PHYS 361  OPTICS FUNDAMENTALS  4
PHYS 385  PHYSICS SEMINAR  1
PHYS 495  CAPSTONE PROJECT IN PHYSICS  4

Select two of the following Recommended Physics Electives (one must be 6-8 at the 400 level)

PHYS 337  DIGITAL ELECTRONICS  4
PHYS 352  THERMODYNAMICS AND KINETIC THEORY  3
PHYS 453  PHYSICAL OPTICS  4
PHYS 455  INTERMEDIATE QUANTUM MECHANICS  4
PHYS 457  SOLID STATE PHYSICS  3
PHYS 459  NUCLEAR AND PARTICLE PHYSICS  3

Total Units 29-31

Astrophysics Track

All required courses in this track must be completed with a grade equivalent of 2.00 or higher. The Core Curriculum requirements must also be completed. The physics and non-physics required courses must be completed, as well as the following courses:

Additional Physics and Astrophysics Courses

ASTR 161  GENERAL ASTRONOMY I  4
ASTR 162  GENERAL ASTRONOMY II  4
ASTR 303  ASTROPHYSICAL TECHNIQUES  3
ASTR 331  INTRODUCTION TO STELLAR ASTROPHYSICS  3
ASTR 432  GALAXIES AND COSMOLOGY  3
ASTR 470  SELECTED TOPICS IN CONTEMPORARY ASTROPHYSICS  3
ASTR 495  CAPSTONE PROJECT IN ASTROPHYSICS  3
PHYS 455  INTRODUCTORY QUANTUM MECHANICS  3

Total Units 16

By its very nature, physics is more hierarchical in its course structure than typical humanities or social science disciplines. Therefore, many courses depend heavily on prerequisite courses (such as calculus and general physics). Any time that is required to prepare for calculus, such as taking MATH 119, must be added to the four-year minimum. Normally, progress in mathematics and general physics is the pacesetter.

GENERAL TRACK IN PHYSICS

SUGGESTED FOUR-YEAR PLAN

Freshman

Term 1  Units  Term 2  Units
PHYS 185  1  PHYS 241 (Core 8)  4
MATH 273 (Core 3)  4  MATH 274  4
CHEM 131  4  CHEM 132 & 131L (Core 7)  4
Core  3  Core  3
Core  3

Total 15 15

Sophomore

Term 1  Units  Term 2  Units
PHYS 242  4  PHYS 270  4
MATH 275  4  PHYS 243  4
Core  3  PHYS 307  3
Core  3  MATH 374  3
Core  3

Total 14 14

Junior

Term 1  Units  Term 2  Units
PHYS 311  3  PHYS 312  3
PHYS 341  3  PHYS 342  3
PHYS 351  4  PHYS 354  4
Core  3  PHYS 385  1
Core  3  Core  3
Core  3

Total 16 17

Senior

Term 1  Units  Term 2  Units
PHYS 455  3  PHYS 352  3
PHYS Elective  3  PHYS Elective  3
Core  3  PHYS Elective  3
Elective  3  Core  3
Elective  3  Elective  3

Total 15 15

APPLIED TRACK IN PHYSICS

SUGGESTED FOUR-YEAR PLAN

Freshman

Term 1  Units  Term 2  Units
PHYS 185  1  PHYS 241 (Core 8)  4
MATH 273 (Core 3)  4  MATH 274  4
CHEM 131  4  CHEM 132 & 131L (Core 7)  4
Core  3  Core  3
Core  3

Total 15 15

Sophomore

Term 1  Units  Term 2  Units
PHYS 242  4  PHYS 270  4
MATH 275  4  PHYS 243  4
Core  3  PHYS 307  3
Core  3  MATH 374  3

Total 14 14

By its very nature, physics is more hierarchical in its course structure than typical humanities or social science disciplines. Therefore, many courses depend heavily on prerequisite courses (such as calculus and general physics). Any time that is required to prepare for calculus, such as taking MATH 119, must be added to the four-year minimum. Normally, progress in mathematics and general physics is the pacesetter.
# Major in Physics - Secondary Education Concentration

Physics majors in the Secondary Education Concentration are eligible, upon graduation, to apply for certification to teach physics for grades 7-12 in the state of Maryland.

The Physics Secondary Education Concentration requires 128-129 units for completion. Students in this concentration must complete 101-102 required units in content and Towson UTeach courses, and 27 units in Core Curriculum courses not satisfied by the major, earning a grade equivalent of 2.00 or higher in each course.

**Formal Admission to Towson UTeach**

Students should apply to Towson UTeach when they have met the following criteria:

1. completion of a written application available at www.towson.edu/uteach
2. completion of at least 45 college units
3. a 2.75 cumulative GPA for all completed content courses required for the major
4. a 2.75 cumulative GPA for all completed Towson UTeach courses
5. presentation of either a passing score on Praxis I (Pre-Professional Skills Test: Reading, Writing, and Mathematics) OR an acceptable score on the Score Reporting Form for either the SAT, ACT, or GRE. Please refer to www.towson.edu/uteach for information on these assessments, including acceptable minimum passing scores.
6. completion of a Criminal History Disclosure Form. This form is to be notarized and submitted to the Towson UTeach Office. It will be forwarded and kept on file with the Center for Professional Practice.

**Capstone Internship in Towson UTeach**

Students in this concentration should be prepared to do their capstone internship in their senior year. Students who wish to deviate from this policy must obtain permission from the Department of Physics, Astronomy, and Geosciences prior to the beginning of their junior year. The following requirements must be met for the capstone internship:

1. a minimum cumulative GPA of 2.75 in content courses required for the major
2. a minimum cumulative GPA of 2.75 in Towson UTeach courses.

The Physics Secondary Education Concentration requires 128-129 units for completion. Students in this concentration must complete 101-102 required units in content and Towson UTeach courses, and 27 units in Core Curriculum courses not satisfied by the major, earning a grade equivalent of 2.00 or higher in each course.

## REQUIRED PHYSICS COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 185</td>
<td>INTRODUCTORY HONORS SEMINAR IN PHYSICS</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PHYS 241 &amp; PHYS 242</td>
<td>GENERAL PHYSICS I CALCULUS-BASED and GENERAL PHYSICS II CALCULUS-BASED</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>PHYS 251 &amp; PHYS 252</td>
<td>HONORS GENERAL PHYSICS I CALCULUS-BASED and HONORS GENERAL PHYSICS II CALCULUS-BASED</td>
<td>8</td>
<td></td>
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</tbody>
</table>

## APPROVED PHYSICS COURSES (38 Units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 311</td>
<td>3 PHYS 312</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHYS 341</td>
<td>3 PHYS 342</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHYS 351</td>
<td>4 PHYS 354</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Core</td>
<td>3 PHYS 385</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Core</td>
<td>3 Core</td>
<td>3</td>
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<tr>
<td>Core</td>
<td>3 Core</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

## TOTAL UNITS: 117
PHYS 243  GENERAL PHYSICS III  4
PHYS 307  INTRODUCTORY MATHEMATICAL PHYSICS  3
PHYS 311  MODERN PHYSICS I  3
PHYS 341  INTERMEDIATE PHYSICS LABORATORY I  3
PHYS 351  MECHANICS  4
PHYS 354  ELECTRICITY & MAGNETISM  4

Non-Physics Requirements (12 Units)
CHEM 131  GENERAL CHEMISTRY I LECTURE  4
& 131L  and GENERAL CHEMISTRY I LABORATORY
MATH 273  CALCULUS I  8
& MATH 274  and CALCULUS II

Total Units  50

REQUIRED CONTENT COURSES FOR THE SECONDARY EDUCATION CONCENTRATION

In addition to the 30 units of common physics requirements and 12 units of common non-physics requirements for a physics major, the following content courses are required:

Additional Physics Content Requirements (8-9 Units)
PHYS 270  COMPUTERS IN PHYSICS  4
PHYS 385  PHYSICS SEMINAR  1
Select one upper-level physics elective from the following:  3-4
PHYS 312  MODERN PHYSICS II
PHYS 335  BASIC ELECTRONICS
PHYS 337  DIGITAL ELECTRONICS
PHYS 342  INTERMEDIATE PHYSICS LABORATORY II
PHYS 352  THERMODYNAMICS AND KINETIC THEORY
PHYS 361  OPTICS FUNDAMENTALS
PHYS 455  INTRODUCTORY QUANTUM MECHANICS
PHYS 457  SOLID STATE PHYSICS
PHYS 459  NUCLEAR AND PARTICLE PHYSICS
PHYS 495  CAPSTONE PROJECT IN PHYSICS

Additional Non-Physics Content Requirements (11 Units)
ASTR 161  GENERAL ASTRONOMY I  4
BIOI 201  INTRODUCTION TO CELL BIOLOGY AND GENETICS  4
SCIE 380  TEACHING SCIENCE IN THE SECONDARY SCHOOLS  3

Total Units  19-20

TOWSON UTEACH COURSE REQUIREMENTS (40 UNITS)

Introductory Courses (2 Units)
Students must complete either
SEMS 110  INTRODUCTION TO STEM TEACHING I: INQUIRY
& SEMS 120  APPROACHES TO TEACHING
and INTRODUCTION TO STEM TEACHING II: INQUIRY-BASED LESSON DESIGN
or SEMS 130  INTRODUCTION TO STEM TEACHING I & II COMBINED
*Permission of Towson UTeach Department required to take SEMS 130.

Core Courses (25 Units)
SEMS 230  KNOWING AND LEARNING  3
SEMS 240  CLASSROOMS INTERACTIONS  3
SEMS 250  PERSPECTIVES IN SCIENCE AND MATHEMATICS  3
SEMS 360  RESEARCH METHODS  3
SEMS 370  PROJECT-BASED INSTRUCTION  3
SEMS 498  INTERNSHIP IN MATHEMATICS AND SCIENCE SECONDARY EDUCATION  3
SCED 460  USING READING AND WRITING IN THE SECONDARY SCHOOLS  4
SCED 461  TEACHING READING IN THE SECONDARY CONTENT AREAS  3
SCIE 393  INTERNSHIP IN SECONDARY EDUCATION-SCIENCE  12
SCIE 430  SEMINAR IN STUDENT TEACHING - SCIENCE  1

Total Units  40

NSTA Standard 1: Content Knowledge
Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in their fields of licensure.

Below are the elements of the standard.
Pre-service teachers will:
1a) Understand the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association.
1b) Understand the central concepts of the supporting disciplines and the supporting role of science-specific technology.
1c) Show an understanding of state and national curriculum standards and their impact on the content knowledge necessary for teaching P-12 students.

NSTA Standard 2: Content Pedagogy
Effective teachers of science understand how students learn and develop scientific knowledge. Pre-service teachers use scientific inquiry to develop this knowledge for all students.

Below are the elements of the standard.
Pre-service teachers will:
2a) Plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how all students learn science.
2b) Include active inquiry lessons where students collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships and natural patterns from empirical experiences. Applications of science-specific technology are included in the lessons when appropriate.
2c) Design instruction and assessment strategies that confront and address naye concepts/preconceptions.

Assessment: This Standard is usually met using Assessment 3 - Unit Plan.

NSTA Standard 3: Learning Environments
Effective teachers of science are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources— including science-specific technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met.

Below are the elements of the standard.
Pre-service teachers will:
3a) Use a variety of strategies that demonstrate the candidates knowledge and understanding of how to select the appropriate teaching and learning activities including laboratory or field settings and applicable instruments and/or technology- to allow access so that all students learn. These strategies are inclusive and motivating for all students.
3b) Develop lesson plans that include active inquiry lessons where students collect and interpret data using applicable science-specific technology in order to develop concepts, understand scientific processes, relationships and natural patterns from empirical experiences. These plans provide for equitable achievement of science literacy for all students.
3c) Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated.

3d) Plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure area.

Assessment:
NSTA Standard 4: Safety
Effective teachers of science can, in a P-12 classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the P-12 science classroom appropriate to their area of licensure.

Below are the elements of the standard.
Pre-service teachers will:
4a) Design activities in a P-12 classroom that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction.
4b) Design and demonstrate activities in a P-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students.
4c) Design and demonstrate activities in a P-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.

NSTA Standard 5: Impact on Student Learning
Effective teachers of science provide evidence to show that P-12 students understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates provide evidence for the diversity of students they teach.

Below are the elements of the standard.
Pre-service teachers will:
5a) Collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of a change in mental functioning demonstrating that scientific knowledge is gained and/or corrected.
5b) Provide data to show that P-12 students are able to distinguish science from non-science, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science.
5c) Engage students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.

Standard 6: Professional Knowledge and Skills
Effective teachers of science strive continuously to improve their knowledge and understanding of the ever changing knowledge base of both content, and science pedagogy, including approaches for addressing inequities and inclusion for all students in science. They identify with and conduct themselves as part of the science education community.

Below are the elements of the standard.
Pre-service teachers will:
6a) Engage in professional development opportunities in their content field such as talks, symposiums, research opportunities, or projects within their community.
6b) Engage in professional development opportunities such as conferences, research opportunities, or projects within their community.

**SUGGESTED FOUR-YEAR PLAN**

### Freshman

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMS 110</td>
<td>1</td>
<td>SEMS 120</td>
<td>1</td>
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<tr>
<td>CHEM 131</td>
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<td>PHYS 241 or 251</td>
<td>4</td>
</tr>
<tr>
<td>MATH 273</td>
<td>4</td>
<td>MATH 274 (Core 3)</td>
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### Sophomore

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units</th>
<th>Term 2</th>
<th>Units</th>
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<tbody>
<tr>
<td>SEMS 230</td>
<td>3</td>
<td>SEMS 240</td>
<td>3</td>
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<tr>
<td>PHYS 242 or 252</td>
<td>4</td>
<td>PHYS 243</td>
<td>4</td>
</tr>
<tr>
<td>ASTR 161</td>
<td>4</td>
<td>PHYS 270</td>
<td>4</td>
</tr>
<tr>
<td>Core</td>
<td>3</td>
<td>PHYS 307</td>
<td>3</td>
</tr>
<tr>
<td>Core</td>
<td>3</td>
<td>Core</td>
<td>3</td>
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### Junior

<table>
<thead>
<tr>
<th>Term 1</th>
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</tr>
</thead>
<tbody>
<tr>
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<td>SEMS 370</td>
<td>3</td>
</tr>
<tr>
<td>SCED 460</td>
<td>4</td>
<td>PHYS 354</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 201</td>
<td>4</td>
<td>PHYS 385</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 311</td>
<td>3</td>
<td>SCED 461</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 341</td>
<td>3</td>
<td>Core</td>
<td>3</td>
</tr>
<tr>
<td>Core</td>
<td>3</td>
<td></td>
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</tbody>
</table>

### Senior

<table>
<thead>
<tr>
<th>Term 1</th>
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<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMS 360 (Core 9)</td>
<td>3</td>
<td>SCIE 393</td>
<td>12</td>
</tr>
<tr>
<td>SEMS 498</td>
<td>3</td>
<td>SCIE 430</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 351</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS Upper-level Elective</td>
<td>3-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCIE 380</td>
<td>3</td>
<td></td>
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</tr>
</tbody>
</table>

**Total Units: 128-129**

### Minor in Astronomy

The 23-unit Astronomy minor program is directed toward students who are not physics majors but who could benefit from the scientific rigor and interdisciplinary nature of astronomy. Astronomy naturally cuts across several scientific disciplines including physics, biology, chemistry, computer science and planetary science. Students with an interdisciplinary background are increasingly in high demand. In addition to excellent preparation for a variety of technical fields, students seeking involvement in science in a public capacity, e.g., teachers, science public policy advisers, or science writers, will be well prepared by the program to relate and interpret new findings to the public.

**Required Courses**

- ASTR 161 GENERAL ASTRONOMY I 4
- ASTR 162 GENERAL ASTRONOMY II 4
- Select one of the following: 8
  - PHYS 211 & PHYS 212 GENERAL PHYSICS I; NON CALCULUS-BASED and GENERAL PHYSICS II; NON CALCULUS-BASED
  - PHYS 241 GENERAL PHYSICS I CALCULUS-BASED and GENERAL PHYSICS II CALCULUS-BASED
  - PHYS 251 & PHYS 252 HONORS GENERAL PHYSICS I CALCULUS-BASED and HONOR GENERAL PHYSICS II CALCULUS-BASED
- ASTR 385 ASTROPHYSICS SEMINAR 1
Minor in Geology

Geological sciences provide an important perspective to fields like environmental science, environmental studies, and geography and environmental planning. This 24-unit program is designed to furnish majors in sciences, humanities, business or the arts with a background that will enrich their education and deepen their understanding of the earth around them, particularly its materials, processes, history and environmental challenges. Students in the Geology minor are required to complete the following courses:

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 121</td>
<td>4</td>
</tr>
<tr>
<td>or GEOL 122</td>
<td></td>
</tr>
<tr>
<td>GEOL 123</td>
<td>4</td>
</tr>
<tr>
<td>Upper-Division Geology Units</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

Students in the Geology minor should consult with a geology adviser as soon as possible to design a program to meet their particular needs and interests.

Minor in Physics

An important aspect of the overall contribution of physics is its impact on other disciplines. This 24-unit program is designed to provide majors in any of the sciences, mathematics, business or humanities with a background in physics which will broaden their understanding and enhance their career opportunities. This program requires students to complete the following courses:

Required Courses

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 241</td>
<td>4</td>
</tr>
<tr>
<td>&amp; PHYS 242</td>
<td></td>
</tr>
<tr>
<td>PHYS 251</td>
<td>4</td>
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<tr>
<td>&amp; PHYS 252</td>
<td></td>
</tr>
<tr>
<td>PHYS 243</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 311</td>
<td>3</td>
</tr>
<tr>
<td>PHYS XXX</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

Students interested in the Physics minor program should consult the Physics minor adviser as soon as possible in order to design a program to meet their special needs.

To provide greater flexibility in selecting electives, students may organize their course of studies to supplement their major programs and/or reflect their special interests. The array of courses should have internal coherence and must be approved by their Physics minor adviser. At least 8 upper-division units must be taken at Towson. A grade equivalent of 2.00 or higher must be earned in each course.

Dual Degree Programs

Towson University offers a Dual Degree Engineering Program with the University of Maryland, College Park (UMCP). In addition, Towson offers a five-year program for students interested in obtaining a B.S. degree in Physics and an M.S. degree in Computer Science.

- Bachelor of Science in Physics and Master of Science in Computer Science (p. 335)
- Dual Degree Engineering Program with University of Maryland, College Park (p. 335)

B.S. in Physics and M.S. in Computer Science

OFFICE
Smith Hall 445, 410-704-3020

The Department of Physics, Astronomy and Geosciences and the Department of Computer and Information Sciences offer a “four-one” program which leads to the degrees B.S. in Physics and M.S. in Computer Science in five years. Students can satisfy the requirements for a Physics major and graduate with their class. By taking additional computer science courses as their free electives, they will be able to take 6 to 9 units of graduate computer science courses in their senior year. (These graduate courses will not be counted toward their undergraduate degree requirements.) The remaining courses and thesis requirements for the M.S. in Computer Science would then be completed in a fifth year.

This option is especially attractive to students who are considering dual majors in Physics and Computer Science or who are planning careers in the area of computational sciences.

Those students interested in the “four-one” program should declare their intent by the end of the second (sophomore) year and meet with Ramesh Karne, computer science graduate coordinator, early in the fall of the third (junior) year.

REQUIRED COURSES IN COMPUTER AND INFORMATION SCIENCES AND MATHEMATICS

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 263</td>
<td>3</td>
</tr>
<tr>
<td>COSC 236</td>
<td>4</td>
</tr>
<tr>
<td>COSC 237</td>
<td>4</td>
</tr>
<tr>
<td>COSC 290</td>
<td>4</td>
</tr>
<tr>
<td>COSC 336</td>
<td>4</td>
</tr>
</tbody>
</table>

1. Students may take PHYS 337 in place of COSC 290.
2. Students completing COSC 236 and COSC 237 with a grade equivalent of 3.00 or higher are exempt from taking COSC 336.

Dual Degree Engineering Program with University of Maryland, College Park

Office
Smith Hall 445, 410-704-3020
The objective of the Dual Degree Engineering Program at Towson University provides students with the opportunity to obtain two bachelor's degrees: a Bachelor of Science or Arts degree from Towson and a Bachelor of Engineering degree from University of Maryland, College Park. The B.S. degree at Towson could be from any discipline; however, most participants major in physics. To obtain more information please contact a dual degree adviser at 410-704-3020.

Requirements for Dual Degree Students While at TU
1. Complete required courses in Dual Degree Program.
2. Complete a minimum of 90 units.
3. Complete Core Curriculum requirements.
4. Complete a major program (with transfers approved by department).
5. Obtain recommendation from chair of TU major department.

Requirements for Admission
In order for students to become Dual Degree candidates at the University of Maryland, College Park, they must have satisfied Towson University requirements and, in addition, have the following:
1. A cumulative GPA at TU of 3.00 or better.
2. A recommendation from the designated official at Towson University.

About the Dual Degree Program with University of Maryland, College Park
Dual Degree candidates from Towson University are eligible to seek a baccalaureate degree majoring in any one of the following areas at University of Maryland, College Park:
- Aerospace Engineering
- Biological Resources Engineering
- Civil Engineering
- Electrical Engineering
- Fire Protection Engineering
- Mechanical Engineering
- Materials Science Engineering

Interdisciplinary Studies
ANIMAL BEHAVIOR TRACK/INTERDISCIPLINARY STUDIES MAJOR

Office
Smith Hall 251, 410-704-4065
Liberal Arts 2124, 410-704-3483

The Program
Animal Behavior is offered as a track within the Interdisciplinary Studies major. For a complete description of course requirements, see the College of Liberal Arts (p. 235).

The study of animal behavior has received an increasing amount of attention from the public because of the emphasis placed by zoological parks on behavioral biology and the large number of presentations in the media regarding animal behavior and sociobiology.

The Animal Behavior Track is designed to offer a solid foundation in the diverse approaches used to study behavioral biology. The program uses a carefully selected combination of courses in biology and psychology to achieve this goal. In addition, students are required to complete either an independent research project or an internship in order to apply their knowledge in an intensive research experience.

Students who complete the program may be qualified for positions at zoological parks, aquariums and nature centers. In addition, they will have the necessary technical knowledge to pursue a career in freelance writing about animal behavior. However, students who are considering attending graduate school will need to complete additional courses in either biology or psychology. Most of the students currently enrolled in the program also are majoring in either Biology or Psychology.

Students who are considering the Animal Behavior Track must meet with one of the program coordinators before declaring Interdisciplinary Studies as a major.

Pre-Professional Programs
The Fisher College of Science and Mathematics offers pre-professional preparation in medicine, dentistry, pharmacy, and veterinary medicine. The programs are described below.

PREMEDICAL/PREDENTAL PROGRAM—UNDERGRADUATE

Undergraduate PreMedical/PreDental Committee Chair: George H. Harrison

Office
514 Psychology Bldg., 410-704-2275
E-mail: pre-professional@towson.edu

Students who are interested in careers in medicine or dentistry must keep the following facts in mind during their studies:
1. Students must have an outstanding academic record in all the courses they take—science and otherwise—to be competitive for admission to medical or dental school.
2. The B.S. or B.A. degree may be in any discipline, but most students get their degrees in one of the sciences. However, all students must take the science courses that are required by the professional schools and listed under Required Courses below.
3. Students interested in medical or dental school usually take the Medical College Admission Test (MCAT) or the Dental Aptitude Test (DAT) one to one and one-half years in advance of entering professional school. Both tests are computerized and are given throughout the year. Students are strongly urged to prepare for the MCAT or DAT, either on their own or by taking a commercial preparation course.
4. Letters of recommendation are required, and at Towson University these letters are prepared by the PreMedical/PreDental Committee.
5. Careful planning and organization on the part of the student are absolute necessities.

Information should be obtained from the PreMedical and PreDental Committee before or upon entering Towson University. Email pre-professional@towson.edu.

Requirements for Admission to Medical or Dental School
A student must have an outstanding undergraduate record to be competitive for admission to medical or dental school. Criteria used by professional schools to evaluate applicants include:
1. academic achievement with emphasis on performance in biology, chemistry, mathematics and physics
2. scores on the Medical College Admission Test (MCAT) or Dental Admission Test (DAT)
3. motivation to pursue a career in medicine or dentistry
4. clinical and research experience
5. participation in extracurricular activities and community service
6. interview with members of the medical or dental school admissions committee
7. letter of recommendation prepared by the applicant’s undergraduate Premedical/Predental Committee

Letters of recommendation written by the Towson University PreMedical/PreDental Committee are based upon evaluation of items 1–6 above as well as letters of evaluation obtained by students from science faculty of their choosing and an interview with members of the committee.

Although educational philosophies and specific undergraduate course requirements differ among the nation’s medical and dental schools, these institutions recognize the value of a broad-based undergraduate education including a strong foundation in the natural sciences (biology, chemistry, physics and mathematics), well-developed communication skills, and a solid background in the humanities and social sciences.

**Required and Recommended Science Courses**

Premedical and Predental students, regardless of major, must take the required courses as part of their curriculum. Students are also advised to take as many of the highly recommended courses as possible as these courses should help improve their performance on the MCAT or DAT exams.

**Required Courses (34 units)**

*These courses are almost always required by medical and dental schools.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 201</td>
<td>INTRODUCTION TO CELL BIOLOGY AND GENETICS</td>
<td>4</td>
</tr>
<tr>
<td>BIOL XXX</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>CHEM 131 &amp; 131L</td>
<td>GENERAL CHEMISTRY I LECTURE</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 132L</td>
<td>and GENERAL CHEMISTRY II LABORATORY</td>
<td></td>
</tr>
<tr>
<td>CHEM 331</td>
<td>ORGANIC CHEMISTRY I</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 332</td>
<td>ORGANIC CHEMISTRY II</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 211</td>
<td>GENERAL PHYSICS I; NON CALCULUS-BASED ²</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 212</td>
<td>GENERAL PHYSICS II; NON CALCULUS-BASED ²</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Units** 34

1. Students are encouraged to take other mathematics courses, such as calculus, to meet the requirements of specific medical schools.

Undergraduate students may obtain the B.S. or B.A. degree in any major but must as a minimum take the Required Courses before applying to professional school. Most Premedical and Predental students major in Biology or Chemistry.

An undergraduate degree from Towson University requires a minimum of 120 units. This includes the completion of the Core Curriculum requirements and the courses required for a major (approximately 36 units).

**PREPHARMACY PREPARATION**

*Program Director: Richard Preisler*

**Office**

Smith Hall 543, 410-704-3058
E-mail: rpreisler@towson.edu (bloo@towson.edu)

Students planning a career in pharmacy may apply to a college of pharmacy after taking or expecting to complete a total of 68 units of university credit, including the required courses. Student averages are evaluated in the following four areas:

1. overall college work
2. required courses
3. chemistry courses
4. mathematics and physics courses

In addition, applicants are required to satisfactorily pass the Pharmacy College Admission Test (PCAT), followed by a personal interview by the admission committee of the pharmacy school.

**Prepharmacy Course Requirements**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>BIOL 201</td>
<td>INTRODUCTION TO CELL BIOLOGY AND GENETICS</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 221 &amp; 221L</td>
<td>HUMAN ANATOMY &amp; PHYSIOLOGY I [LECTURE]</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 222L</td>
<td>and HUMAN ANATOMY &amp; PHYSIOLOGY I [LAB]</td>
<td></td>
</tr>
<tr>
<td>BIOL 222 &amp; 222L</td>
<td>HUMAN ANATOMY &amp; PHYSIOLOGY II [LECTURE]</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 222L</td>
<td>and HUMAN ANATOMY &amp; PHYSIOLOGY II [LAB]</td>
<td></td>
</tr>
<tr>
<td>BIOL 309</td>
<td>GENETICS</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 408</td>
<td>CELL BIOLOGY</td>
<td>4</td>
</tr>
</tbody>
</table>

1. All of the required courses should be completed before taking the MCAT or DAT exams. Some medical schools also require calculus and/or other specific courses. Many dental schools now require a biochemistry course. Students should determine the admission requirements of the schools they are especially interested in attending.

2. PHYS 241 and PHYS 242, both of which require calculus, may be taken in place of PHYS 211, PHYS 212. PHYS 241, PHYS 242 must be taken by Physics majors.

**Highly Recommended Courses**

*These courses are sometimes required by medical and dental schools and may be useful in preparing for the MCAT or DAT exams.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 115</td>
<td>BASIC MATHEMATICS FOR THE SCIENCES ¹</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 221</td>
<td>HUMAN ANATOMY &amp; PHYSIOLOGY I [LECTURE]</td>
<td>4</td>
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<td>&amp; 221L</td>
<td>and HUMAN ANATOMY &amp; PHYSIOLOGY I [LAB]</td>
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<tr>
<td>BIOL 222</td>
<td>HUMAN ANATOMY &amp; PHYSIOLOGY II [LECTURE]</td>
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</tr>
<tr>
<td>&amp; 222L</td>
<td>and HUMAN ANATOMY &amp; PHYSIOLOGY II [LAB]</td>
<td></td>
</tr>
<tr>
<td>BIOL 309</td>
<td>GENETICS</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 409</td>
<td>MOLECULAR BIOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 351</td>
<td>BIOCHEMISTRY I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 351</td>
<td>BIOCHEMISTRY I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 351</td>
<td>BIOCHEMISTRY I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 351</td>
<td>BIOCHEMISTRY I</td>
<td>3</td>
</tr>
</tbody>
</table>

1. Students are encouraged to take other mathematics courses, such as calculus, to meet the requirements of specific medical schools.

Undergraduate students may obtain the B.S. or B.A. degree in any major but must as a minimum take the Required Courses before applying to professional school. Most Premedical and Predental students major in Biology or Chemistry.

An undergraduate degree from Towson University requires a minimum of 120 units. This includes the completion of the Core Curriculum requirements and the courses required for a major (approximately 36 units).
**Pre-Professional Programs**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 132 &amp; 132L</td>
<td>GENERAL CHEMISTRY II LECTURE and GENERAL CHEMISTRY II LABORATORY</td>
<td>4</td>
</tr>
<tr>
<td>COMM 131</td>
<td>FUNDAMENTALS OF SPEECH COMMUNICATION</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201</td>
<td>MICROECONOMIC PRINCIPLES</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>WRITING FOR A LIBERAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>MATH 231</td>
<td>BASIC STATISTICS</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 237</td>
<td>ELEMENTARY BIOSTATISTICS</td>
<td></td>
</tr>
<tr>
<td>MATH 273</td>
<td>CALCULUS I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 331</td>
<td>ORGANIC CHEMISTRY I</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 332</td>
<td>ORGANIC CHEMISTRY II</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 211</td>
<td>GENERAL PHYSICS I; NON CALCULUS-BASED</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 212</td>
<td>GENERAL PHYSICS II; NON CALCULUS-BASED</td>
<td>4</td>
</tr>
</tbody>
</table>

1 PHYS 241 and PHYS 242 can be substituted for the above, but these two courses require calculus as a prerequisite.

**PREVETERINARY PREPARATION**

*Program Director: Jack D. Shepard*

**Office**

Smith Hall 259, 410-704-2394  
jshepard@towson.edu

Students planning a career in veterinary medicine should be aware of the following considerations as they prepare for admission to veterinary school:

1. To be admitted to these very selective schools, students must have an outstanding record, usually with a minimum of 90 undergraduate units.

2. Most entering veterinary students have a B.S. or B.A. degree with a major in Biology or Chemistry, although other specific disciplines may be acceptable if basic courses in biology, chemistry, physics and mathematics are included.

3. Although there are no specific tests required for admission to some veterinary schools, most request indications of aptitude as reflected in the GRE or other standardized examinations.

4. Veterinary schools expect applicants to have experience in aiding or assisting a veterinarian or working in adjunct fields as a volunteer or paid assistant. Varied experience, including research, is considered valuable.

5. Advising for preveterinary students is available through the Department of Biological Sciences. It is strongly suggested that students seek these advisory services upon entering Towson University to maximize their career planning strategies.

Careful planning and early contact with veterinary schools is crucial. For further information, contact Professor Jack Shepard, Department of Biological Sciences, at jshepard@towson.edu.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 131 &amp; 131L</td>
<td>GENERAL CHEMISTRY I LECTURE and GENERAL CHEMISTRY I LABORATORY</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 132 &amp; 132L</td>
<td>GENERAL CHEMISTRY II LECTURE and GENERAL CHEMISTRY II LABORATORY</td>
<td>4</td>
</tr>
</tbody>
</table>

**Minor in Information Technology**

Information Technology minors must complete 22 units in computer science, information systems and information technology with a grade equivalent of 2.00 or higher. At least half must be taken at Towson University. This minor is available to students who have a major other than Computer Science, Information Systems and Information Technology.

**Required Courses (22 units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 211</td>
<td>FUNDAMENTALS OF INFORMATION SYSTEMS &amp; TECHNOLOGY</td>
<td>3</td>
</tr>
</tbody>
</table>
Honors College

The Honors College at Towson University is designed to provide unique and challenging opportunities for the most highly qualified and motivated students seeking intellectual and personal growth. The Honors College involves students and faculty from across the university in a community of scholars who together explore questions within and beyond their disciplines. The Honors College serves, therefore, as the center and symbol of the university's commitment to academic excellence in the education of its undergraduates. The “Living and Learning Community” was specifically designed to create an intellectual community where students live together on campus and share ideas, integrate residential living with classroom activity, and nurture an environment conducive to academic achievement.

Approximately 800 students from all degree granting colleges and major departments participate in the Honors College. Professors from a variety of disciplines are selected to lead small Honors College classes that encourage interdisciplinarity, multiple pedagogies, student involvement, creativity, open discussion and independent critical thinking. In this way, students' perspectives are expanded as they explore areas not closely related to their disciplines and are encouraged to work in their majors with greater intensity than would be possible within traditional curricular programs. Thus, the Honors College provides an environment in which students develop their skills, cultivate their talents, and achieve excellence in academics, research, service and individual development, leading to professional success and personal fulfillment.

Honors College serves, therefore, as the center and symbol of the university's commitment to academic excellence in the education of its undergraduates. The “Living and Learning Community” was specifically designed to create an intellectual community where students live together on campus and share ideas, integrate residential living with classroom activity, and nurture an environment conducive to academic achievement.

Terry A. Cooney, Interim Dean

WHAT HONORS STUDENTS EXPERIENCE

- Smaller class sizes (20 or fewer students per honors class)
- Enriched curriculum with a more stimulating environment
- Access to special campus facilities including Honors College housing and an Honors College computer lab and student study
- Individualized academic and professional advising with designated Honors College faculty and staff
- Renewable Honors College Merit Scholarships and eligibility for Honors College study abroad scholarships
- Recognition of Honors College course work on transcripts, on diploma and at graduation
- Priority scheduling for course registration

HONORS COLLEGE STAFF

Dr. Terry Cooney, Dean of the College of Liberal Arts and Honors College Administrator

Dr. Abram Fox, Honors College Coordinator

Dr. Alison Millett McCartney, Faculty Director

Mrs. Bethany Pace, Director of Academic Support and Co-Curricular Programs

CONTACT INFORMATION:

Stephens Hall 302, 410-704-4677
Fax: 410-704-4916
E-mail: honors@towson.edu

Admission Requirements

New freshman and transfer students must complete an Honors College application to be considered for admission to the Honors College. Most honors students apply in high school and are admitted for their freshman year, but transfer and current Towson University students may also apply to the Honors College. High school and transfer applicants with fewer than 30 credits are evaluated based on their high school academic record; SAT scores; participation in leadership, extracurricular and community service activities; and a well-written application essay.

Transfer students with 30 credits or more of graded, college-level courses must have at least a 3.50 GPA to apply and will be evaluated on the basis of their collegiate record instead of their high school grades and SATs. Applicants from other honors programs will be given special consideration for admission.

Current Towson University students may apply to the Honors College if they have been enrolled at Towson University for no more than four terms (60 units) and have a cumulative GPA of 3.50 or higher.

Scholarships

All new freshmen and transfer students admitted to the Honors College receive a renewable Honors College scholarship. The scholarships are a one-time offer at the time of admission to Towson University. Students are required to remain in “good standing” in the Honors College each term to continue to receive the scholarship. Once students become academically ineligible to participate in the Honors College, they are no longer considered a member of the honors community.

Good Standing in the Honors College

To remain in “good standing” in the Honors College students must:

1. maintain a minimum cumulative GPA of 3.30 in all classes every term
2. maintain a minimum GPA of 3.00 in all courses taken to fulfill Honors College credit every term
3. make satisfactory progress in successfully completing the Honors College curriculum each academic year (see below for definitions)

Students will be placed on probation after their first term below the required GPA and may become academically ineligible to participate in the Honors College if their cumulative GPA remains below 3.30 for a second term. Students need to complete at least 6 Honors College units by the end of the first year in the college, 12 Honors College units by the end of the second year and 18 Honors College units by the end of the third year. Students who fall below these standards will be placed on probation for one term and become academically ineligible to participate in the Honors College if they fail to reach the standards at the end of the probationary term. Courses taken to fulfill requirements for the Honors College may not be taken on a pass grading option.

Honors College Requirements

COURSES FULFILLING THE HONORS COLLEGE REQUIREMENTS

Courses taken to fulfill requirements for the Honors College may not be taken on a pass grading option. To graduate as a University Honors Scholar, students must be in the Honors College at the time of graduation.

Sample Four-Year Schedule

<table>
<thead>
<tr>
<th>Lower Division (12-15 Units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
</tr>
<tr>
<td>Honors English – required</td>
</tr>
<tr>
<td>Two Honors equivalent courses or 200-level Honors seminars (HONR label) recommended; one course in either category required</td>
</tr>
<tr>
<td>Second Year</td>
</tr>
<tr>
<td>Honors College course</td>
</tr>
<tr>
<td>Two HONR seminars, one at 300 level</td>
</tr>
</tbody>
</table>
DEFINITIONS OF COURSES

Honors English

Students who enter with less than 30 credits must take an Honors English course. The two options are ENGL 190 and ENGL 290. Most students will take ENGL 190 in their freshman year. Students who have already taken freshman English or who have AP credit for ENGL 102 must take ENGL 290. Topics for ENGL 290 change each term. Students should consult the list of courses available on the Honors College webpage for information about topics. ENGL 290 may be taken a second time with a different topic for Honors seminar credit (see below).

Honors Equivalent Courses

Honors Equivalent courses are more challenging versions of the regular class in that discipline. These courses are designed to be smaller, more discussion-based, more focused on critical thinking and more writing intensive than non-Honors sections of the same course. Students may count a maximum of two Honors Equivalent courses toward completion of the Honors College curriculum. Students may take additional Honors Equivalent courses as wanted for other university curriculum credit. Honors Equivalent courses may count toward credit in the connected major or minor. See the Course catalog (p. 422) for that major or minor for more information.

Honors Seminars

Most Honors seminars start with the HONR code. Exceptions include ENGL 290, POSC 212, PHIL 212 and KNES 354. Seminars at the 200 level often also count for Core credit. See the Core Curriculum (p. 349) list for updated information. Seminars at the 300 level are intended for juniors and seniors, though advanced second-term sophomores may also enroll. Seminars at the 300 level may also be used to fulfill Honors Elective credit (see below).

200 level

Lower-level Honors College seminars allow for in-depth study of fundamental issues, ideas, topics or problems. These interdisciplinary seminars are on a wide range of original topics that are based on the instructors’ areas of interest. Emphasis for these seminars is on developing and strengthening skills important to success in honors and undergraduate education, including oral and written communication skills, reading skills, critical and creative thinking, etc. These seminars may be repeated for credit if topics change.

300/400 level

Upper-level Honors courses are designed to deepen knowledge about a particular intellectual issue and demonstrate the interconnectedness of academic disciplines. The approach is interdisciplinary, but some specific discipline content is used to further greater understanding of a broader issue. Many of these seminars incorporate problem-solving components and independent writing or research projects as part of a culminating activity. Like the lower-level seminars, these courses have original topics that are based on the instructor’s area of interest. These seminars may satisfy major or minor requirements. Consult your major or minor adviser for more information.

Honors Elective Credit

Students must complete 6 units of Honors Electives. Eligible course options, whether taken under department codes or the HONR code include:

• Independent Study
• Study Abroad
• Internships
• Service-learning
• Directed Readings
• Thesis
• 300-level HONR seminars

For all of these options except 300-level seminars, students must follow Honors College guidelines, submit required paperwork before starting these courses, and get the approval of the Honors College Faculty Director by the end of the first week of classes for the term in which the course is taken. A maximum of 3 units toward Honors College requirements may be given for each learning experience in a single term. A maximum of 6 units total of Electives may be used toward Honors College requirements. More information
and syllabus templates for Honors Independent Study, Internships, Service-learning, Directed Readings, and Thesis are available on the Honors College website (http://catalog.towson.edu/undergraduate/honors-college/honors-college-requirements/www.towson.edu/honors). The Honors College strongly encourages these experiential learning options, and students should contact the Faculty Director the term before beginning these experiential learning courses to discuss options and ensure they are eligible for Honors College credit.

Students interested in Study Abroad must submit the forms for Study Abroad available on the Honors College website (http://www.towson.edu/honors) and contact the Faculty Director prior to their departure. Participants in short-term Study Abroad courses may receive 3 units toward their Honors Electives if they complete an approved study abroad project and a public presentation. Honors College students participating in full-term (Fall or Spring) study abroad course work may receive 6 units toward their Honors Electives if they complete an approved study abroad project and public presentation.

Credit for Honors Electives, with the exception of 300-level seminars, is not automatic. Experiential learning courses which are taken under a department code and are approved by the Honors College Faculty Director may also count for credit in the student’s major or minor with the approval of that department. See the Course Descriptions (p. 422) listing of specific courses for more information. All experiential learning courses require a significant writing component and a public presentation which must be completed before Honors College credit can be granted. Contact the Faculty Director for scheduled Honors College presentation dates, which vary each term.

Students interested in Honors Electives, which do not include 300-level seminars, should consult the Honors College website for more detailed, updated information on and deadlines for setting up this type of course work for Honors College credit.

Honors College Recognition

The appropriate designation, based on Honors College curriculum completed, appears on the student’s diploma and final transcript. An Honors College student who completes the curriculum will graduate as a University Honors Scholar. If an Honors College student completes his or her Honors Electives by following the Departmental Honors program requirements, the student will graduate as both a University Honors Scholar and Department Honors Scholar. A student, who is not in the Honors College, who chooses to complete the Departmental Honors program requirements will graduate as a Department Honors Scholar.

- **University Honors Scholars** – University Honors Scholars complete 3 units of Honors English, 15 units of Honors courses (9 units must be Honors College seminars) and 6 units of Honors Electives (some units may be completed by the academic Department Honors requirements with prior approval of the Honors College). They must have an overall GPA of 3.30 and maintain a 3.00 average for all courses taken to fulfill Honors College requirements.
- **Department Honors Scholar** – Department Honors Scholars complete only the Department Honors requirements in their academic major. See the relevant department’s webpage for requirements.

The Honors College Graduation Convocation

At the end of the spring term, the Honors College hosts a ceremony for graduating seniors to award their Honors College Certificate and Honors College Graduation Medallion. Convocation is an opportunity for graduates to be honored for their accomplishments and recognized by the faculty for their hard work and commitment to pursuing such an academically rigorous program. Graduating seniors are presented with the Honors College medallion which they should wear at Graduation, a certificate of completion of the program, and a gift from the Honors College. A reception follows the ceremony. Graduates unable to attend the Honors College Graduation Convocation may pick up their medallions in the Honors College office during regular office hours before the Commencement ceremony.

Honors College Leadership Council

Every Honors College student has an opportunity to participate in the Honors College student group, the Honors College Leadership Council (HCLC). The purpose of HCLC is to advise the Honors College administration and the Honors College Advisory Council on student issues; to assist in the planning and execution of select honors academic, cultural and social events; and to promote and foster community and peer support among Honors College students.

Students can learn more about the Honors College Leadership Council by e-mailing HCLC@towson.edu.
Graduate Studies

Towson’s graduate programs prepare ethically and globally minded professionals to be leaders in their fields. Through innovative and transformative educational practices, the programs facilitate graduate students’ ability to think critically, generate creative solutions to societal issues, and engage in ongoing process of self-guided learning and discovery in their fields of study. Whether leading to career advancement or in preparation for advanced studies, the curricular structure of the programs are designed satisfy professional and personal needs of students and fulfill the demand for advanced education in the professions. Programs are offered at times convenient to employed students. Students also take advantage of graduate offerings without enrolling in degree programs. Two doctor of science, one doctor of education, and one clinical doctorate, a Ph.D., 45 master’s degree programs and 29 certificates are available in the areas of business, education, liberal arts, fine arts, health professions, math, science and technology.

The graduate faculty includes recognized scholars and practitioners in many fields who are committed to excellence in teaching in a scholarly environment. The classroom, library, clinical and faculty assets of the graduate programs are supplemented by a community rich in cultural, artistic, social, technological and scientific resources. The team of administrators and staff of the Office of Graduate Studies is committed to providing outstanding service and premier quality education to all the students it serves.

Janet V. DeLany, Dean

GRADUATE STUDIES OFFICE
209 Psychology Building, 410-704-2078

UNIVERSITY ADMISSIONS OFFICE
7800 York Road, Suite 216, 410-704-2501
http://grad.towson.edu

Graduate Programs

TU currently offers more than 70 graduate programs at the certificate, master’s and doctoral levels.

DOCTORAL DEGREE PROGRAMS

• Audiology (http://catalog.towson.edu/graduate/degree-certificate-programs/health-professions/audiology-aud)
• Information Technology (http://catalog.towson.edu/graduate/degree-certificate-programs/jess-mildred-fisher-science-mathematics/information-technology-disc)
• Instructional Technology (http://catalog.towson.edu/graduate/degree-certificate-programs/education/instructional-technology-edd)
• Occupational Science (http://catalog.towson.edu/graduate/degree-certificate-programs/health-professions/occupational-science-scdd)
• Applied Information Technology (http://catalog.towson.edu/graduate/degree-certificate-programs/jess-mildred-fisher-science-mathematics/applied-information-technology-ms)
• Applied Physics (http://catalog.towson.edu/graduate/degree-certificate-programs/jess-mildred-fisher-science-mathematics/applied-physics-ms)
• Art Education (http://catalog.towson.edu/graduate/degree-certificate-programs/arts-communication/art-education-med)
• Art History, Professional Studies
• Art, Studio (http://catalog.towson.edu/graduate/degree-certificate-programs/arts-communication/art-studio-mfa)
• Biology (http://catalog.towson.edu/graduate/degree-certificate-programs/jess-mildred-fisher-science-mathematics/biology-ms)
• Child Life, Administration and Family Collaboration (http://catalog.towson.edu/graduate/degree-certificate-programs/liberal-arts/child-life-administration-family-collaboration-mca)
• Communication Management (http://catalog.towson.edu/graduate/degree-certificate-programs/arts-communication/communication-management-ms)
• Computer Science (http://catalog.towson.edu/graduate/degree-certificate-programs/jess-mildred-fisher-science-mathematics/computer-science-ms)
  • Computer Security
  • E-Commerce
  • Software Engineering
• Early Childhood Education (http://catalog.towson.edu/graduate/degree-certificate-programs/education/early-childhood-education-med)
• Elementary Education (http://catalog.towson.edu/graduate/degree-certificate-programs/education/elementary-education-med)
• Environmental Science (http://catalog.towson.edu/graduate/degree-certificate-programs/jess-mildred-fisher-science-mathematics/environmental-science-ms)
• Forensic Science (http://catalog.towson.edu/graduate/degree-certificate-programs/jess-mildred-fisher-science-mathematics/forensic-science-ms)
• Geography and Environmental Planning (http://catalog.towson.edu/graduate/degree-certificate-programs/liberal-arts/geography-environmental-planning-ma)
• Health Science (http://catalog.towson.edu/graduate/degree-certificate-programs/health-professions/health-science-ms)
  • Administration
  • Community Health
  • School Health Education
• Human Resource Development (http://catalog.towson.edu/graduate/degree-certificate-programs/liberal-arts/human-resource-development-ms)
• Human Resource Development: Educational Leadership (http://catalog.towson.edu/graduate/degree-certificate-programs/education/human-resources-development-educational-leadership-ma)
• Humanities (http://catalog.towson.edu/graduate/degree-certificate-programs/liberal-arts/humanities-ma)
• Integrated Homeland Security Management (http://catalog.towson.edu/graduate/degree-certificate-programs/interdisciplinary-programs/integrated-homeland-security-management-ms)
• Interdisciplinary Arts Infusion (http://catalog.towson.edu/graduate/degree-certificate-programs/arts-communication/interdisciplinary-arts-infusion-ms)
• Instructional Technology (http://catalog.towson.edu/graduate/degree-certificate-programs/education/instructional-technology-ms)
• Jewish Education (http://catalog.towson.edu/graduate/degree-certificate-programs/liberal-arts/leadership-jewish-education-communal-service-ma)
• Jewish Studies (http://catalog.towson.edu/graduate/degree-certificate-programs/liberal-arts/jewish-studies-ma)
• Kinesiology (http://catalog.towson.edu/graduate/degree-certificate-programs/health-professions/kinesiology-ms)
• Leadership in Jewish Education and Communal Service
• Leadership in Jewish Education and Communal Service and Jewish Studies

MASTER’S DEGREE PROGRAMS

• Accounting and Business Advisory Services (http://catalog.towson.edu/graduate/degree-certificate-programs/business-economics/accounting-business-advisory-services-ms)
• Applied and Industrial Mathematics (http://catalog.towson.edu/graduate/degree-certificate-programs/jess-mildred-fisher-science-mathematics/applied-industrial-mathematics-ms)
• Applied Gerontology (http://catalog.towson.edu/graduate/degree-certificate-programs/health-professions/applied-gerontology-ms)
• Art (http://catalog.towson.edu/graduate/degree-certificate-programs/arts-communication/art-studio-mfa)
• Art Education (http://catalog.towson.edu/graduate/degree-certificate-programs/arts-communication/art-education-med)
• Audiology (http://catalog.towson.edu/graduate/degree-certificate-programs/health-professions/audiology-aud)
• Communication Management (http://catalog.towson.edu/graduate/degree-certificate-programs/arts-communication/communication-management-ms)
• Computer Science (http://catalog.towson.edu/graduate/degree-certificate-programs/jess-mildred-fisher-science-mathematics/computer-science-ms)
  • Computer Security
  • E-Commerce
  • Software Engineering
• Early Childhood Education (http://catalog.towson.edu/graduate/degree-certificate-programs/education/early-childhood-education-med)
• Elementary Education (http://catalog.towson.edu/graduate/degree-certificate-programs/education/elementary-education-med)
• Environmental Science (http://catalog.towson.edu/graduate/degree-certificate-programs/jess-mildred-fisher-science-mathematics/environmental-science-ms)
• Forensic Science (http://catalog.towson.edu/graduate/degree-certificate-programs/jess-mildred-fisher-science-mathematics/forensic-science-ms)
• Geography and Environmental Planning (http://catalog.towson.edu/graduate/degree-certificate-programs/liberal-arts/geography-environmental-planning-ma)
• Health Science (http://catalog.towson.edu/graduate/degree-certificate-programs/health-professions/health-science-ms)
  • Administration
  • Community Health
  • School Health Education
• Human Resource Development (http://catalog.towson.edu/graduate/degree-certificate-programs/liberal-arts/human-resource-development-ms)
• Human Resource Development: Educational Leadership (http://catalog.towson.edu/graduate/degree-certificate-programs/education/human-resources-development-educational-leadership-ma)
• Humanities (http://catalog.towson.edu/graduate/degree-certificate-programs/liberal-arts/humanities-ma)
• Integrated Homeland Security Management (http://catalog.towson.edu/graduate/degree-certificate-programs/interdisciplinary-programs/integrated-homeland-security-management-ms)
• Interdisciplinary Arts Infusion (http://catalog.towson.edu/graduate/degree-certificate-programs/arts-communication/interdisciplinary-arts-infusion-ms)
• Instructional Technology (http://catalog.towson.edu/graduate/degree-certificate-programs/education/instructional-technology-ms)
• Jewish Education (http://catalog.towson.edu/graduate/degree-certificate-programs/liberal-arts/leadership-jewish-education-communal-service-ma)
• Jewish Studies (http://catalog.towson.edu/graduate/degree-certificate-programs/liberal-arts/jewish-studies-ma)
• Kinesiology (http://catalog.towson.edu/graduate/degree-certificate-programs/health-professions/kinesiology-ms)
• Leadership in Jewish Education and Communal Service
• Leadership in Jewish Education and Communal Service and Jewish Studies
• Marketing Intelligence (http://catalog.towson.edu/graduate/degree-certificate-programs/business-economics/marketing-intelligence-ms)
• UB/Towson MBA (http://catalog.towson.edu/graduate/degree-certificate-programs/business-economics/ub-towson-master-business-administration-mba)
• Mathematics Education (http://catalog.towson.edu/graduate/degree-certificate-programs/jess-mildred-fisher-science-mathematics/mathematics-education-ms)
• Music Education (http://catalog.towson.edu/graduate/degree-certificate-programs/arts-communication/music-education-ms)
• Music Performance (http://catalog.towson.edu/graduate/degree-certificate-programs/arts-communication/music-mm)
• Music Composition (http://catalog.towson.edu/graduate/degree-certificate-programs/arts-communication/music-mm)
• Nursing (http://catalog.towson.edu/graduate/degree-certificate-programs/health-professions/nursing-ms)
• Occupational Therapy (http://catalog.towson.edu/graduate/degree-certificate-programs/health-professions/occupational-therapy-ms)
• Physician Assistant Studies (http://catalog.towson.edu/graduate/degree-certificate-programs/health-professions/physician-assistant-studies-ms)
• Professional Studies (http://catalog.towson.edu/graduate/degree-certificate-programs/interdisciplinary-programs/professional-studies-ma)
• Professional Writing (http://catalog.towson.edu/graduate/degree-certificate-programs/liberal-arts/professional-writing-ms)
• Psychology (http://catalog.towson.edu/graduate/degree-certificate-programs/liberal-arts/psychology-ma)
  • Clinical (http://catalog.towson.edu/graduate/degree-certificate-programs/liberal-arts/psychology-ma/clinical-psychology)
  • Counseling (http://catalog.towson.edu/graduate/degree-certificate-programs/liberal-arts/psychology-ma/counseling-psychology)
  • Experimental (http://catalog.towson.edu/graduate/degree-certificate-programs/liberal-arts/psychology-ma/experimental-psychology)
  • School (http://catalog.towson.edu/graduate/degree-certificate-programs/liberal-arts/school-psychology-certificate-ma)
• Reading Education (http://catalog.towson.edu/graduate/degree-certificate-programs/education/reading-education-med)
• Secondary Education (http://catalog.towson.edu/graduate/degree-certificate-programs/education/secondary-education-med)
• Social Science (http://catalog.towson.edu/graduate/degree-certificate-programs/liberal-arts/social-science-ms)
• Master of Social Work and Leadership in Jewish Education and Communal Service (http://catalog.towson.edu/graduate/degree-certificate-programs/liberal-arts/master-social-work-leadership-jewish-education-communal-service)
• Special Education (http://catalog.towson.edu/graduate/degree-certificate-programs/education/special-education-med)
• Speech-Language Pathology (http://catalog.towson.edu/graduate/degree-certificate-programs/health-professions/speech-language-pathology-ms)
• Supply Chain Management (http://catalog.towson.edu/graduate/degree-certificate-programs/business-economics/supply-chain-management-ms)
• Teaching (http://catalog.towson.edu/graduate/degree-certificate-programs/education/teaching-med)
• Theatre (http://catalog.towson.edu/graduate/degree-certificate-programs/arts-communication/theatre-mfa)
• Women’s and Gender Studies (http://catalog.towson.edu/graduate/degree-certificate-programs/liberal-arts/womens-gender-studies-ms)
• Women’s Studies Combined Bachelor’s-Master’s Programs (p. 275)

**DUAL-DEGREE PROGRAMS**

• Master of Business Administration/Juris Doctorate (http://catalog.towson.edu/graduate/degree-certificate-programs/business-economics/master-business-administration-juris-doctorate-mba-jd)

• Master of Business Administration/Master of Arts in Jewish Communal Studies (http://catalog.towson.edu/graduate/degree-certificate-programs/business-economics/master-business-administration-master-arts-jewish-communal-studies-mba-majcs)
• Master of Business Administration/Master of Arts in Jewish Education (http://catalog.towson.edu/graduate/degree-certificate-programs/business-economics/master-business-administration-master-arts-jewish-education-mba-maje)
• Master of Business Administration/Master of Science in Nursing Administration (http://catalog.towson.edu/graduate/degree-certificate-programs/business-economics/master-business-administration-master-science-nursing-administration-mba-ms)
• Master of Business Administration/Doctor of Nursing Administration (http://catalog.towson.edu/graduate/degree-certificate-programs/business-economics/master-business-administration-doctor-nursing-administration-mba-phd)
• Master of Business Administration/Doctor of Pharmacy (http://catalog.towson.edu/graduate/degree-certificate-programs/business-economics/master-business-administration-doctor-pharmacy-mba-pharmd)

**CERTIFICATES OF ADVANCED STUDY (POST-MASTER’S)**

• Counseling Psychology (http://catalog.towson.edu/graduate/degree-certificate-programs/liberal-arts/counseling-psychology-certificate) (Note: The program is under revision and currently is not accepting new students).
• Early Childhood Education (http://catalog.towson.edu/graduate/degree-certificate-programs/education/early-childhood-education-certificate)
• Organizational Change (http://catalog.towson.edu/graduate/degree-certificate-programs/interdisciplinary-programs/organizational-change-certificate)
• Reading Education (http://catalog.towson.edu/graduate/degree-certificate-programs/education/reading-education-certificate)
• School Psychology (http://catalog.towson.edu/graduate/degree-certificate-programs/liberal-arts/school-psychology-certificate-ma)

**POST-BACCALAUREATE CERTIFICATE PROGRAMS**

• Action Research for School Improvement (http://catalog.towson.edu/graduate/degree-certificate-programs/education/action-research)
• Arts Integration (http://catalog.towson.edu/graduate/degree-certificate-programs/arts-communication/arts-integration-certificate)
• Applied Gerontology (http://catalog.towson.edu/graduate/degree-certificate-programs/health-professions/applied-gerontology-certificate)
• Autism Studies (http://catalog.towson.edu/graduate/degree-certificate-programs/health-professions/autism-studies-certificate)
• Clinician-Administrator Transition (CAT) (http://catalog.towson.edu/graduate/degree-certificate-programs/health-professions/clinician-administrator-transition-cat-certificate)
• Database Management Systems (http://catalog.towson.edu/graduate/degree-certificate-programs/health-professions/database-management-systems-certificate)
• Environmental Science (http://catalog.towson.edu/graduate/degree-certificate-programs/jess-mildred-fisher-science-mathematics/environmental-science-certificate)
• Information Security and Assurance (http://catalog.towson.edu/graduate/degree-certificate-programs/jess-mildred-fisher-science-mathematics/information-security-assurance-certificate)
• Information Systems Management (http://catalog.towson.edu/graduate/degree-certificate-programs/jess-mildred-fisher-science-mathematics/information-systems-management-certificate)
Admission

Admission to the graduate programs at Towson University is granted to applicants whose academic and personal qualifications give promise of success in graduate study. The applicant must hold a baccalaureate degree from a regionally accredited college or university and satisfy minimum GPA requirements.

THE GRADUATE CATALOG

The Graduate Catalog contains the academic regulations governing graduate studies at Towson University. It also includes information regarding programs, course offerings and the application process. It is available online at http://grad.towson.edu. A schedule of courses for the coming term and registration information are available online at http://students.towson.edu.

CORRESPONDENCE AND INFORMATION

All correspondence and requests for information concerning admissions for graduate study should be addressed to:

University Admissions Office
Towson University
8000 York Road
Towson, MD 21252-0001
410-704-2501
grads@towson.edu

For other matters relating to graduate studies, contact:

Office of Graduate Studies/Provost’s Office
Towson University
8000 York Road, 311J ADMIN
Towson, MD 21252-0001
410-704-2078

CERTIFICATION

• Course work for Administration I Certification (http://catalog.towson.edu/graduate/degree-certificate-programs/education/administrator-i-certification)
• Jewish Education (http://catalog.towson.edu/graduate/degree-certificate-programs/liberal-arts/jewish-education-certification)
• Library Media Specialist
• Reading Specialist (http://catalog.towson.edu/graduate/degree-certificate-programs/education/reading-education-certification)

Students seeking admission to a graduate degree program, or to take courses carrying graduate credit, must apply prior to first enrollment. Applicants must file an application together with all credentials and official transcripts of all college work. Some programs have selection cut-off dates and admit students on a competitive, space-available basis. Applications are available online at http://grad.towson.edu.
International Programs

- International Initiatives (http://catalog.towson.edu/undergraduate/academic-resources/international-programs)
- International Undergraduate Admissions (p. 370)
- Study Abroad (http://catalog.towson.edu/undergraduate/undergraduate-programs/study-abroad)
Academic Policies and Procedures

An education from Towson University includes a broad liberal arts base and a strong knowledge of one or more major fields of study. To ensure that the Towson degree continues to have weight and meaning, and that it signifies student work meeting or exceeding a particular level of excellence, the university insists that certain standards and policies apply to all undergraduate students. These policies are published every year in this catalog, and any revisions are effective as of the date of the catalog’s publication (unless otherwise stated).

The Registrar’s Office (http://www.towson.edu/registrar) is responsible for overseeing the following policies, procedures and programs. The office serves undergraduate and graduate students, faculty members, administrators, alumni and the general public in the areas of registration, grades, records and transcripts, reenrollment, inter-institutional registration and national exchange programs, veteran’s benefits, and graduation.

- Academic Standards Committee (p. 346)
- Academic Standing (p. 346)
- Academic Terminology (p. 347)
- Address Update Requirement (p. 347)
- Catalog Selection (p. 347)
- Changing a Schedule (p. 348)
- Choosing a Major (p. 348)
- Class Attendance/Absence Policy (p. 349)
- Core Curriculum Requirements (p. 349)
- Credit for Prior Learning (p. 352)
- Dean’s List (p. 352)
- Degree Requirements (p. 352)
- Enrollment and Registration (p. 353)
- Grades/Grading (p. 354)
- Graduation (p. 355)
- Graduation with Honors (p. 355)
- Repeating Courses (p. 356)
- State/National/Military Exchange Programs (p. 356)
- Transcripts of Academic Records (p. 357)
- Transferring Courses as a Current Student (p. 357)
- Veterans Office (p. 569)

Academic Standards Committee

The Academic Standards Committee (http://www.towson.edu/registrar/Records/AcademicStandardsPolicies.asp), comprising faculty, administrators and students, meets regularly to formulate policy and to review appeals from students asking for exceptions to policies.

Students who wish an exception must appeal in writing to the Academic Standards Committee, c/o the Registrar’s Office. Appeals must be written by students. Letters received from third parties will be considered only as support of students’ appeals. Letters of appeal should be as brief as possible, and must include all pertinent academic information, including, when appropriate, supporting documentation. Appeals should include the student’s name, address and student ID number. All appeals receive a written or emailed response from the committee.

Academic Standing

CLASS LEVEL

Students are classified according to the number of units earned:

<table>
<thead>
<tr>
<th>Class Level</th>
<th>UnitsEarned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0-29.5 units</td>
</tr>
<tr>
<td>Sophomore</td>
<td>30-59.5 units</td>
</tr>
<tr>
<td>Junior</td>
<td>60-89.5 units</td>
</tr>
<tr>
<td>Senior</td>
<td>90 units and above</td>
</tr>
</tbody>
</table>

GOOD STANDING AND SATISFACTORY ACADEMIC PROGRESS

Students are considered to be in good academic standing and making satisfactory academic progress toward the degree if they are permitted to continue enrollment at the university. Students who have been academically suspended and are later readmitted on probation are not to be in good academic standing and might not be eligible for participation in intercollegiate athletics, financial aid, housing or certain extracurricular activities.

To remain in good academic standing, students must possess a minimum cumulative GPA based on the calculable grades at Towson University and accepted transfer credits as indicated below:

MINIMUM GRADE POINT AVERAGE REQUIRED

<table>
<thead>
<tr>
<th>Units (Includes Towson units and accepted transfer credits)</th>
<th>Minimum Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-29.5</td>
<td>1.50</td>
</tr>
<tr>
<td>30-59.5</td>
<td>1.75</td>
</tr>
<tr>
<td>60 and above</td>
<td>2.00</td>
</tr>
</tbody>
</table>

FAILURE TO REMAIN IN GOOD STANDING

Students who fall below the level required for good academic standing are subject to the following actions:

1. Academic Warning. The first time degree candidates fail to attain the minimum cumulative GPA required, they receive an academic warning and must receive additional academic advising. They must attain the minimum cumulative GPA required by the end of the next spring term of attendance or be academically suspended. If no further academic action is taken, the student, upon graduation from Towson, may request that the Registrar’s Office remove the academic warning notation from the student’s transcript. Eligibility for housing, financial aid, and participation in intercollegiate athletics will be determined by the appropriate departments according to their established criteria. In accordance with policy, students who are readmitted on warning must also attain the minimum required GPA by the end of the spring term following readmission or be academically suspended.

2. Academic Suspension. Students failing to attain good standing in any spring term following academic warning are academically suspended and may not attend the university during the next academic term and the intervening summer/Minimester sessions.

If students complete course work elsewhere while academically suspended, they must be in good standing at the school(s) attended and must provide official transcripts from the schools to the Reenrollment Office at Towson University if they plan to return to Towson. Work remaining to resolve any Incomplete grades may be completed during
Students who fail to attain good academic standing at the end of any fall term following academic warning will be allowed to continue their enrollment for one additional term. This Mid-Year Extended Warning will be permanently noted on the student’s transcript. Failure to attain good academic standing at the end of the following spring term will result in academic suspension.

3. Academic Probation. After the suspension ends, students may be readmitted on academic probation, during which time they may enroll for a maximum of 13 units per term. They must also receive additional advising and may not register without written clearance from the Academic Advising Center. Academic probation is noted permanently on student’s transcript. Students on academic probation have three academic years or 24 calculable units, whichever comes first, to attain good academic standing. Calculable units are courses with grades that affect the student’s Grade Point Average (A, A-, B+, B, B-, C+, C, D+, D, F, FX). Pass (PS), Audit (AU), and Satisfactory/Unsatisfactory (S/U) grades are not calculable. If students attain good academic standing during probation but subsequently fall below the minimum requirements for good academic standing, they will be given a one-term exception during which good academic standing must be attained. If they do not, they will be academically dismissed. Otherwise, they are considered to be on academic probation until they have either graduated or are academically dismissed. While on academic probation, students may not complete course work elsewhere for transfer to Towson.

4. Academic Dismissal. Students failing to attain good academic standing after the period of academic probation will be academically dismissed. Academic dismissal is a final action and is noted permanently on student’s transcript. Students who are academically dismissed cannot be readmitted to the university in any capacity.

Academic Terminology

Unit: The value given to one 50-minute class meeting weekly for a term. This means that a class meeting Monday, Wednesday and Friday from 9-9:50 a.m. or Tuesday and Thursday from 8-8:50 a.m. will be a 3-unit course. Most classes fit this format. Classes that require laboratory or studio time in addition to lecture time will usually merit an extra unit, becoming 4-unit courses, just as classes that lend themselves to a highly focused format (15 hours of instruction each week) to discuss ideas that interest students or that may fill a gap in their academic program.

Term: The academic year consists of two regular terms (sometimes called semesters), plus minimester and summer. The spring and fall terms each include 15 weeks of instruction, including final examinations.

Minimester: A condensed term in January that allows students to take courses that lend themselves to a highly focused format (15 hours of instruction each week) to discuss ideas that interest students or that may fill a gap in their requirements.

Summer: A term composed of four sessions of varying lengths that allow students to complete regular course work in a shorter period of time and fulfill degree requirements sooner.

Unit Load: In a regular fall or spring term, students typically take 15 units (five 3-unit courses). In the Minimester, students may take a maximum of 4 units. In summer, students may take a maximum of 13 units (7 units maximum per session).

To be considered full-time, undergraduate students must be enrolled in a minimum of 12 units each term.

All students in good academic standing may register for a maximum of 19 units in any fall or spring term. Students must ask permission from the Registrar’s Office to take units beyond 19.

Majors/Minors: A major or minor consists of courses required for a particular discipline. Majors can have both lower-level courses (100 - 200) and upper-level courses (300-400), within and outside the discipline. All students must complete a major in order to graduate. Minors consist of 18 to 30 units, 12 of which must be upper-level courses. Minors are optional and must be taken in a discipline other than the student’s major. A grade equivalent of 2.00 or higher is required in all courses taken for the major or minor. Majors and minors are also called academic plans or programs.

Concentration: A concentration is a group of courses representing a specialized area of study within a major. Concentrations are approved by the Maryland Higher Education Commission (MHEC) and require a minimum of 24 units. Also known as an academic sub-plan.

Track: A track is a group of courses representing a specialized area of study within a major. A track requires between 18 and 23 units. Also known as an academic sub-plan.

Prerequisites/Corequisites: Prerequisites are requirements imposed by an academic department for certain courses within its curriculum. Such requirements may include, but are not limited to: other courses, a specific test score, a specific major, or class standing, (e.g., junior, senior).

A student must have earned a C or higher on any course for it to be considered as a course prerequisite, including courses transferred from another institution.

Corequisites are courses that must be taken together, for example a lecture course that has a related lab course. Occasionally a requirement may be stated as either a corequisite or prerequisite, and the student may decide whether to take the courses concurrently or complete the requirement prior to enrolling in the other course.

Most enrollment requirements (prerequisites and corequisites) are enforced automatically when the student registers; however, it is ultimately up to the academic department to enforce enrollment requirements. Some departments make the determination after registration, and students not meeting the requirements will be notified to drop the class. Therefore, students should carefully read course descriptions before registering to make sure they have met any enrollment requirements. Failure to meet published requirements or to withdraw from the course by the published deadline is not a basis for petitioning Academic Standards Committee for an exception to academic policy.

Address Update Requirement

MAILING ADDRESSES

Towson University requires all students to provide a current local address and a permanent address, along with a current phone number. This information must be updated each term and within 15 days of a change of address.

UNIVERSITY E-MAIL

All students, faculty and staff members are issued a Towson email address and must establish their university email account. This account must be used for any and all communication to and among students, faculty and staff as well as departments, offices and units on university matters or business. It is the responsibility of each account holder to monitor email on a regular basis.

Catalog Selection

Students must fulfill all degree requirements from their assigned catalog. They will be assigned the catalog in effect at the time of their formal admission to
Towson University and have 10 years to complete the requirements in order to graduate.

Students may request an alternate catalog under the following conditions:

1. They may select the catalog in effect at the time of formal admission at their initial transferring institution, provided 10 years have not elapsed and they have sufficient time to finish under the selected catalog. Students may elect this option by completing the Catalog Selection Petition and submitting the form to the Registrar’s Office for final approval.
2. They may select a later catalog provided that the chosen catalog has not expired. The student will be required to complete the general degree requirements in effect for the selected catalog year. Students may elect this option with the signed approval of their major department chairperson on the Catalog Selection Petition. This form must be submitted to the Registrar’s Office for final approval.

This form is available online at http://www.towson.edu/registrar/forms. Students must see an academic adviser before submitting this form in order to determine the impact their catalog selection may have on their degree requirements. Please note that any change in catalog may affect degree requirements and may negate previous advising.

Changing a Schedule

ADDING A CLASS

Students may add classes to their schedules through the Change of Schedule period by going to Towson Online Services/Peoplesoft or My TU Mobile. Check the Academic Calendar (p. 9) for deadlines.

Students may not enter a class after the Change of Schedule period ends. Exceptions are considered only with written authorization from the instructor and department chair.

DROPPING A CLASS

Students may drop classes until the end of the withdrawal period by going to Towson Online Services/Peoplesoft or My TU Mobile. Check the Academic Calendar for deadlines.

- No grade is recorded when dropping a class through the Change of Schedule period.
- A grade of “W” is recorded on the transcript when dropping a class after the Change of Schedule period through the end of the withdrawal period. There is no academic penalty associated with the W.

Students who do not officially drop courses during the established time periods receive grades in the courses (A to F or FX) as determined by the instructors.

WITHDRAWAL AFTER THE DEADLINE

Students with documented medical problems or verified circumstances beyond their control may request to withdraw from one or more courses without academic penalty after the established deadline. Students must send a letter to the Academic Standards Committee requesting a late withdrawal; documentation must accompany the request. If the request is approved, a grade of W will be recorded. Requests must be submitted prior to the beginning of final examinations.

CANCELLATION OF ENROLLMENT

Newly admitted undergraduate students who decide not to attend the university before or during the first week of classes of the term for which admission was approved must notify the Office of Admissions in writing. Their admission file will be canceled accordingly, and they will be required to submit an additional application for any future entrance date.

Current students who fail to pay their tuition bill on time may also have their enrollment canceled prior to the beginning of the term. Please refer to the Payment of Fees (p. 375) section under Financial Information in this Catalog.

Choosing a Major

The Core Curriculum requirements allow students to explore a broad range of subjects, while the major and minor provide in-depth study of one or more fields. A major may require as few as 30 units and as many as 84 units. The exact number varies and is set by the academic department.

All students must declare a major or be in a pre-major by the time they complete 60 units. Students needing assistance with selecting a major may contact the Academic Advising Center. In order to add or change a major or minor, students must complete the Change of Major/Minor Form available online.

Please note that some terminology used in PeopleSoft and the catalog are interchangeable. For example: majors and minors are referred to as Academic Plans in PeopleSoft; concentrations and tracks are referred to as Academic Sub-Plans. Units are also referred to as credits.

MAJOR

A major consists of courses required of a particular discipline that may include both lower-level (100–200) and upper-level (300–400) courses within and outside the discipline. A grade equivalent of 2.00 or higher is required in all courses completed toward the major.

CONCENTRATION (MHEC APPROVED)

A concentration is a sequential arrangement of courses representing a specialized area of study within a program. A concentration requires a minimum of 24 units and should have enough unique units to distinguish it from the major, a track or another concentration. A concentration will appear on the student’s transcript as a Sub-Plan upon graduation.

TRACK (TOWSON UNIVERSITY APPROVED)

A track is a sequential arrangement of courses representing a specialized area of study within a program. A track requires between 18 and 23 units; two-thirds of the units should be unique to that track and distinguish it from the major, a concentration or another track. No course can be common to all tracks and concentrations within a major. A track will appear on the student’s transcript as a Sub-Plan upon graduation.

MINOR

A minor is an institutionally approved set of courses within a major area of study, or a separate, distinct thematic area of study consisting of at least 18, or no more than 30 units. A minimum of 12 units must be upper-level courses (300–400 numbered courses) and no more than 12 units can be taken outside of the minor or thematic discipline. A grade equivalent of 2.00 or higher is required in all courses completed toward the minor.

DOUBLE MAJOR

A double major requires the completion of all requirements for each of two majors.

COMBINED MAJORS

A combined major enables a student to blend the requirements of two major fields, allowing students to take fewer units than if each major were completed separately.
SCREENED/COMPETITIVE MAJORS

Some programs of study are screened. Students must meet certain academic and/or curricular criteria, such as completing prerequisite courses or attaining a specific grade point average, before they are admitted to these programs.

Other programs of study, while not officially approved screened majors, are competitive. Students must either submit a portfolio of work or audition before they are admitted to these programs. Examples of competitive majors include Art, Music and Dance.

The criteria are published in the applicable sections of this catalog. Admission to the university does not guarantee admission to screened or competitive programs.

Class Attendance/Absence Policy

Students are expected to attend all classes. Consistent attendance offers the most effective opportunity for students to understand concepts, materials and expectations of those courses in which they are enrolled. Although some courses do not use attendance as a criterion for grading, there are others where in-class participation is an integral part of the course. Examples include, but are not limited to, seminars and courses that require public speaking, laboratories, language learning, group discussions or internships. Frequent absences from these types of courses, whether excused or unexcused, may affect the final grade. Faculty who use absences as a factor in grading must explain in the course syllabus what effect even an excused absence might have on the evaluation of a student’s work.

1. It is policy of the university to excuse the absences of students for the following reasons:
   • illness or injury when the student is unable to attend class
   • religious observance where the nature of the observance prevents the student from attending class
   • participation in university activities at the request of university authorities (e.g., Intercollegiate Athletics, Forensics Team, Dance Company, etc.)
   • compelling verifiable circumstances beyond the control of the student
   • sickness of immediate family member
2. Students who will be representing TU at events, conferences, or other official activities should obtain a Notification of Absence from Class Form from the Office of Campus Life, University Union 232, to be given to their instructors to verify the excused absence. Students are encouraged to notify faculty of anticipated class absences as soon as they learn they will be missing class.
3. Students who are absent from class are responsible for any missed work, assignments or assessments (e.g., quizzes, tests, papers, etc.). Faculty members are required to allow students with documented excused absences to make up missed work or assignments when this is feasible. When the nature of the assignment makes this impossible, faculty members should attempt to make a reasonable adjustment of the assignment.
4. Students who fail to appear for the first two class sessions, or the first session of evening classes, may forfeit their space in class. Instructors have the right to release these spaces to other students wishing to add the class to their schedules. Students who lose their spaces must officially withdraw from the course through the Registrar’s Office to avoid earning an FX grade for non-attendance. See the sections on Changing a Schedule (p. 348) and Grades/Grading (p. 354) for further information.

Core Curriculum Requirements

Higher education serves a greater purpose than simply providing basic occupational training. Towson University’s Core Curriculum Requirements are designed to help students gain essential intellectual skills and knowledge that will be important throughout life.

These skills include successful speaking and writing, the gathering and evaluation of information, the appreciation of diverse points of view, and the ability to understand and formulate ideas and values. These skills will provide students with:

1. the flexibility and resourcefulness required to adapt successfully to rapid social, economic and technological change,
2. the understanding and tolerance necessary for informed citizenship and social action, and
3. the interest and curiosity essential to the pursuit of learning throughout life.

To fulfill Towson University’s Core Curriculum requirements, students must complete one course from each of the following 14 categories. A student may use no more than two courses from the same subject code (e.g., ENGL or HIST) to satisfy the Core Curriculum requirements. For a complete list of Core Curriculum courses, visit www.towson.edu/core.

FUNDAMENTALS

(Fundamentals courses are typically taken during the first year at Towson.)

(1) Towson Seminar

Focusing on exploration and discovery, this course introduces students to the academic expectations for college-level work and to the intellectual, communication, and collaborative skills needed for academic success. Seminar formats emphasize active learning, with variable content in different Towson Seminar courses. Introduces multiple perspectives and may draw from more than one discipline. Towson Seminar requires a grade of C or better for completion of the requirement.

Students completing this course successfully will be able to:

• Prepare and present a compelling substantive interpretation, argument, and/or analysis of a problem or issue in a research paper
• Gather and use academic resources effectively and according to the standards and rules of academic integrity in formulating and presenting a substantive interpretation, argument, and/or analysis of a problem or issue
• Understand and evaluate the nature and possible causes and implications of events, behavior, problems and issues from an informed and intellectually balanced perspective
• Connect concepts and empirical evidence in logically coherent, valid and compelling ways
• Understand and appreciate social and cultural differences among individuals, groups and societies, and to engage and learn from others with different backgrounds and perspectives in constructive ways, when appropriate to the topic
• Participate responsibly and effectively in group efforts to address and solve problems, where appropriate within the course format

(2) English Composition

This course focuses on exploring ways of writing and thinking in the branches of knowledge and on developing rhetorical strategies for successful college-level expository writing. English Composition requires a grade of C or better.

Students completing this course successfully will be able to:

• Write academic essays that effectively and appropriately respond to specific rhetorical situations
Students completing this course successfully will be able to:

- Improve literacy skills, including the ability to read and analyze a variety of texts
- Organize an essay around a sound central idea supported by relevant material
- Organize supporting material with a discernible and logical plan
- Present ideas in complex and effective sentences relatively free from mechanical errors
- Support and share ideas and opinions with confidence

(3) Mathematics

Courses in Mathematics require skills at the level of college algebra or above. Each course treats concepts and skills in the mathematical sciences and emphasizes both theoretical foundations and problem-solving applications such as finite mathematics, statistics, discrete mathematics and mathematical survey courses.

Students completing this course successfully will be able to:

- Construct and evaluate logical arguments
- Apply and adapt a variety of appropriate strategies to solve mathematical problems
- Recognize and apply mathematics in contexts outside of mathematics
- Organize and consolidate mathematical thinking through written and oral communication

(4) Creativity and Creative Development

Courses in this category include specific creative activity emphasizing symbolic, affective and imaginative thinking in the creative activity and understanding the creative process through participating in it. These courses reflect current scholarship in the field, provide reference to theoretical frameworks and methods, and explore the critical standards central to the genre or medium.

Students completing this course successfully will be able to:

- Apply in practice a range of expression within a specific art while exhibiting rigorous standards of technique
- Demonstrate content knowledge through an analysis and synthesis of representative examples, ideas and skills
- Articulate by means appropriate to the discipline the ways in which theory and practice meet in the creation of the specific art form. These means may include verbal, written and observable products and/or presentations.
- Show how history, aesthetics, form and composition, techniques and/or pedagogy contribute to the process of creative development

WAYS OF KNOWING

(Courses in Ways of Knowing are typically taken during the first two years at Towson.)

(5) Arts and Humanities

The arts examine aesthetics and the development of the aesthetic form. Courses in this area may include, but are not limited to, fine, performing and studio art, appreciation of the arts and history of the arts. All courses, including fine, performing and studio arts, will explore the relationship between theory and practice. The humanities examine the values and cultural heritage that establish the framework for inquiry into the meaning of life. Courses in the humanities may include, but are not limited to, the language, history, literature and philosophy of Western and other cultures.

(The course meeting this requirement must be taken in a discipline different from the course meeting requirement 4. A foreign language course may be taken to meet requirement 5.)

Students completing this course successfully will be able to:

- Discuss the context and structures of cultural traditions [in terms] of literature, art, music, culture or society
- Describe important movements and processes that have affected the cultural heritage of a particular group
- Use methodologies associated with the study of cultural traditions in the arts and humanities to reflect on the experiences of a particular society
- Engage in a critical assessment of how the student’s own experience has been affected by particular cultural traditions in the arts and humanities

(6) Social and Behavioral Sciences

The social and behavioral sciences examine the psychology of individuals and the ways in which individuals, groups or segments of society behave, function and influence one another. They include, but are not limited to, subjects that focus on history and cultural diversity; on the concepts of groups, work and political systems; on the applications of qualitative and quantitative data to social issues; and on the interdependence of individuals, society and the physical environment.

Students completing this course successfully will be able to:

- Articulate relevant basic assumptions, concepts, theoretical constructs and factual information of the social and behavior sciences
- Demonstrate an understanding of relevant social and behavioral science methodologies
- Apply appropriate problem-solving skills in discipline-specific contexts
- Apply disciplinary knowledge from the social and behavioral sciences to contemporary ethical or social issues

(7) (8) Biological and Physical Sciences

The Biological and Physical Sciences systematically investigate living systems and the physical universe and introduce students to methods used to collect, quantify and interpret scientific data and to synthesize and apply scientific concepts. Courses in this category present the historical development and structural nature of the subject, illustrate the predictive nature of these sciences, and employ mathematics and computing techniques as appropriate. Students must take two courses in the Biological and/ or Physical Sciences with at least one 4-unit course that includes a laboratory. The laboratory experience will emphasize hands-on investigations and scientific inquiry. Students must select either two courses from different scientific disciplines or two sequenced courses within one discipline.

Students completing this course successfully will be able to:

- Utilize scientific vocabulary and examples to describe major ideas appropriate to a specific scientific discipline
- Use quantitative reasoning to analyze and/or support scientific information
- Identify, describe, critique, respond to, and construct the various components of the scientific process such as observations, inferences, operational definitions, aspects of scientific design, conclusions, control of variables, etc.
- Explain scientific issues of current importance to society within scientific, technological, historical, societal and ethical contexts.

WRITING IN A CHOSEN FIELD

(This course is typically taken during the third year at Towson.)

(9) Advanced Writing Seminar

Courses in this category will address:

1. the discourse models and practices important to a specific discipline and
2. techniques of formatting and reporting, validation and documentation, required to write with authority and authenticity within the discipline. To fulfill this requirement a grade of C or better is required.
Students completing this course successfully will be able to:

- Recognize and employ models and practices of written communication specific to a particular discipline or profession
- Recognize and employ techniques of formatting and documentation appropriate to a particular discipline or profession
- Integrate material effectively from outside sources into their own prose
- Analyze and evaluate complex discipline-based claims and current research questions
- Demonstrate a developed ability to compose clear, effective prose, including through the practice of revision
- Produce professional prose that follows accepted conventions of grammar, punctuation and style

PERSPECTIVES

(These courses are typically taken during the first three years at Towson.)

One course under Perspectives must be taken in a discipline in the arts and humanities, different from the discipline chosen for requirement 5. One course under Perspectives must be taken in a discipline in the social and behavioral sciences, different from the discipline chosen for requirement 6.

(10) Metropolitan Perspectives

Courses in Metropolitan Perspectives examine and explore the metropolis (as broadly conceived) in its past and present complexities. The category includes courses that describe characteristics of specific places, like the Baltimore-Washington metropolitan areas, or that describe characteristics or dynamics of metropolises in general, whether in the United States or in other countries, whether contemporary or historic, through the lens of an appropriate discipline.

Students completing this course successfully will be able to:

- Explain characteristic features of a metropolis and explore how persistent problems, institutional transformations, and creative expression may emerge from this environment
- Demonstrate their ability to interpret, evaluate, compare and critique the views and experiences of particular social, economic and cultural groups in the metropolis
- Articulate how an individual or a group may have access to influencing public decisions in the metropolis, how they may pursue collective ends, or how they may contribute to community well-being
- Apply critical analysis to a specific topic or question in order to delineate constituent elements of the situation, to define challenges that are faced, and to examine the potential for constructive resolution or development
- Recognize the different methods and standards of inquiry that lie behind the evidence they use to develop an argument and be able to relate that understanding to differences of opinion among informed commentators or across different fields of study

(11) The United States as a Nation

Courses addressing the United States as a Nation explore the institutions, history, culture or traditions of the United States with an emphasis on addressing through a particular subject matter the broader experience of the nation as a whole.

Students completing this course successfully will be able to:

- Speak to what characterizes the United States as a nation, whether through consideration of American culture and society primarily as a distinctive tradition or through comparison and contrast with other societies and cultures
- Define one or more major issues involving American experience past or present and to discuss more than one perspective on those issues
- Demonstrate a reasonable command of specific knowledge pertinent to the central issues of the course and should demonstrate an ability to use that knowledge in a substantive analysis applying their own judgments and expressing their own understanding

(12) Global Perspectives

Courses in Global Perspectives examine how the global environment is changing, and is being changed, by major social, cultural, religious, economic, political and technological forces, and how new patterns of relationships are shaping and being shaped by the global environment.

Students completing this course successfully will be able to:

- Learn how to examine the influence of major forces of global change such as social, cultural, religious, economic, political and technological processes and patterns in the world
- Acquire an understanding of the global or world context and of the major processes and patterns in the world that are transforming relations among different nations and/or cultural groups
- Develop a better understanding of how their own society relates to the global context and become better prepared to make decisions that reflect this understanding

(13) Diversity and Difference

Courses in Diversity and Difference explore relationships of distinctiveness and interdependence, conflict and cooperation, between and among people with varying cultures, beliefs, identities and capabilities. Courses will cultivate in students the ability to examine and articulate differences of conviction and perception through open exchange and civil discourse. As part of that process, students will also come to understand more fully the lenses through which they view the world.

Students completing this course successfully will be able to:

- Discuss some of the ways in which group distinctiveness is defined in social contexts
- Demonstrate understanding of a perspective other than their own (even if they are members of a group whose experience is emphasized in the course)
- Present and respond to a position with which they differ in a fair and balanced argument
- Define at a general level some of the challenges and opportunities presented by the existence of diversity and difference
- Articulate their own outlook in relation to the topics discussed and to make explicit their associated beliefs and assumptions

(14) Ethical Issues and Perspectives

Courses in Ethical Issues and Perspectives will develop one or more ethical issues of current importance to any of a broad range of academic disciplines. These courses are designed to help students understand different perspectives on ethical problems and different processes and techniques helpful in reaching sound judgments.

Students completing this course successfully will be able to:

- Gather and analyze evidence from a variety of sources pertinent to the issue under study, including materials that might support opposing points of view
- Evaluate the logic of persuasive rhetoric in arguments for all major positions on a topic and formulate cogent counter-arguments to each one
- Articulate an understanding of the ethical dimensions of significant issues or dilemmas under study
- Construct and assess possible solutions to problems or dilemmas within an informed ethical and societal context
- Communicate arguments and conclusions effectively and clearly
Credit for Prior Learning

TU recognizes that some students may have acquired abilities through life experience, personal study, and/or military course work. The Credit for Prior Learning (CPL) Program offers an opportunity for students to receive college credit by taking “challenge” tests in the area of their proficiency, presenting portfolios, or providing documentation of military course work/experiences.

A maximum of 45 units for “non-traditional learning” may be granted through the Credit for Prior Learning Program (this includes any AP or IB credit granted upon admission to the university). CPL units can be used to fulfill Core Curriculum, electives, and/or major requirements. Students must be degree candidates with at least a 2.00 cumulative GPA to have CPL units recorded on the TU transcript. Please note that some academic departments may accept a lower minimum number of CPL units toward the major. Please check with the major department first to find out if such restrictions exist.

Students interested in the Credit for Prior Leaning Program should call the Registrar's office at 410-704-2471.

College Level Examination Program (CLEP Tests)

The College-Level Examination Program (CLEP) allows students to earn qualifying scores on nationally-recognized subject examinations. Students may earn credit for certain CLEP tests provided they meet the minimum score required by Towson. The CLEP tests that Towson accepts and the required score are listed on the link below:


For more information on CLEP or to locate a CLEP Test Center, visit the College Board (https://clep.collegeboard.org/started) website. Send scores to Towson University, 5404.

Departmental Exams

Towson offers departmental “challenge” exams in Foreign Languages (http://www.towson.edu/forl/1%20-%20Program%20Information). The languages include French, German, Italian, Spanish, Arabic, Chinese, Hebrew, Japanese, and Portuguese.

Individualized Assessments

Students who wish to earn credit for courses that do not have standard departmental or CLEP exams may contact the academic department to determine if individualized assessment is possible. This type of assessment may include portfolio review, oral or written examination, demonstration (e.g., dance or music), or written report/paper.

Military Course Work/Experience

TU is a member of Servicemembers Opportunity Colleges (SOC). Students who have served or are currently serving in the United States military may receive college credit for basic training, military occupational specialties, and other military course work. Official documentation must be submitted. Work will be evaluated per the Guide to the Evaluation of Educational Experiences in the Armed Services by the American Council on Education (ACE).

Military courses and experiences are evaluated by University Admissions. To request an evaluation, contact transfer@towson.edu.

Dean's List

Office of the Provost, 410-704-2463

Full-time degree candidates are eligible for Dean’s List recognition each fall and spring term provided they complete a minimum of 12 calculable units and attain a GPA of 3.50 or higher.

Part-time degree candidates are eligible for Dean’s List recognition each academic year provided they complete a minimum of 12 calculable units and attain a GPA of 3.50 or higher during that academic year. An academic year is designated as fall through summer and includes the January Minimester. To qualify, the student must be part-time for the entire year.

Applicable course work is only that in which calculable grades (A, A-, B+, B, B-, C+, C, D+, D, F, FX) are earned. Pass (PS), Audit (AU), and Satisfactory/Unsatisfactory (S/U) grades do not apply toward the 12-unit minimum.

Degree Requirements

Students are expected to familiarize themselves with the Undergraduate Catalog and to satisfy all published degree requirements for each major and minor being completed. Failure to do so does not provide a basis for exceptions to academic requirements or policies. It is expected that students will receive assistance from general academic and faculty advisers, but students must assume responsibility for completing published degree requirements by reviewing their “academic requirements” transcript often. It may be viewed through Towson Online Services (https://inside.towson.edu/psLogin): Self Service>Student Center. From the Other Academics menu, select Academic Requirements.

Satisfactory Progress to Graduation

Towson University is committed to fostering conditions that enable a student to complete their degree and providing support to help students achieve this goal. In accordance with Maryland law and University policy and in order to maintain satisfactory academic progress toward completion of a degree, all Towson University students shall:

- Complete ENGL 102 or ENGL 190 (English Composition – Core 2) within a student's first year at Towson;
- Complete or qualify for a waiver of TSEM 102 (Towson Seminar – Core 1) within a student’s first year at Towson;
- Complete all requirements for developmental course work in mathematics or reading, as determined by the University’s assessment process, within a student’s first year at Towson;
- Complete one course from Mathematics (Core 3) within a student's first year at Towson; and
- Complete and file a Degree Completion Plan by the point at which a student has earned 45 units. For students who have transferred to Towson with more than 45 units, the plan shall be filed by the end of a student’s first term of enrollment at Towson. This plan must:
  - Include the remaining course requirements and the other standard graduation requirements that a student must complete for a degree;
  - Include a chronological sequence of the courses to be taken; and
  - Be reviewed and approved by an adviser prior to final submission.
- Details regarding how and where to file the Degree Completion Plan will be available to students through their primary academic department.

Bachelor of Science

Students must fulfill the following requirements to graduate with a Bachelor of Science degree:

1. Completion of the online graduation application (http://www.towson.edu/registrar/Graduation)
   b. August graduates file by July 4.
   c. December graduates file by August 20.
2. At least 120 earned units
3. A minimum of 43 units of Core Curriculum (p. 349) requirements
4. At least 32 units (part of the 120 total units required) of upper-level work (courses numbered 300+ and 400+); courses taken at two-year institutions cannot count as part of the 32 upper-level units required. Courses from four-year institutions will transfer at the numerical level as they were taken at the transfer institution and may not be converted to an equivalent TU number or level.
5. Completion of Writing for a Liberal Education (ENGL 102) or its equivalent with a grade equivalent of 2.00 or higher
6. Completion of a major (a grade equivalent of 2.00 or higher must be earned in all courses applied toward the major and, if applicable, minor)
7. A cumulative GPA of at least 2.00
8. Completion of at least 15 units after formal matriculation as a degree candidate
9. Completion of the final 30 units in residence at Towson University.

The undergraduate records of all persons receiving a bachelor's degree are CLOSED 180 days following graduation. Any changes to the permanent record MUST be made within this period of time.

Bachelor of Arts
The requirements for the Bachelor of Arts degree mirror those for the Bachelor of Science degree, but Bachelor of Arts candidates must also complete a foreign language through the intermediate (202) level (or the equivalent) with a grade equivalent of 2.00 or higher. See the Department of Foreign Languages (p. 211) section in this catalog.

Bachelor of Fine Arts
The Bachelor of Fine Arts degree is available only to students who complete the majors in Dance, Acting or Art + Design. The requirements for the Bachelor of Fine Arts degree are identical to those for a Bachelor of Science degree, but Bachelor of Fine Arts candidates must also fulfill the performance and/or studio requirements specified by the departments of Dance, Theatre Arts, and Art + Design, Art History and Art Education.

Bachelor of Music
The Bachelor of Music degree is available only to students who complete the major in Music. The requirements for the Bachelor of Music degree are identical to those for a Bachelor of Science degree, but Bachelor of Music candidates must also fulfill the performance and studio requirements specified by the Department of Music.

Bachelor of Technical and Professional Studies
The Bachelor of Technical and Professional Studies (BTP) is available only to students in specifically articulated programs between Towson University and area community colleges. For example, the Allied Health major is a BTP program.

Concurrent Degrees
Students simultaneously pursuing course work in two programs of study (double major) may wish to earn two degrees concurrently and receive two diplomas.

For example: If a student is pursuing a B.S. in Mass Communication and Business Administration, two concurrent degrees may be requested.

To receive two degrees students must:
1. Complete a minimum of 150 units.
2. Complete all requirements in both programs of study.
3. Complete a minimum of 60 units in residence at Towson University.
4. Complete at least half of the units required in each major in residence at Towson University
5. Have no more than 12 units overlap between each major, including program requirements and program electives.
6. Complete an appropriate advanced writing course for each of the majors, where required.

If interested in receiving two diplomas, students are asked to please contact the Graduation Office during the graduating term at graduation@towson.edu.

Please Note: Students pursuing two majors under different degrees (BFA, BM, BS/BA, or BTP) automatically receive two diplomas and do not have to apply for a concurrent degree.

Combined Bachelor's/Master's Degree
Towson University offers a number of combined bachelor's and master's degree programs. Undergraduate students typically are screened into a combined program by the department chairperson in their junior year, although some may be screened in during their senior year. Once approved, these undergraduate students may begin taking graduate level courses. Up to 9 units of graduate work can be counted toward the undergraduate degree and later applied to the graduate degree. Students are to abide by the time frame and unit requirements of these specific programs.

During the senior year, students approved for the combined bachelor's and master's degree program must apply for formal admission to the graduate program. Once the bachelor's degree is earned and the student is matriculated as a graduate student, the Registrar's Office will apply the graduate work to the graduate record. These courses will count toward both degrees. The GPAs will be kept separate: undergraduate courses calculate on the undergraduate record, while graduate courses calculate on the graduate record. Students who are ineligible or choose not to complete their master's degree at Towson will be allowed to use the completed graduate courses to count toward the bachelor's degree but the graduate courses will not be calculated into the grade point average.

Course requirements for the combined bachelor's to master's programs vary by program; some programs designate specific courses that must be taken. Please consult with the Academic Department.

Enrollment and Registration
Students who have applied for admission to degree candidacy and have been admitted must return their Enrollment Contract to acknowledge their acceptance of the university’s offer of admission. After they do this, they will receive information about academic advising and course registration. Orientation is available to new freshmen and transfer students prior to the beginning of the term.

Registration appointments are based on the number of units the student has earned. Students must see their adviser before they register. Students who have no adviser may check with their major department or, if they have no declared major, with the Academic Advising Center (Lecture Hall, 410-704-2472).

After students have met with their advisers, they plan their schedules and register online using Towson Online Services/PeopleSoft or My TU Mobile. Students may also register in person at the Registrar’s Service Center, Enrollment Services 223. Non-degree students (those not formally admitted to the university) register after degree candidates and are encouraged to seek advising at least once each academic year.

Important: Students may not attend a class until registering for that class, and must satisfy all financial obligations to the institution before registering.
AUDITING COURSES

Students may audit a course with the permission of the instructor. An audited course will be graded AU and will not count toward graduation. Students may elect the audit option at any point up to the withdrawal deadline by presenting a completed Change of Schedule Form with the instructor’s signature. Students must make all changes to the option before the published withdrawal deadline each term. Visit the Registrar’s site (http://www.towson.edu/registrar/Records/Grading_Options.asp) for more information on how to select this option.

Students who elect the audit option must earn a grade equivalent of 2.00 (C) or higher in order to receive the Pass (PS) grade, which is not calculated in the average. Students who earn below the grade equivalent of 2.00 will earn that grade (D+, D, F or FX) which will be calculated. Refer to Grades/Grading (p. 354) for more information.

• do not count as part of the term, the term unit load or cumulative totals
• will be graded AU or AUX if the student registers for a course as an audit and fails to attend
• do not apply toward graduation unless repeated later for credit
• may not be used to repeat a course for which credit has already been earned

Grades/Grading

The Plus/Minus Grading System (4.00 scale, term system), implemented in fall 1998, applies to all undergraduate students and cannot be applied retroactively to grades earned or recorded, including incomplete (I) grades or contested grades, before fall 1998.

The Grade Point Average (GPA) is computed as follows: First, multiply the units for each course taken in a term by the grade points (values above) assigned to the grade earned. Second, total the units and grade points for the term. Third, divide the total number of grade points by the total number of units to find the GPA for the term.

The grades of S and U (satisfactory and unsatisfactory) are used for developmental courses and selected courses such as internships, student teaching, etc. The grade of S denotes that work of 2.00 level or higher has been completed and that students have attained a level of competence sufficient to advance to the next course. A grade of U is given to students whose work is below 2.00 level quality. S and U grades are not calculated in a student’s GPA.

The grade of PS (Pass) is assigned to a course selected on the Pass grading option when students earn a C grade or higher. Students who elect the Pass grading option and earn a grade of D+ or below will have that grade recorded on the permanent record and used in calculation of the GPA.

The grade of PE is assigned to those courses passed under the Credit for Prior Experience/Learning option. PE grades are recorded on a student’s permanent record, but are not calculated in a student’s GPA.

The grade of FX is calculated in student’s GPA. A grade of FX is given to students who never attend class or who stop attending during the term without officially withdrawing. (If students have officially withdrawn, a grade of W will appear on the final grade roster.) A grade of FX is given to students who stop attending before they have completed more than half of the course work. Students who attend most classes but miss the final examination without a legitimate excuse, will receive a zero or F grade for the final examination and have that value or grade calculated with other grades earned during the term to determine the final grade.

The grade of W is administrative, non-punitive, and is not calculated in a student’s GPA. A grade of W is given to students who officially withdraw from a course by the published withdrawal deadline each term. It is also given to students who obtain authorization from the Academic Standards Committee to withdraw from a course or courses after the deadline. Such withdrawals must be based on documented medical difficulties or verifiable circumstances beyond the student’s control.

Students electing the credit option must earn a grade equivalent of 2.00 (C) or higher in order to receive the credit grade, which is not calculated in the average. Students who earn below the grade equivalent of 2.00 will earn that grade (D+, D, F or FX) which will be calculated. Refer to Grades/Grading (p. 354) for more information.

AUDITING COURSES

Students are advised that audited courses:

• are billed at the same rate as credit-bearing courses

Grades/Grading

The Plus/Minus Grading System (4.00 scale, term system), implemented in fall 1998, applies to all undergraduate students and cannot be applied retroactively to grades earned or recorded, including incomplete (I) grades or contested grades, before fall 1998.

The Grade Point Average (GPA) is computed as follows: First, multiply the units for each course taken in a term by the grade points (values above) assigned to the grade earned. Second, total the units and grade points for the term. Third, divide the total number of grade points by the total number of units to find the GPA for the term.

The grades of S and U (satisfactory and unsatisfactory) are used for developmental courses and selected courses such as internships, student teaching, etc. The grade of S denotes that work of 2.00 level or higher has been completed and that students have attained a level of competence sufficient to advance to the next course. A grade of U is given to students whose work is below 2.00 level quality. S and U grades are not calculated in a student’s GPA.

The grade of PS (Pass) is assigned to a course selected on the Pass grading option when students earn a C grade or higher. Students who elect the Pass grading option and earn a grade of D+ or below will have that grade recorded on the permanent record and used in calculation of the GPA.

The grade of PE is assigned to those courses passed under the Credit for Prior Experience/Learning option. PE grades are recorded on a student’s permanent record, but are not calculated in a student’s GPA.

The grade of FX is calculated in student’s GPA. A grade of FX is given to students who never attend class or who stop attending during the term without officially withdrawing. (If students have officially withdrawn, a grade of W will appear on the final grade roster.) A grade of FX is given to students who stop attending before they have completed more than half of the course work. Students who attend most classes but miss the final examination without a legitimate excuse, will receive a zero or F grade for the final examination and have that value or grade calculated with other grades earned during the term to determine the final grade.

The grade of W is administrative, non-punitive, and is not calculated in a student’s GPA. A grade of W is given to students who officially withdraw from a course by the published withdrawal deadline each term. It is also given to students who obtain authorization from the Academic Standards Committee to withdraw from a course or courses after the deadline. Such withdrawals must be based on documented medical difficulties or verifiable circumstances beyond the student’s control.
The grade of $I$ is given to students by their instructors when verifiable circumstances prevent students from completing a course within the term. The $I$ grade should be given only in cases where students have completed most of the course work and have a reasonable expectation of successfully completing the remaining work required. It should not be given at a point earlier in the term when a withdrawal is appropriate. For more information on the Incomplete grade, see the section immediately following.

International students: Please be aware that FX and W grades do not contribute toward the Full Course of Study requirement of your F-1 status.

CHANGING GRADES AND CHANGING INCOMPLETES

Incompletes may be granted toward the end of the term and only for verifiable medical reasons or for documented circumstances beyond the control of the student. Earlier in the term, a withdrawal may be more appropriate. The grade of $I$ automatically becomes a grade of $F$ 180 days from the end of the term following the granting of an $I$ unless changed to another letter grade.

The grade of $I$ may be extended by the instructor for a period not to exceed an additional regular term if the conditions for granting the original Incomplete still exist. To grant this extension, the Change of Grade/Incomplete Form must be filed by the instructor.

An Incomplete grade that is not resolved by the end of the next full term of study, excluding summer and Minimester sessions, is converted to an $F$ grade and is calculated in a student’s GPA.

Grade changes, excluding $I$ grades and repeated courses, must be submitted by the faculty member within one year. After one year, requests for grade changes may be made only for verifiable medical reasons and by petition to the Academic Standards Committee.

Graduating seniors must resolve any outstanding Incomplete grades within 180 days following graduation. Specific dates for each graduating class are included in the correspondence from the Graduation Office. Students will not be graduated until the Incomplete is resolved.

Unsuccessful Term/Academic Clemency

The following guidelines determine approval of the declaration of an Unsuccessful Term:

- Five full academic years must have elapsed since the term in question and graduation has not occurred.
- Students must have completed at least 24 units of 2.00-level work at Towson University since the term in question.
- Only one Unsuccessful Term can be granted in a student’s academic career.

Disagreements Related to Grading

Students who feel an earned grade is unjust must address their disagreements first to their instructor, who is primarily responsible for assigning grades. If the matter is not satisfactorily resolved through this approach and the issue warrants further consideration, students may then direct an appeal through the following channels: department chair/program coordinator, college dean, Student Appeals Committee. For more information, refer Appendix F (p. 581)

Graduation

Students must apply for graduation for the term in which ALL degree requirements will have been met. Participation in the commencement ceremony is optional. Students in pre-major status or those below a 2.00 cumulative GPA are not eligible to apply.

Before applying, students should check their degree requirements using Towson Online Services: Self Service > Student Center. From the Other Academics menu, select Academic Requirements.

All students must have a minimum of 120 earned units to graduate. Please be advised that if grades of D or higher are being repeated in the last term prior to graduation, students must register for additional units, equal to the units of the class being repeated, to compensate for the loss of units which will occur when the record is adjusted at the end of the term. Those grades are earned units and already have quality points; only the GPA will increase if a higher grade is earned.

To apply for graduation: Towson Online Services: Self Service > Student Center. From the Other Academics menu, select Apply for Graduation.

Students should apply to graduate five to eight months prior to the expected graduation date:

- May graduation—apply by January 20
- August graduation—apply by July 4
- December graduation—apply by August 20

There are three graduation evaluation periods: December, May and August. Ceremonies are held in spring and fall. Attending the commencement ceremony does not automatically denote graduation, since evaluation of records cannot be completed until all grades are available.

Students should also verify their permanent home address (Towson Online Services: Self Service > Student Center > Personal Information) as diplomas will be mailed to that address only.

The most current information and policies regarding graduation procedures can be found at www.towson.edu/registrar/graduation.

Graduation with Honors

Towson University undergraduates may achieve recognition as honors graduates in several different ways: through Latin Honors, Departmental Honors and as members of the Honors College.

LATIN HONORS

Visit the Towson University graduation website for details at www.towson.edu/registrar/graduation/LatinHonors.asp.

HONORS COLLEGE

Visit the Honors College website at www.towson.edu/honors, or the Honors College section of this catalog.

DEPARTMENTAL HONORS PROGRAMS

Many departments at the university offer students the ability to complete a Departmental Honors program, which is a separate program from the Honors College. Students interested in participating in a Departmental Honors program are encouraged to meet with the Departmental Honors faculty coordinator or department chair preferably during their first two years at Towson University.

Departments with Honors programs list requirements in the catalog under the individual major departments. Students accepted into a Departmental Honors program must complete the requirements as listed in the catalog for their major. Most departments require that students complete 6 units in Advanced Content, Directed Readings and/or Independent Investigations and an Honors Thesis, but some departments may offer other options, such as an extensive design project. The thesis/project culminates in a significant piece of writing and a final presentation that is open to the public. A completed, signed copy of the thesis/project approval form must be submitted to the Honors College no later than two weeks before graduation. When the Honors College receives the
thesis/project, the appropriate designation appears on the final transcript and diploma.

More information on Departmental Honors programs can be found on each department's webpage.

DEPARTMENTAL HONORS COORDINATORS BY COLLEGE

The following faculty members may be contacted about departmental honors for the listed majors:

**College of Business and Economics**

Economics Departmental Honors Coordinator: Matthew Chambers (mchambers@towson.edu)

**College of Fine Arts and Communication**

Art History Departmental Honors Coordinator: Nancy Siegel (nsiegel@towson.edu)
http://www.towson.edu/art/undergraduate/arthistory/honorsprogram.asp

Electronic Media & Film Departmental Honors Coordinator: Elsa Lankford (elankford@towson.edu)
http://www.towson.edu/emf/undergraduateprogram/requirements.asp

Mass Communication Departmental Honors Coordinator: Beth Hailer (bhailler@towson.edu)

**College of Liberal Arts**

Anthropology Departmental Honors Coordinator: Matthew Durington (mdurington@towson.edu)
http://www.towson.edu/sociology/5%20-%20clubs-honor%20societies/index.asp

Criminal Justice Departmental Honors Coordinator: Marion Cockey (mcockey@towson.edu)
http://www.towson.edu/sociology/5%20-%20clubs-honor%20societies/index.asp

English Departmental Honors Coordinator: Erin Fehskens (efehskens@towson.edu)
http://www.towson.edu/english/5%20-%20clubs-honor%20societies/index.asp

Geography & Environmental Planning Departmental Honors Coordinator: Kent Barnes (kbarnes@towson.edu)
http://www.towson.edu/geography/undergrad/honors.asp

Law and American Civilization Departmental Honors Coordinator: Jack Fruchtman (jfruchtman@towson.edu)

**Political Science Departmental Honors Coordinator:** Paul McCartney (pmccartney@towson.edu)

**Psychology Departmental Honors Coordinator:** Jonathan Mattanah (jmattanah@towson.edu)

**Sociology Departmental Honors Coordinator:** Whitney Garcia (wgarcia@towson.edu)

**Women’s Studies Departmental Honors Coordinator:** Karen Dugger (kdugger@towson.edu)

**College of Science and Mathematics**

Biological Sciences Departmental Honors Coordinator: Erik Scully (escully@towson.edu)
http://www.towson.edu/biology/undergrad/honors.asp

Chemistry Departmental Honors Coordinator: Ryan Sours (rsours@towson.edu)
http://www.towson.edu/chemistry/academic_programs/departmental_honors.asp

Physics, Astronomy & Geosciences Departmental Honors Coordinator: David Schaefer (dschafer@towson.edu)
http://www.towson.edu/physics/undergraduate/honors.asp

**Repeating Courses**

When a course is repeated, students will receive credit for the course only once. The higher of the two grades earned will be calculated in the GPA. The lower grade will remain on the record with a repeat excluded message. For repeats involving transfer or test credit, please see bullets below.

Note that repeating a course in which a grade of D or higher was earned will not raise the number of earned units once the lower grade has been excluded from calculation.

Students may not make a third attempt of a course except with prior approval. Students must complete a Third Attempt of a Course Petition Form (available at www.towson.edu/registrar/forms) and submit it to the Registrar’s Service Center, Enrollment Services 223, before registering for the course. Grades of W are administrative and are not considered part of the repeated course procedure.

- Courses taken for credit at Towson may not be repeated at another institution and transferred back to Towson.
- Conversely, if a course is transferred to Towson and subsequently taken at Towson, the transfer credit will be excluded automatically, regardless of the grade earned at Towson.
- If test credit is granted for a course that is subsequently taken at Towson, the test credit will be excluded automatically, regardless of the grade earned at Towson.

**State/National/Military Exchange Programs**

Students at Towson may expand their educational opportunities by studying in universities throughout Maryland, the United States, and in countries around the world. In some programs, students are able to pay tuition approximately equal to that at Towson (plus transportation), while others will require additional funds. Students considering one of the off-campus study options will want to plan ahead for their experience.

**INTER-INSTITUTIONAL REGISTRATION/ BALTIMORE STUDENT EXCHANGE PROGRAM**

Enrollment Services Center, Room 221, 410-704-2007

The Inter-Institutional Registration Program (IIR) at Towson University is designed to foster an interchange of students between Towson and other University System of Maryland institutions. Certain private colleges, such as Goucher College, Johns Hopkins University, Loyola University Maryland, Maryland Institute College of Art, Morgan State University, Notre Dame of Maryland University, Peabody Institute of JHU, and Stevenson University also participate in a similar program called the Baltimore Student Exchange Program (BSEP), with no additional tuition costs to students.

Interested full-time degree candidates (at least sophomore standing) should contact the coordinator at Towson. Students must maintain a combined full load (12 or more units) with a minimum of 6 units at TU. With approval of the coordinator, students may register for one course in a spring or fall term.
with a maximum of two courses per academic year at the host institution. Enrollment is on a space-available basis. Students must obtain special permits or instructor consent to register for courses that require them at the host institution. Students participating in these programs must follow the drop/withdrawal deadlines at the host institutions.

At the end of the term, the host institution’s registrar will send an official transcript to Towson and the courses completed and grades earned will be posted to the Towson record and calculated into the Towson cumulative average. Additionally, a notation will be made that the course work was completed through the program, indicating the name of the host institution.

**REGULATIONS PERTAINING TO TRANSFER CREDIT AFTER MATRICULATION**

1. Towson students who wish to take courses at other regionally accredited institutions with the intent of applying those credits toward a degree at Towson must complete a Transfer Petition Form, available in the Registrar’s Center, Enrollment Services 223, or online at http://towson.edu/registrar/forms. The petition may require the signature of the chair of the department in which the equivalent course is offered at Towson. Petitions must be completed and returned to the Registrar’s Office for approval before registering for the course(s) at another institution.

2. Credit is accepted by Towson for courses completed at regionally accredited colleges or universities. Grades and GPAs earned at other institutions are not transferable. Credit will count toward graduation but will not be used in calculating the academic average required for graduation. Course work completed at institutions of higher education that are not regionally accredited, or international institutions, may be considered for transfer credit on a case-by-case basis if there is an equivalent TU course.

3. Courses transfer to Towson as they were taken at the host institution. For example, if a student completes a 200-level course at the host institution and transfers it to TU, the course will transfer as 200-level, even if the course’s equivalent at TU is 300- or 400-level.

4. Courses transferred from two-year institutions cannot be used to satisfy the Advanced Composition requirement. Writing courses taken at four-year regionally accredited institutions may be considered as meeting this requirement upon request by students for evaluation by the appropriate academic department or, where necessary, by TU’s Department of English. A grade of “C” or higher is required.

5. **Transfer students.** Courses that have been accepted previously for transfer credit by TU or have been attempted or completed for credit at TU may not be repeated at other institutions with the purpose of transferring them to TU. Courses in which a grade equivalent of 1.00 or higher has been earned are transferable. However, courses in which a grade equivalent of 1.00 was earned and transferred to Towson cannot be applied toward a major or minor program. A grade equivalent of 2.00 or higher is required for major/minor credit, as well as for certain Core requirements.

6. **Native students.** Courses attempted at Towson may NOT be repeated at other institutions for the purpose of receiving credit at TU or adjusting the Towson record. (See Repeating Courses (p. 356).)

7. **With prior permission.** students may take courses for transfer to Towson University until they have attained 90 units. However, no more than 64 units may be transferred from a regionally accredited two-year institution.

8. Students are expected to complete the final 30 units toward their degrees at Towson. Exceptions may be granted in cases of documented extraordinary circumstances. Students must petition the Academic Standards Committee to transfer work after having earned 90 units. Petitions must be presented before students register for courses at other institutions. If it is for a major/minor course, the petition should include a brief note from the department chair or program coordinator supporting the request.

9. Students are permitted to apply credit from study abroad toward the final 30 units of their undergraduate degree.

**REGRET OFFICERS’ TRAINING CORPS (ROTC)**

Undergraduate students who meet certain eligibility criteria may participate in officer training for the military. Towson will accept transfer units earned from a recognized ROTC Program sponsored by an accredited college or university. The Army ROTC program is coordinated through Loyola University Maryland (410-617-2276) and the Air Force ROTC program is with the University of Maryland College Park (301-314-3242). Courses will be considered upper- or lower-level units as defined by the transferring school, and are applicable as elective units toward a TU degree. ROTC units are considered to be non-traditional units and are part of a maximum of 45 non-traditional units allowed by academic policy.

**NATIONAL STUDENT EXCHANGE (NSE)**

**Lecture Hall, Room 5, 410-704-3405**

This program allows full-time degree candidates an opportunity to become acquainted with social and educational patterns in other areas of the United States. Through Towson’s membership in the NSE, students may attend another NSE college/university in the United States, its territories and several universities in Canada for a term or a full year while paying tuition and fees to Towson. For more information, contact Kerica Henlon, 410-704-3405, or Sally Rominski, 410-704-2007.

**Transcripts of Academic Records**

The Registrar’s Office can normally process a transcript request within three to five working days, except during periods of increased demand. Currently enrolled students can request their official transcripts (paper format) through Towson Online Services/PeopleSoft (https://inside.towson.edu/psLogin) at no cost. Towson University has authorized Parchment Exchange to provide official transcripts to former students in electronic or paper formats for a fee. Current students may also use Parchment Exchange if they wish to send or obtain an electronic transcript. There is a $10 service fee per transcript for all walk-in/rush paper transcripts.

Students have access to their unofficial transcript at all times via Towson Online Services/PeopleSoft (https://inside.towson.edu/psLogin).

**Transferring Courses as a Current Student**

The following regulations pertain to current TU students wishing to transfer course work from other institutions to Towson University. Only currently enrolled degree candidates in good academic standing are eligible to transfer course work. For information regarding course work taken prior to your admission to Towson, please refer to Undergraduate Admission section on Transfer Policy (p. 365).
Exemptions from the reading test are listed below.

- Critical Reading SAT I score of 500 or above
- ACT-Reading score of 21 or above
- Transferring 30 or more units (credits)
- Non-native English speakers (ESL) who have completed TOEFL
- Transfer students with 10 or more units and less than 30 units, who transfer a 100-level college English course equivalent to ENGL102 with a "C" or better

For a list of exemptions, please refer to the Admissions section (p. 364) of this catalog, or visit our website at www.towson.edu/placementtesting.

ACADEMIC COACHING

Academic coaching is available by appointment. Increased proficiency in fundamental skills is provided through strategies that facilitate success in college. During individual appointments students have the opportunity to complete the Learning and Study Strategies Inventory (LASSI). This allows students to evaluate their attitudes, motivation, time management, anxiety, concentration, information processing, test strategies, and more. Enrichment strategies are recommended after students complete LASSI.

The Strengths Quest Inventory by Gallup is also available. It is designed for college-age students to assess their top five talents and identify ways to apply their talents academically.

ACADEMIC SUCCESS STRATEGIES

Academic success strategies workshops are offered each term and address the topics such as learning style preferences, goal setting, time management, note-taking, reading and comprehension strategies, Web tools and apps, memorization, testing strategies, math anxiety, assessment of academic performance, and exam preparation. Individual appointments can be scheduled for academic coaching upon request.

STUDY GROUP ASSISTANCE

The AAC helps students facilitate study groups that provide additional academic support for various courses. Study groups are designed to improve out of class study habits and academic behavior. Study groups are intended to be task-oriented study systems that require students to employ active learning skills in small group settings. This is not tutoring; students are expected to complete out-of-class assignments and group practice items for the purpose of mastery and bring what they have learned to each group meeting. Students are aware that class attendance combined with the commitment to regularly attend group meetings is expected. Study Groups are designed to encourage collaborative and active learning while supporting peers in the same subject areas. For more information, visit www.towson.edu/aac.

TUTORING SUPPORT SERVICES

Peer tutoring support and strategic study skills are provided for Towson undergraduates. Tutoring is available mainly in small group sessions, for many lower-division and a select number of upper-division courses. Services are available on a first-come, first-served basis and depend upon the availability of a qualified tutor. Students can request up to one hour of tutoring weekly per course when group appointments are available. The tutor training program is internationally certified by the College Reading and Learning Association (CRLA) through level-3/Master tutor.

Business and Liberal Arts Tutoring, Cook Library, Room 524
Coordinator: Frank Mullen, 410-704-3283

Provides small group appointment-based tutoring for students enrolled in lower-division business, economics, foreign language, and behavioral and social science courses.
Computer Science Tutoring, 7800 York Road, Room 407
Coordinator, Richard Webster, 410-704-2424
Assists students who are enrolled in lower-division computer science courses through drop-in tutoring.

Spence Mathematics Tutoring, 7800 York Road, Room 105
Coordinator: Jeremy Boettinger, 410-704-2291
Assists students who are enrolled in developmental and lower-division mathematics courses through drop-in tutoring.

Natural Sciences Tutoring, Smith Hall 538
Coordinator: Liina Ladon, 410-704-3054
Assists students who are enrolled in lower-division biology, chemistry, physical science and physics courses through drop-in tutoring.

Music Tutoring, Center for the Arts 4037L
Coordinator: Dr. Natalie Mannix
Provides tutoring for students enrolled in undergraduate music history, theory and musicianship courses. Tutors are matched with students to work individually or small groups on select, predetermined topics.

Academic Advising

Towson University is committed to providing comprehensive advising designed to enrich and enhance the educational experience of every student. Academic advising, an integral part of the teaching and learning experience at Towson, is an ongoing process that supports the student in his/her exploration and clarification of academic and career goals, as well as the creation and completion of his/her individual degree plan. All students are encouraged to seek advising at any point during their career. The university addresses the particular academic needs and educational goals of students at each of the different levels of their undergraduate education.

Freshman students participate in the required First Year Experience (FYE) Advising Program. Sophomores who have chosen a major, and all juniors and seniors are assigned by their academic department to a faculty adviser in the student’s area of interest. Sophomore students who have not selected and declared a major are assigned to the Academic Advising Center and work with a professional adviser. Students are expected and required to meet with their faculty or professional adviser or a designated department representative each term prior to registering for the subsequent term. Students are expected to complete and file a plan for completing their chosen degree program by the time they have completed 45 units or within their first term of enrollment at Towson if they are entering or re-entering the University with more than 45 units.

Academic Advising Center, Lecture Hall
410-704-2472
John McKusick, Director

The Academic Advising Center coordinates several programs including the First-Year Experience Advising Program, New Student Registration for Freshman and Transferring Students, and Advising for Open Majors. The Academic Advising Center also supports faculty advisers who work with students across the university in their respective academic departments. The Academic Advising Center serves as a clearinghouse for information about the university’s policies, procedures, and requirements.

Professional staff within the Center help freshmen and students without a declared major review their progress toward the fulfillment of degree requirements and advise these students on developing academic goals, planning programs, selecting courses, investigating majors and minors, clarifying catalog year choices, and meeting standards. In addition, the Center’s staff members conduct specific programs for students who have received academic warnings or who are on academic probation to assist these students in regaining good academic standing.

The Center’s Student Academic Advisers (SAA) are specially selected, trained and supervised peer advisers who assist students with questions about their degree progress and academic requirements on a walk-in basis. The SAA staff also does outreach programs with student groups and organizations.

First-Year Experience (FYE) Advising Program

Academic Advising Center, Lecture Hall
410-704-2472
John McKusick, Director

The First-Year Experience is a specific advising program for freshmen pairing each incoming student with a faculty member or professional staff member who has been selected and prepared to work with new students. Together, adviser and student work throughout the first year to orient the student to the university and to identify and use resources that will enhance the student’s educational experience and transition to the university. The relationship between the FYE adviser and the student helps develop successful, active members of the university community who are able to make effective education decisions. Following the FYE year, students who have chosen a major are assigned to a faculty adviser in their chosen department.

Art Galleries

Center for the Arts

GALLERY • Holtzman M.F.A. Gallery • Storage Space Gallery

The galleries present a variety of exhibitions to the Towson community and metropolitan region, including national and international touring exhibitions, in addition to student and faculty exhibitions. The Center for the Arts Gallery emphasizes contemporary and historical art by regional, national and international artists; the Holtzman M.F.A. Gallery focuses on thesis exhibitions that pertain to the M.F.A. program; while the Storage Space Gallery showcases the work of individual undergraduate studio majors who exhibit and curate their art in this gallery space on the fourth floor of the Center for the Arts.

Lieberman Collection, Honors College

Stephens Hall, Lieberman Room

The Lieberman Collection of oil paintings, sculptures, ink drawings, lithographs, photographs and art books was donated to Towson University by Dr. and Mrs. Sidney Lieberman in memory of their sons. The collection is on display in the Honors College, located in Stephens Hall.

Arts, Media and Communication

Towson University, a center for fine, performing, media, and communication arts in the Baltimore area, offers a host of programs, many free of charge and others which offer discounts. Towson is home to an array of live theater, concerts, films, lectures, debates, dance, and exhibits.
ART + DESIGN, ART HISTORY, ART EDUCATION

The Department of Art + Design, Art History, Art Education provides a rich experience in the fine arts for students and for the larger Towson area community. The department hosts lectures by prominent artists, critics, art historians, and curators in addition to annual exhibitions showcasing the work of undergraduate and graduate students in the fine arts. Student organizations in the department arrange for trips to museums, outreach opportunities, and community service learning.

DANCE

The Department of Dance undergraduate programs offer professional dance training within the context of a comprehensive liberal arts education. Dance majors experience rigorous preparation, including extensive study in studio technique, choreographic studies, dance history, and dance education. The department supports the performance and choreographic training of the B.F.A. major in yearly concerts: Inertia and Dance Majors Performance Project. These student works are mentored and often selected to represent Towson University at the American College Dance Festival each year. Student Performance opportunities are supported by elective repertory and company courses each term, culminating in a formal production at Stephens Hall Theatre. Our two Dance Student organizations, Sigma Rho Delta and National Dance Honors Society Dance Arts (NHSDA) Collegiate Program, support leadership training and community service opportunities. Guest artists regularly impact our curriculum. Opportunities to perform with VT Dance and Deep Vision Dance Company offer curriculum enhancement.

ELECTRONIC MEDIA & FILM

The Department of Electronic Media & Film (EMF) sponsors a film series each fall. The films are screened on Mondays at 7:30 p.m. in Van Bokkelen Hall Auditorium. EMF also co-hosts the TU Veterans Film Series (in October) and the student-run Halfway There Film Festival (in December). During the spring term, EMF sponsors the Bridges to the World International Film Festival, an anime series, Women and Minorities in the Media (WAMM) Fest, and a Media Arts Festival showcasing student work. Alumni screenings are scheduled throughout the year. EMF has a number of student groups, including student run radio (XTSR) and TV (WMJF) stations.

MASS COMMUNICATION & COMMUNICATION STUDIES

Classes are taught in both the Media Center and Van Bokkelen Hall in technology-smart classrooms and several department-only computer labs. Our computer labs feature the Microsoft Office and Adobe suites along with other software like SoundSlides for digital publishing, and SPSS (PASW) for statistical research. Students are encouraged to participate in department-run Study Abroad programs in Russia, China and the United Kingdom. The department offers many workshops and seminars and supports professional seminars sponsored by our student chapters of the Society of Professional Journalists, American Advertising Federation, and the Public Relations Society of America. The department’s honors society, Lambda Pi Eta, participates in many civic events while officers often participate in programming at the conferences of the Maryland Communication Association and the Eastern Communication Association.

MUSIC

The Department of Music’s vocal and instrumental ensembles – including University Chorale, Chamber Singers, Vocal Jazz Ensemble, Choral Society, Orchestra, Symphonic Band, Percussion Ensemble, Guitar Ensemble, Jazz Ensembles (large and small), Popular Music Ensemble, Improvisation Ensemble, Chamber Ensembles, Early Music Ensemble, and World Music Ensemble – present more than 50 concerts each year in the Harold J. Kaplan Concert Hall and Recital Hall at Towson’s Center for the Arts.

THEATRE ARTS

Each year, the Department of Theatre Arts presents a full season of performances in our main stage and three studio theatres. Audiences may enjoy productions of plays from a range of periods, directed by our faculty and area professional artists, and featuring our students in a range of artistic roles from performers to designers and technicians. Student-produced work includes undergraduate performances of contemporary plays as well as original experimental works created by students in our M.F.A. program.

Asian Arts and Culture Center

Center for the Arts 2038
410-704-2807
www.towson.edu/asiannarts

Through a focus on Asian artistic and cultural traditions, The Asian Arts & Culture Center at Towson University engages the university, local and educational communities in activities that promote awareness and critical understanding of, as well as civic action toward, the preservation and development of the world’s cultural heritage. The center accomplishes this through various channels, such as exhibitions, performances, films, workshops, demonstrations, conversations with artists and Asian content specialists, and other creative and academic projects that relate to Asian artistic and cultural traditions. The center also possesses a collection of historical and contemporary works of art, including paintings, prints, ceramics, textiles, sculpture and jade from throughout Asia. Highlights from the permanent collection are regularly on display in the center’s art gallery.

Division of Innovation and Applied Research

Campus Locations:
• Administration Building 301
• 7400 York Road

Contact Information:
• phone: 410-704-3764
• fax: 410-704-2152
• email: innovation@towson.edu

Connect with us online:
• blog: www.tuinnovates.com (http://www.tuinnovates.com)
• twitter: www.twitter.com/tuinnovates (https://twitter.com/tuinnovates)

Vice President: Dyan Brasington

The Division of Innovation and Applied Research serves as a point of entry for businesses, non-profit organizations, government agencies, and community members interested in collaborating with the University. Formed in 2004, the Division includes a team of 70 expert researchers and technical staff members who, drawing upon their diverse strengths, experience, and unique approaches to problem-solving, create customized solutions that are focused on solving the critical issues facing Maryland’s workforce and economy.

We focus on four primary areas:
• Applied Research and Technical Services
• Continuing Education and Workforce Development
• Entrepreneurship
• External Affairs and Partnerships
Applied Research and Technical Services
7400 York Road, Fourth Floor
410-704-7374
Contact: Dr. Daraious Irani, Executive Director and Associate Vice President for the Division of Innovation & Applied Research

Since 2004, the centers and institutes within the Division of Innovation and Applied Research have provided analytical, technical, and research services for the region's federal agencies, state agencies, county and local governments, non-profit organizations, and private sector companies. The solutions our professionals provide benefit the citizens of the state and region.

Our staff provides support in the following areas:

- Business Analysis and Management Consulting (http://towson.edu/innovation/business-analysis)
- Economic and Policy Analysis (RESI) (http://towson.edu/innovation/resi)
- GIS Analysis and Application Development (CGIS) (http://towson.edu/innovation/cgis)
- Hosting, Website Development and IT Consulting (http://towson.edu/innovation/it-services)

Center for GIS (CGIS)
7400 York Road, Third Floor
410-704-3887
Contact: Ardy Russakis, Managing Director

The Center for GIS (CGIS) is a highly qualified professional organization that has been helping government, businesses and non-profits gain cost-effective access to the power of GIS since the early 1990s. The CGIS vision is to continually expand availability of GIS technology by developing innovative geospatial solutions that serve public, private, entrepreneurial and community support sectors.

The CGIS mission is to make GIS technology accessible and relevant, and to empower our clients to use our geospatial solutions independently of our assistance. Through professional development, conferences, internships, community outreach, partnerships and leadership, CGIS works toward building a vibrant GIS ecosystem.

Center for Professional Studies (CPS)
7400 York Road, Second Floor
410-704-3742
Contact: Jeff Beeson, Executive Director

The Center for Professional Studies (CPS) unit meets the diverse educational and consultation needs of clients regardless of their location. CPS establishes effective working partnerships among corporations, government agencies, nonprofit organizations, military, small business and other enterprises throughout the area to make services accessible to anyone via satellite centers and distance learning options. With qualified staff available to help business, government, communities and individuals connect with and benefit from Towson University's considerable educational resources, CPS strengthens the university's community outreach efforts.

Coalition of Urban and Metropolitan Universities (CUMU Headquarters)
Administration Building 303
410-704-3700
Contact: Bobbie Laur, Coalition Administrator

CUMU's purpose is to facilitate the exchange of information among its members about urban and metropolitan issues; create a unified approach to resolving its members’ common challenges; and perpetuate a better understanding among policy makers, the higher education community and the public about the distinctive roles played by urban and metropolitan universities in their communities. As CUMU headquarters, TU manages the finances and operations of the organization including engaging the members in different CUMU initiatives and serving as liaison between the executive committee, the entire membership and other higher education associations such as ACE and AASCU.

Office of Partnerships and Outreach
Administration Building, Room 303
410-704-3764
Contact: Bobbie Laur, Director

The Office of Partnerships and Outreach builds new partnerships and fosters existing relationships between the university and businesses, government agencies, nonprofit organizations, and community members by utilizing technology, communication strategies, and human resources. With a team of experienced marketers, community engagement professionals, graphic designers and event planners, the Office of Partnerships and Outreach focuses on matching the expertise and resources of the university with external partners.

Osher Lifelong Learning Institute
7400 York Road, Fourth Floor
410-704-3535
Contact, Jacqueline Gratz, Director

The mission of the Osher Lifelong Learning Institute at Towson University is to offer adults, age 50 and older, opportunities for continued learning, along with programs and activities for social and cultural enrichment in a congenial and supportive environment.

The Osher Lifelong Learning Institute is a membership organization with programs and activities planned and implemented by staff and member volunteers through a committee structure. The committees include Curriculum, Social/Hospitality, Outreach/Membership, Mailings, and Facilities. A Council coordinates committee activities.

Regional Economic Studies Institute (RESI)
7400 York Road, Fourth Floor
410-704-7374
Raquel Frye, Managing Director

The Regional Economic Studies Institute (RESI) is composed of a diverse group of highly skilled professionals, including economists, researchers and student interns. Led by Chief Economist Dr. Daraious Irani, RESI has extensive
experience working with state agencies, nonprofit organizations and private-sector firms to provide superior economic and policy analysis.

RESI provides a vast array of economic and policy analysis services to a wide range of public and private clientele. Some of the core services provided by RESI include forecasting, economic and fiscal impact analysis, and technical writing.

TU Incubator

7400 York Road, Second Floor
410-704-2071
Contact: Frank Bonsal, Director

Founded in 2007, the TU Incubator was formerly named TowsonGlobal Business Incubator. Today, the TU Incubator’s mission is to encourage entrepreneurship and innovation by supporting startups and entrepreneurs and contributing to the development of the local economy.

As a university-affiliated incubator, we are in the unique position of serving local entrepreneurs as well as Towson University students, faculty, and staff. We have the capability to leverage the resources and expertise of the Towson community while providing an overall entrepreneurial experience to students across all disciplines.

Library

Albert S. Cook Library
410-704-2456: Circulation Services
410-704-2462: Reference and Instruction Services
410-774-1398: Text Research Help

Centrally located on campus, the Albert S. Cook Library supports student scholarship by providing a wide array of resources, services and learning opportunities.

Cook Library serves as an information hub with more than 300 computer workstations available to connect users to library catalogs, electronic databases, electronic books, online journals and the Internet. The library has three electronic classrooms and a multimedia lab with video editing software. Wireless Internet, cloud printers and photocopy machines are located throughout the building as well. Students have access to individual quiet study areas and group study space across the library: Room 200C on the second floor is dedicated to quiet study and there are 19 study cubicles and rooms located on the second and third floors for group work. In addition, the library provides a leisure reading collection on the third floor and hosts events throughout the year, such as book discussions and noontime jazz concerts in the lobby. Starbucks™ also is located conveniently in the library lobby.

Individualized research help is available to students in person and virtually via text messaging, instant messaging, email and telephone. Reference librarians also teach students how to find, obtain, use and analyze print and digital information through scheduled classes and research consultations by appointment.

Cook Library’s online catalog and electronic resources are accessible to TU students any time, anywhere through the library’s web page: http://cooklibrary.towson.edu/. The library’s collection contains more than 600,000 books, including 150,000-plus electronic books. Students also have access to more than 200 electronic databases and over 75,000 electronic and print journals. The University Archives and Special Collections give students an opportunity to experience history at their fingertips through collections of rare books and historical Towson University documents and photographs. In addition, Towson students can utilize other area library collections. They may request books from the University System of Maryland and Affiliated Institutions (USMAI) libraries, and they have access to many private college and university libraries in the Baltimore area. Materials needed for academic research may be obtained from around the world via interlibrary loan as well.

University Librarians

SARA ARNOLD-GARZA, Librarian II, Research & Instruction [2011] B.S., M.S.I.S.
MARY GILBERT, Librarian IV, Assistant University Librarian for Content Management [1996] B.S., M.L.S.
CLAIRE HOLMES, Librarian III, Assistant University Librarian for Public Services [2000] B.A., M.L.S.
MARY RANADIVE, Associate University Librarian for Administrative Services [1988] B.A., M.S.L.S.
JENNIFER ROACH, Librarian I, Research & Instruction and Interlibrary Loan [2015] B.S., M.A., M.S.L.I.S.

Office of Academic Innovation (OAI)

Cook Library 405, 410-704-2005
Email: oai@towson.edu

The Office of Academic Innovation (OAI) collaborates with the university’s colleges, Office of Technology services and other units to provide a range of educational and technological support services for faculty and led by faculty. OAI supports TU faculty through instructional design consultation and training; graphic and illustration design; and videography services for the development of curriculum and course materials. OAI supports innovation in teaching and learning through faculty programs such as Course Redesign—Towson Style and the Universal Design for Learning Professional Development Network at TU.

Office of Technology Services

www.towson.edu/ots
The Office of Technology Services (OTS) provides communications and computing support to the Towson University community. Student Computing Services and OTS Training (below) are units within OTS chiefly responsible for providing services and support directly to students.

Student Computing Services
Cook Library 35 and Towson Run 123
410-704-5151, (Options 2, 1, 3)
Email: scs@towson.edu
www.towson.edu/scs
Facebook: TUSCS

Student Computing Services (SCS) is a collection of integrated support services available to students in a single, convenient location. The SCS Service Desk provides students a point of contact for their technology-related issues, supporting access and use of all the major student systems at Towson University, including Tiger (Web host and file storage), Towson Online Services (advising, schedules, course registration, bill payment), BlackBoard (course management system) and Webmail Powered by Google. The Service Desk also provides assistance with connectivity issues, wireless network configuration, virus and spyware removal, and general application questions. Note that SCS also provides troubleshooting and diagnostic assistance for student-owned laptops at the Service Desk and for desktop systems by telephone, regardless of the computer manufacturer and make.

On the first level of Cook Library, SCS operates a computer lab, a learning center, and a multimedia production studio where students have access to standard and course-based software applications; black and white, color, and large-format printing; collaborative workstations; consultations with SCS staff; rehearsal space for presentations; studio space for audio/video production and short-term loans of digital cameras and camcorders. Additionally, SCS operates a satellite facility in Towson Run 123 which offers late night access to technology support and computers and additional convenience to west village residents. These facilities and resources are available to all students regardless of major.

Current SCS hours of operation and additional information are available at www.towson.edu/scs. If the best solution to a problem involves training, SCS may refer students to OTS Training. For students whose needs exceed the workshop solution, individual consulting is available.

The Towson University Residential Network, or ResNet, is managed by the Office of Technology Services (OTS) and supported by SCS. ResNet service and support are only available to students living in university-managed residence halls. Students connecting to the Residential Network (ResNet) must comply with the ResNet Acceptable Use Policy (http://www.new.towson.edu/adminfinance/ots/gettingconnected/cleanaccess/resnetpolicy.pdf). We encourage incoming students to familiarize themselves with the policy before coming to campus. Note that campus network equipment and wiring may not be modified, tampered with or extended for the purposes of redistributing ResNet access wirelessly or wired; and personally owned network devices (e.g. wireless access points, switches, routers, etc.) are prohibited. Wireless functionality of equipment such as game consoles, printers and entertainment devices should be disabled; these devices should be configured for wired network access.

Your TU NetID account grants access to resources that contain personal information, such as your Social Security number, addresses, birth date, phone numbers, financial aid direct deposit information and more. It is vital that you guard your NetID and password at all times and never give it out to anyone for any reason. Towson University has been targeted in phishing attacks that ask students for their NetID and password. These attacks are made to look like official university communications and ask that you provide your NetID and password to “verify your account” or “keep your account active.” Please be aware that university staff will never ask you to provide your password over the phone, in an e-mail or a link in an e-mail. If you have any questions, please call us at 410-704-5151 (options 2, 1, 3).

OTS Training
Cook Library 408, 410-704-4070
Email: training@towson.edu
www.towson.edu/otstraining

OTS Training offers free workshops and training to students on a variety of topics including the Microsoft Office Suite of packages. The OTS Training department can help you gain access to over 300 self-help training documents and offers an extensive online library of over 40 video tutorials which will guide you to both academic success and through personal technology interests. We offer customized group training for student organizations and with our inventory of training laptops can bring the training to you. In addition the OTS Training department also provides one-on-one training sessions on a specific topic of your choice to help you achieve your goals.

The Writing Center
LA 5330
410-704-3426
Wayne Robertson, Director

The Writing Center provides individual writing support to all members of the Towson community, including undergraduate and graduate students, faculty and staff, native English and second-language writers. Writing Center tutors work with writers at any stage of the writing process from brainstorming to polishing the final draft. They provide feedback to help writers develop and organize their thoughts, sharpen their focus, and communicate their ideas more clearly and precisely. Writers can bring any type of writing project, including essays, research papers, lab reports, PowerPoint presentations, resumes and creative writing.

Writers are encouraged to call to schedule an appointment at least a day in advance. They should plan to bring their assignment sheets as well as two printed copies of their paper.

In addition to face-to-face appointments, the Writing Center provides feedback to writers via its Online Writing Center as well as grammar-specific exercises through its Online Writing Support Program. Both services can be found on the Writing Center website above.
Admissions

Undergraduate Admissions

OFFICE
7800 York Rd
410-704-2113
Fax: 410-704-3030

Hours
8 a.m.–5 p.m., Monday–Friday
8 a.m.–5 p.m. Lobby, Monday–Friday

WHEN TO APPLY
The application deadlines for undergraduate degree-seeking students are as follows:

Freshmen: First term of senior year of high school for the fall term
Transfer Students: By October 15 for the spring term; by January 15 for the fall term
International Students: By December 1 for the spring term; by January 1 for the fall term
Scholarship Candidates: Submit completed application and all required documents by December 1 for the fall term
Second Bachelor’s: By October 15 for the spring term; by January 15 for the fall term

Students seeking freshman admission for the fall should file an application during the first term of their senior year of high school. Students seeking transfer admission may file as early as October 1 for the following fall term. Full-time applicants for the fall term who would like to be considered for an Admissions scholarship should submit a completed application consisting of high school or college transcript(s) and SAT/ACT results no later than December 1.

Applications for fall received after the January 15 deadline are processed provided space is available in the entering class. Students who fail to enroll for at least one course during the term for which they have been admitted as a degree candidate will have the offer of admission revoked because of non—matriculation. To enroll as a degree candidate for any subsequent term, students must reapply and submit new application materials and pay all appropriate fees.

Persons who have been denied admission to Towson University will not be permitted to attend as non-degree students. They may, however, transfer to the university if they meet transfer admission requirements after attending another college or university. Persons who have graduated from high school within the last two years must formally apply for degree-seeking status in order to attend the university.

Admissions Procedure
1. Applicants for full-time admission should use the online application available at the Towson University website at www.towson.edu.

2. The application fee is neither deferrable nor refundable. Each applicant is responsible for the office’s receipt of his or her official high school transcript, including final grades with verification of graduation, as it becomes available. The transfer applicant must forward official transcripts of all college work attempted or completed, whether or not credit was earned, from all institutions attended.

3. The standardized tests required for admission are the SAT and/or ACT. All freshman applicants and transfer students with fewer than 30 transferable college-level credit hours must submit the official results of either test. To be considered official, scores must be sent by the testing agency. Students should take the test in the junior and/or senior year of high school. Towson University’s College Board identification code number is 5404. ACT results must include the writing portion.

4. Incomplete applications will be canceled. Approved applications which remain incomplete for lack of final high school or college transcripts will also be canceled. The applications of admitted students who do not enroll for the given term will be canceled.

5. All entering degree-seeking students born after December 31, 1956, including new graduate students and transfers, will be required to demonstrate physician-documented proof of immunity to the following diseases: Diphtheria-Pertussis-Tetanus, Polio, Measles, Mumps, and Rubella.

Guidelines for Transfer Admission

To be considered for transfer, students must have completed a minimum of 30 credits of transferable college-level work and be in good academic
standing; this cannot include remedial or preparatory courses or nontraditional course work, such as Credit for Prior Experience/Learning, Military Science, the College Level Examination Program (CLEP), DANTES, USAFI, ACE evaluations, etc. Students with fewer than 30 transferable credits must comply with the requirements for incoming freshmen and possess the minimum transfer GPA.

The requirements for transfer admission vary, depending on the total number of transferable credit hours completed and the cumulative combined GPA from all institutions attended.

Priority admission (space available) is reserved for transfer students from a Maryland community college who have earned at least 60 transferable credits, are in good academic standing, and have maintained a GPA that meets the policies set by the Maryland Higher Education Commission and University System of Maryland. Applications must be submitted by the deadline. Students who have earned fewer than 55 transferable credits or who are transferring from an institution other than a Maryland community college, will be admitted based upon combined cumulative GPA of transferable credits and space availability. Students who have completed fewer than 30 transferable college-level credit hours must submit official results of SAT/ACT scores and official final high school transcripts.

Upon official acceptance to the university, students must maintain the established cumulative GPA of a 2.00 or higher required for admission (inclusive of current course work) and remain in good academic standing; otherwise, the university’s offer of admission will be withdrawn.

Any transfer applicant who has attended Towson as a non-degree student must possess at least a 2.00 GPA for all course work attempted through the university, even if the applicant is admissible based on course work subsequently completed at other institutions. Students who apply for transfer admission based on their non-degree status must meet the admissions requirements listed above.

**WAITING LIST**

Applicants who are currently enrolled in course work that may qualify them for admission will have their applications reviewed after official transcripts, including grades for that work, are received. These students are encouraged to make alternative plans for admission to other colleges in the event that the university is not able to extend an offer of admission because of lack of space at the end of that particular term. Refer to the current undergraduate admission application or transfer guide for specific details.

**Transfer Policy**

*(Also see Appendix B (p. 573) of this catalog.)*

1. **Transfer of course credit.**

   University Admissions assists transfer students with a variety of services designed to guide students in their course selections while they are still enrolled at their transfer institutions. Through a well-planned selection of courses prior to transfer, students can often complete some major requirements and some TU Core Curriculum requirements upon official matriculation.

   Transfer course work is evaluated by University Admissions. Transfer credit will be allowed for most academic courses completed at any regionally accredited two- or four-year college or university; this credit will transfer into TU as either Core Curriculum or free elective/potential major credit. Some restrictions do apply, however: courses that are not parallel or discipline-compatible with TU courses may not transfer; developmental/remedial, personal development, college orientation, technical/occupational, and selected business courses do not transfer; finally, any course transferred as equivalent to ENGL 102, must carry a grade equivalent of 2.00 or higher to meet graduation requirements.

   Course work completed at degree-granting and non-degree granting higher education institutions that are not regionally accredited but hold national or specialized accreditation recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation (CHEA) may be considered for transfer credit on a case-by-case basis. If such individual review is requested, the student must submit an institutional catalog or program of study and copies of course syllabi for those courses for which transfer credit is desired.

2. **Maximum number of transfer credits accepted.**

   The maximum number of credits allowed in transfer from a two-year institution (community/junior college) is 64. The maximum number of credits allowed in transfer from a four-year institution or from a combination of two- and four-year institutions is 90. The standard measure of credit at TU is the unit; quarter-hour credits are converted into units by a two-thirds ratio.

   Maryland public community college students who have earned AAT degrees (Associate of Arts in Teaching) will be awarded a maximum of 64 transfer credits “without further review,” in accordance with MHEC policy, (toward the articulated education programs) at Towson. Students are encouraged to contact the appropriate education department chairperson at their institutions for specific details and program deadlines.

3. **Maximum number of units allowed for non-traditional learning.**

   - Humanities: 6
   - Math: 6
   - Natural Sciences: 6
   - Social Sciences and History: 6

   A total of 24 units (6 units for each successfully completed section) will be awarded in transfer. Credit for CLEP exams after admission to Towson University is offered through the Office of the Registrar. Refer to Credit for Prior Learning (p. 352) in this catalog for a list of approved CLEP programs. AP credit is usually awarded on the basis of scores of 3 or above. A detailed description of Advanced Placement credit follows under the appropriate heading. There is no limit to the number of units that can be earned through AP.

   In order for any CLEP or AP credit to be reviewed and/or awarded, students must provide University Admissions with an official report from Educational Testing Service. Credit for military training is reviewed and awarded or denied by the Office of the Registrar. Before credit can be posted, students must have attended TU for one term as degree candidates with a 2.00 cumulative GPA and have submitted all of the necessary official military documents to the Office of the Registrar.

4. **Minimum number of units required through classroom instruction in the major field and for the degree.**

   Towson University requires that students earn a minimum of 120 units toward a degree. Of these 120 units, 32 must be upper-level, that is, junior/senior (300 – 400) level courses. Students must complete a minimum of 30 units in residence at TU; at least 15 units must be completed in degree candidate status.

   The number of units required for the completion of a single major at TU varies from 30 to over 70 units, depending on the intended major. Grades of D will transfer into the university as Core Curriculum/elective credit; however, in order to satisfy TU’s ENGL 102 graduation requirement, a grade equivalent of 2.00 or higher must be earned. Grades of C- or lower will not qualify for major credit.

5. **Transfer of Core Curriculum requirements.**

   Transfer students who have satisfied the general education requirements at a Maryland public postsecondary institution will only be required to complete 10–16 additional Core Curriculum units at TU, with the total number of Core Curriculum units not to exceed 46 units. (For information regarding specific Core Curriculum requirements refer to Core Curriculum Requirements (p. 349) in this catalog.)

6. **Transferability of credit for non-traditional learning.**
Additionally, failure to forward an official final transcript before enrollment at original offer of admission and in the forfeiture of all related fees and privileges. Failure to meet this requirement will result in the cancellation of the university's appropriate cumulative GPA necessary for maintaining admission eligibility. The student will be withdrawn. See Guidelines for Transfer Admission Policy (p. 364) for the student's orientation date. The appropriate cumulative average, as determined by the number of credits completed and good academic standing must be maintained, however, or the university's offer of admission will be withdrawn. See Guidelines for Transfer Admission Policy (p. 364) for the appropriate cumulative GPA necessary for maintaining admission eligibility. Failure to meet this requirement will result in the cancellation of the university’s original offer of admission and in the forfeiture of all related fees and privileges. Additionally, failure to forward an official final transcript before enrollment at the university or the first day of classes will prohibit future registration and the release of official TU transcripts.

Upon receipt of a final evaluation, the transfer student should review its contents carefully. If the student has any questions or feels there is an error, University Admissions must be advised within 30 days.

Transfer students are subject to the Core Curriculum and major requirements that are currently in effect for the class (that is, the catalog year) in which they are admitted. These students have the option, however, of following the Core Curriculum/General Education and major requirements that were in effect at the time they were initially admitted as degree candidates at their original institution, provided that continuous enrollment has been maintained. Continuous enrollment has been defined as follows: must be, or have been, enrolled at an institution of higher education; must have had no more than two sequential years of non-enrollment; and must complete the baccalaureate degree in no more than 10 years from initial enrollment as a degree-seeking student at an institution of higher education. Students who have not completed graduation requirements within 10 years should meet with an academic adviser to determine the most appropriate set of requirements. If a change of catalog is desired, students should submit a Catalog Selection Petition Form to the Registrar’s Customer Service Center, Enrollment Services room 223 (prior to the completion of their first term at TU).

Maryland community college transfer students whose first attendance at any institution of higher education occurred in the fall of 1990 or later will fall under the guidelines set forth by the Maryland Higher Education Commission on March 21, 1990. (See Appendix B (p. 573) for details.)

Placement Testing for Entering Students

All entering freshmen, as well as transferring students, are required to demonstrate competence in basic skills of reading and mathematics.

Mathematics: All entering students must take at least one mathematics placement test, the Basic Algebra Test. If students perform well in that test and hope to enroll in more advanced courses, they may also take the Calculus Readiness Test for higher placement.

The only students exempt from the mathematics placement test are those who transfer in college-level mathematics courses or those with appropriate scores on Advanced Placement or International Baccalaureate programs.

Reading: The Academic Achievement Center administers a competency test in the basic skill of reading comprehension for entering freshmen with a SAT Critical Reading score less than 500 and an ACT reading score less than 21. Additionally, transfer students without a 100-level college English course (equivalent to TU ENGL 102) and less than 10 units will be required to test.

Students who need to test will be notified through email with instructions on how to register for the Reading Placement Test. Testing must be completed before their first term.

Towson University uses ACCUPLACER®, which is a suite of computerized tests that determines knowledge in reading comprehension and various other areas. Students who place into REED 102, which is our reading enhancement course, must complete it by the second term of enrollment.

Exemptions from the reading test are listed below:

- Critical Reading SAT I score of 500 or above
- ACT-Reading score of 21 or above
- Transferring 30 or more units (credits)
- Non-native English speakers (ESL) who have completed TOEFL
- Transfer students with 10 or more units and less than 30 units who transfer a 100-level college English course equivalent to ENGL102 with a "C" or better
Updates and exemptions regarding the Reading Placement Test will be reflected on the students’ “To Do List”.

For additional information, please visit www.towson.edu/placementtesting.

*The SAT and ACT scores must be officially submitted to Towson University’s Office of Admissions.

Guidelines for Second Bachelor’s Degree

The Second Bachelor's Degree Program is designed to meet the needs of college graduates who wish to attain proficiency in a different major field. To be eligible for admission, applicants must hold a baccalaureate degree from a regionally accredited institution and must have a 2.00 cumulative GPA from all previously attended institutions. University Admissions will need to receive all prior transcripts and have confirmation of the completion of the bachelor’s degree, before an admissions decision will be rendered.

A maximum of 90 transferable credits of undergraduate course work will be applied toward the second bachelor’s degree. In addition, students must complete a minimum of 30 units in residence at TU and meet all the requirements of the “new” major. At least one-half of the “new” major units must be completed at Towson since the completion of the first degree. Each student must complete an advanced writing course. All other General Education requirements are considered to have been met through the first degree.

Once the student accepts the university’s offer of admission, copies of the academic transcripts (excluding TU transcripts) will be sent to the student’s intended major for evaluation. Once the transfer credit evaluation is completed by the academic department, it is returned to the admissions office, and the courses relevant to the major are posted to the Towson transcript.

Advanced Placement credit will only be awarded toward a Second Bachelor’s Degree if the Academic Standards Committee approves. Any student wishing to apply AP credits to their degree must petition Academic Standards officially. There is no guarantee that AP credit will be awarded towards the intended program. Please refer to the University Admissions website for policy regarding advanced placement credit.

Second bachelor’s degree candidates may qualify for Departmental Honors, the Dean’s List, and/or graduation with honors. Please refer to the Academic Policies section of this catalog for criteria.

U.S. PERMANENT RESIDENT APPLICANTS

Applicants who hold permanent resident or visa status must submit a regular application and list their alien registration number in the space indicated. Presentation of an applicant’s alien registration card for verification will be required. Eligibility to be considered a Maryland resident for tuition purposes will be determined after documents are received. Foreign academic records must be translated by an official, recognized evaluation service such as the World Education Service, and submitted to the Office of Admissions as part of the academic record. An application and all documentation must be submitted by October 15 for the spring term or January 15 for the fall term. If a permanent resident is a nonnative English speaker and has resided in the United States for less than five years, a TOEFL result is required.

Special Admission Programs

EARLY ADMISSION

Early admission enables a limited number of students to be admitted and to matriculate immediately following the completion of their junior year in high school. Students interested in early admission should apply through the normal application process. Their applications, however, must be accompanied by a letter of recommendation from either the high school counselor or principal. Additionally, a letter of recommendation from the student’s parent(s) should be included. An official high school transcript should be submitted along with the results of the SAT. An interview with the director of Admissions is also suggested.

ON-CAMPUS INTERVIEWS

Personal interviews are not required and are not used as a criterion for admission. Prospective transfer students may request an appointment to discuss questions or concerns they may have. Students are encouraged to call three weeks in advance of their visit to schedule an appointment with an admissions counselor.

Non-Traditional Admission Policies

VETERANS AND G.E.D. RECIPIENTS

Some high school graduates may qualify for special admission consideration under the provisions of non-traditional admissions. In order to be considered under this policy, students must be classified into one of the categories described below. Once classified as non-traditional applicants, prospective students must apply and submit all credentials no later than November 15 for the spring term and no later than February 15 for the fall. Mature adult, veteran and GED applicants will be required to demonstrate that they have sufficient skills to be admitted to TU. Therefore, standardized test scores and recent transcripts will need to be submitted so that a student can be considered for admission. If a student does not have sufficient academic history, they may be recommended to attend a community college or other degree-granting institution to ensure adequate preparation before transferring to Towson.

Veterans

For admission purposes, a veteran may be defined as a current or former member of any branch of the U.S. Armed Services with 12 months (one year) or more of active duty served, and with no intervening college or university attendance since discharge from the service. In addition to the application form and academic credentials, veterans must also provide the Office of Admissions and the Veterans Office with a copy of the DD form 214 verifying military service.

G.E.D. Recipients

For admission purposes, the high school equivalence (General Education Development) examination standards established by the Maryland State Department of Education (or other similar agencies in other states) will be used as an alternative to high school graduation.

Advanced Placement

Freshmen who have had the opportunity for advanced-level work and would like academic credit as well as advanced placement are encouraged to take the Advanced Placement Tests of the College Entrance Examination Board in May of their senior year of secondary school. Arrangements to take the tests are made through the high school counselor or:

College Entrance Examination Board P.O. Box 592 Princeton, NJ 08540

The results of these tests are received by the university in mid-July. The following standards are used for determining advanced placement credit:
## Advanced Placement Credit for Entering Students

<table>
<thead>
<tr>
<th>Examination</th>
<th>A.P. Score</th>
<th>Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>American History</td>
<td>1, 2, 3</td>
<td>No credit</td>
</tr>
<tr>
<td></td>
<td>4, 5</td>
<td>6 units, HIST 145 &amp; HIST 146</td>
</tr>
<tr>
<td>Art History</td>
<td>All</td>
<td>No credit</td>
</tr>
<tr>
<td>Art Studio: Drawing</td>
<td>1-3</td>
<td>No credit</td>
</tr>
<tr>
<td></td>
<td>4-5</td>
<td>3 units, ART 106</td>
</tr>
<tr>
<td>Art Studio: General</td>
<td>1-3</td>
<td>No credit</td>
</tr>
<tr>
<td></td>
<td>4-5</td>
<td>3 units, ART 102</td>
</tr>
<tr>
<td>Biology</td>
<td>1, 2</td>
<td>No credit</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>4 units, BIOL 120 &amp; BIOL 120L</td>
</tr>
<tr>
<td></td>
<td>4, 5</td>
<td>8 units, BIOL 201 &amp; BIOL 202</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1, 2</td>
<td>No credit</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>4 units, CHEM 121 &amp; CHEM 121L</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>4 units, CHEM 131 &amp; CHEM 131L</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>8 units, CHEM 131 &amp; CHEM 132</td>
</tr>
<tr>
<td>Computer Science</td>
<td>1-3</td>
<td>No credit</td>
</tr>
<tr>
<td></td>
<td>4, 5</td>
<td>4 units, COSC 236</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>1, 2</td>
<td>No credit</td>
</tr>
<tr>
<td></td>
<td>3, 4, 5</td>
<td>3 units, ECON 201</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>1, 2</td>
<td>No credit</td>
</tr>
<tr>
<td></td>
<td>3, 4, 5</td>
<td>3 units, ECON 202</td>
</tr>
<tr>
<td>English Lit. Comp or</td>
<td>1, 2, 3</td>
<td>No credit</td>
</tr>
<tr>
<td>English Lang. Comp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Literature</td>
<td>4, 5</td>
<td>3 units, ENGL 102</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>4, 5</td>
<td>3 units, BIOL 105</td>
</tr>
<tr>
<td>European History</td>
<td>1, 2, 3</td>
<td>No credit</td>
</tr>
<tr>
<td></td>
<td>4, 5</td>
<td>6 units, HIST 102 &amp; HIST 103</td>
</tr>
<tr>
<td>French Language</td>
<td>1, 2</td>
<td>No credit</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3 units, FREN 201</td>
</tr>
<tr>
<td></td>
<td>4, 5</td>
<td>6 units, FREN 202 - FREN 301</td>
</tr>
<tr>
<td>French Literature</td>
<td>All</td>
<td>No credit</td>
</tr>
<tr>
<td>German Language</td>
<td>1, 2</td>
<td>No credit</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3 units, GERM 201</td>
</tr>
<tr>
<td></td>
<td>4, 5</td>
<td>6 units, GERM 202 - GERM 301</td>
</tr>
<tr>
<td>German Literature</td>
<td>All</td>
<td>No credit</td>
</tr>
<tr>
<td>Human Geography</td>
<td>3, 4, 5</td>
<td>3 units, GEOG 109</td>
</tr>
<tr>
<td>Italian Language</td>
<td>1, 2</td>
<td>No credit</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3 units, ITAL 201</td>
</tr>
<tr>
<td></td>
<td>4, 5</td>
<td>6 units, ITAL 202 - ITAL 301</td>
</tr>
<tr>
<td>Latin: Vergil</td>
<td>All</td>
<td>No credit</td>
</tr>
<tr>
<td>Latin: Cat-Horace</td>
<td>All</td>
<td>No credit</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>1, 2</td>
<td>No credit</td>
</tr>
</tbody>
</table>

3 4 units, MATH 119 or 4 units, MATH 273 upon completion of MATH 274 with grade equivalent of 2.00 or higher

4, 5 8 units, MATH 273 & MATH 274

Statistics 3, 4, 5 3 units, MATH 231

Music Listening 1, 2 No credit

Music Theory 1, 2 3 units, MUSC 101

Spanish Language 1, 2 No credit

United States 1, 2 No credit

Government and Politics 3, 4, 5 Upon completion of an upper-level POSC course with grade equivalent of 2.00 or higher, 3 units will be awarded for POSC 103

World History 1, 2, 3 No credit

4, 5 6 units, HIST 160 & HIST 161

1 It is the responsibility of the student to notify the Admissions Office when the next higher level course is completed to receive credit.

2 Early Childhood, Elementary, Special Education and Integrated Elementary Education—Special Education majors should consult the policy on AP in the Department of Mathematics section.

Prior to the change of schedule period, students are notified about Advanced Placement and credit. Additional information may be obtained by contacting the director of Admissions or the appropriate departmental chair. Please refer to the University Admissions website for up to date AP policy.

## Test Credit

Towson University will only accept officially submitted test scores for credit within one year of the student's matriculation. Any test scores submitted after the student's first year may not be eligible for awarded credit.

## More information

A bulletin of information about Advanced Placement Tests may be secured from:

College Entrance Examination Board
P.O. Box 592
Princeton, N.J. 08540
Towson University recognizes that the International Baccalaureate (IB) program represents achievement beyond the standard American high school program and regularly awards advanced standing to students who successfully complete IB course work.

**DIPLOMA HOLDERS**

Students who earn an IB Diploma will be awarded 30 units toward the bachelor’s degree and receive sophomore standing. Some of these units may be applied toward Towson’s Core Curriculum requirements; each student’s IB units will be individually evaluated for Core Curriculum applicability.

**CERTIFICATE HOLDERS**

Students who earn an IB Certificate will be eligible to receive units based on the results of their higher level exams only. At least 6 and as many as 8 units will be awarded for each higher level exam completed with a score of 4 or above. A score of 5 or above is required to receive credit for the physics higher level exam.

### Higher Level IB Course Equivalency

<table>
<thead>
<tr>
<th>IB Course</th>
<th>Equivalency</th>
<th>Core Curriculum</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language A: Literature</td>
<td>ENGL 240</td>
<td>Core 5</td>
<td>3</td>
</tr>
<tr>
<td>Language A: Elective</td>
<td>ENGL Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Language A: Language and Literature</td>
<td>HUMA</td>
<td>Core 5</td>
<td>3</td>
</tr>
<tr>
<td>Latin</td>
<td>LATN 201</td>
<td>Core 5</td>
<td>3</td>
</tr>
<tr>
<td>Latin</td>
<td>LATN 202</td>
<td>Core 12</td>
<td>3</td>
</tr>
<tr>
<td>Classical Greek</td>
<td>GRK 103</td>
<td>Core 5</td>
<td>3</td>
</tr>
<tr>
<td>Classical Greek Elective</td>
<td>GRK Elective</td>
<td></td>
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<tr>
<td>Business and Management</td>
<td>USEL Elective</td>
<td></td>
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<tr>
<td>Economics</td>
<td>ECON 201</td>
<td>Core 6</td>
<td>3</td>
</tr>
<tr>
<td>Geography</td>
<td>GEOG 109</td>
<td>Core 12</td>
<td>3</td>
</tr>
<tr>
<td>History: 20th Century World</td>
<td>HIST</td>
<td>Core 12</td>
<td>3</td>
</tr>
<tr>
<td>History: Elective</td>
<td>HIST Elective</td>
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<tr>
<td>History: Europe and Islamic World</td>
<td>HIST</td>
<td>Core 12</td>
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<tr>
<td>Information Technology in a Global Society</td>
<td>COSC 111</td>
<td>Core 4</td>
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<tr>
<td>Information Technology in a Global Society Elective</td>
<td>COSC Elective</td>
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<tr>
<td>Philosophy</td>
<td>PHIL 101</td>
<td>Core 5</td>
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</tr>
<tr>
<td>Philosophy</td>
<td>PHIL Elective</td>
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<tr>
<td>Psychology</td>
<td>PSYC 101</td>
<td>Core 6</td>
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<td>Psychology</td>
<td>PSYC Elective</td>
<td></td>
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<tr>
<td>Social Anthropology</td>
<td>ANTH 207</td>
<td>Core 12</td>
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<tr>
<td>Social Anthropology Elective</td>
<td>ANTH Elective</td>
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<td>Biology</td>
<td>BIOL 201</td>
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<td>BIOL 202</td>
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<td>Chemistry</td>
<td>CHEM 132</td>
<td>Core 8</td>
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<td>Mathematics HL</td>
<td>MATH 273</td>
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<td>Computer Science</td>
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<td>Music</td>
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<td>Core 5</td>
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<td>Film</td>
<td>USEL Elective</td>
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<td>Theatre</td>
<td>THEA 100</td>
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<td>Visual Arts</td>
<td>ART 103</td>
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<tr>
<td>Visual Arts</td>
<td>ART Elective</td>
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</tr>
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</table>

### Standard Level IB Course Equivalency

(Students without the IB Diploma are NOT awarded credit for Standard Level subjects.)

<table>
<thead>
<tr>
<th>IB Course</th>
<th>Equivalency</th>
<th>Core Curriculum</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language A: Literature</td>
<td>ENGL 240</td>
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<tr>
<td>Language A: Elective</td>
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</tr>
<tr>
<td>Language A: Language and Literature</td>
<td>HUMA</td>
<td>Core 5</td>
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</tr>
<tr>
<td>Literature and performance</td>
<td>IDFA</td>
<td>Core 4</td>
<td>3</td>
</tr>
<tr>
<td>Language ab Initio</td>
<td>FORL 101</td>
<td>Core 5</td>
<td>3</td>
</tr>
<tr>
<td>Language B</td>
<td>FORL 101</td>
<td>Core 5</td>
<td>3</td>
</tr>
<tr>
<td>Latin</td>
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<td>Core 5</td>
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</tr>
<tr>
<td>Latin</td>
<td>LATN 202</td>
<td>Core 5</td>
<td>3</td>
</tr>
<tr>
<td>Classical Greek</td>
<td>GRK 103</td>
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<td>World Religions</td>
<td>RLS 105</td>
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<td>Biology</td>
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<td>BIOL 120L</td>
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<tr>
<td>Chemistry</td>
<td>CHEM 131</td>
<td>Core 7</td>
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</tr>
</tbody>
</table>
Advanced standing credit is awarded for AS Level passes with a mark of D or better. Eight units are awarded for science/math AS Level courses; six units are awarded for non-science/math AS Level courses.

AS Level

Advanced standing credit is awarded for AS Level passes with a mark of D or better. Four units are awarded for science/math AS Level courses; three units are awarded for non-science/math AS Level courses.

CIE Mark for A or AS Level  |  Suggested U.S. Equivalent Grade
--- | ---
A | A+  
B | A- or B+  
C | B  
D | C+  
E | C  
U | F

International Undergraduate Admissions

OFFICE
Administration Building 218-A
410-704-6069
Fax: 410-704-6070

University of Cambridge International Examinations

Towson University recognizes that the University of Cambridge International Examinations represent achievement beyond the standard American high school program and awards advanced standing to students who successfully complete Cambridge exams.

INTERNATIONAL GCE ADVANCED AND ADVANCED SUBSIDIARY (A AND AS) LEVEL

A Level

Cambridge International A Levels are recognized for matriculation purposes. Advanced standing credit is awarded for A Level passes with a mark of D or better. Eight units are awarded for science/math A Level courses; six units are awarded for non-science/math A Level courses.

AS Level

Advanced standing credit is awarded for AS Level passes with a mark of D or better. Four units are awarded for science/math AS Level courses; three units are awarded for non-science/math AS Level courses.

Requests for information or admission materials should be made far enough in advance to allow processing before deadline dates set by Towson University.

International applicants who are accepted for admission usually begin studies in the fall term (late August) or the spring term (late January). The deadline for submitting an application and all documentation is May 1 for the fall term and December 1 for the spring term. Early application is strongly encouraged.

Applicants who are accepted for admission will receive the Certificate of Eligibility (Form I-20). This document is used to apply for a student (F-1) visa at a U.S. Embassy or consulate overseas. It is also used for transferring from one institution in the United States to another. F-1 students are required to enroll each term as full-time degree candidates and take a minimum of 12 U.S. semester-hour units.

The following procedure should be completed by students applying for their American bachelor’s degree:

1. Obtain an international student admissions application.
   Contact:
   Office of International Admissions
   Towson University
   8000 York Road
   Towson, MD 21252-0001, U.S.A.
   Telephone: 410-704-6069
   Email: intladm@towson.edu

2. To be considered for admission, applicants are required to complete the official international undergraduate application. A nonrefundable, $30 USD application fee (personal credit card, check drawn at a U.S. bank or money order drafted in U.S. dollars) is required.

3. All international applicants must complete an admissions file, including:
   a. official or notarized secondary school academic records, showing grades received, annual mark sheets, examination certificates and leaving certificates, as they apply to the educational system in the student’s home country. Records must be received for the last three years of secondary school;
   b. official or notarized records (transcripts) of all colleges, universities, post-secondary, or professional schools attended;
   c. a notarized English translation of all documents. Translations must be as literal as possible with no attempt to translate information into the United States system of education. To evaluate post-secondary course work, it is sometimes necessary for the university to use a professional evaluation service at the applicant’s expense (approximately $200 USD). The university will notify an applicant if this service is required;
   d. proof of English language proficiency for non-native English speakers by submitting either:
      i an official Test of English as a Foreign Language (TOEFL) results.
      All international students who do not speak English as their native language are required to take the TOEFL. A minimum score of 500 (paper-based), 173 (computer-based) or 61 (Internet-based) is required. The TOEFL website is www.toefl.org (http://www.toefl.org). The results will be reported to Towson if the university is indicated on the TOEFL application. The TU code number is 5404.
      ii an SAT verbal score of at least 470; or
      iii an International English Language Testing System (IELTS) minimum score of 5.5. The IELTS website is www.ielts.org (http://www.ielts.org).
   e. financial certification. Applicants are required to provide official financial statements that show funds are available annually to cover the cost of attendance for the degree program.
their tuition, fees and living expenses. Acceptable methods of financial verification are described in the international student application.

4. International students are required to pay out-of-state tuition.
5. Non-native speakers of English admitted to the university are required to take Towson’s English placement test to determine if preparatory college writing courses are needed.
6. Applicants holding other types of visas may also apply to Towson and should contact University Admissions for more information.
Financial Information

Expenses

Expenses are estimates at the time of printing this catalog and are subject to revision.

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

- Application and Enrollment Fees (p. 372)
- Tuition (p. 372)
- Mandatory University Fees (p. 372)
- TU North Eastern Campus and Satellite Campus Rate Structures (p. 373)
- Tuition and Fees Per Term (p. 373)
- Other Fees and Expenses (p. 374)
- Payment of Fees (p. 375)
- Refund Policies (p. 376)

Application and Enrollment Fees

Each applicant must pay a nonrefundable application fee of $45 for fall 2015. This fee applies to both domestic and international students. No application will be processed without this fee or a valid waiver.

Once students are admitted for fall 2015, a nonrefundable enrollment fee of $300 for domestic and international students must be forwarded to the Office of Admissions to reserve a place in the class.

Tuition

The University System of Maryland Tuition Policy, approved by the Board of Regents on June 11, 1993, established non-resident tuition at the calculated actual educational cost at each institution within the system and based the increase in the non-resident tuition and fees on that cost. Additionally, the policy recommends that each institution provide a four-year plan of tuition and fees for both resident and non-Maryland resident students. The two charts—Maryland resident and non-Maryland resident—shown below, provide the projected, per term rates for fall 2015 through fall 2018.

The tuition and fee increases for the next three years are based on fall 2015 rates. They do not include increases related to inflation and other cost factors not known at this time.

The tuition policy is available for review in the following offices:

- All academic departments
- Office of the Bursar
- English Language Center
- International Student and Scholar Office
- Office of the Registrar

MARYLAND RESIDENTS
Projecting Subject to Change

<table>
<thead>
<tr>
<th>Tuition and Mandatory University Fees (Per Term)</th>
<th>Proposed Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Undergraduate (12 units or greater). Tuition and Mandatory Univ. Fees</td>
<td>$4,591/term</td>
<td>$4,791/term</td>
<td>$5,000/term</td>
<td>$5,219/term</td>
</tr>
<tr>
<td>Part-Time Undergraduate (Fewer than 12 units). Tuition and Mandatory Univ. Fees</td>
<td>$396/unit</td>
<td>$413/unit</td>
<td>$431/unit</td>
<td>$450/unit</td>
</tr>
<tr>
<td>Graduate (Fewer than 12 units). Tuition and Mandatory Univ. Fees</td>
<td>$490/unit</td>
<td>$511/unit</td>
<td>$533/unit</td>
<td>$556/unit</td>
</tr>
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</table>

NON-MARYLAND RESIDENTS
Projected (Subject to Change)

<table>
<thead>
<tr>
<th>Tuition and Mandatory University Fees (Per Term)</th>
<th>Proposed Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Undergraduate (12 units or greater). Tuition and Mandatory Univ. Fees</td>
<td>$10,394/term</td>
<td>$10,594/term</td>
<td>$10,803/term</td>
<td>$11,022/term</td>
</tr>
<tr>
<td>Part-Time Undergraduate (Fewer than 12 units). Tuition and Mandatory Univ. Fees</td>
<td>$874/unit</td>
<td>$891/unit</td>
<td>$909/unit</td>
<td>$928/unit</td>
</tr>
<tr>
<td>Graduate (Fewer than 12 units). Tuition and Mandatory Univ. Fees</td>
<td>$888/unit</td>
<td>$909/unit</td>
<td>$931/unit</td>
<td>$954/unit</td>
</tr>
</tbody>
</table>

Mandatory University Fees

ATHLETICS FEE

The Athletics Fee supports 20 intercollegiate sports competing at the NCAA Division I level. Towson Athletics belongs to the Colonial Athletic Association (CAA) and is affiliated with the Eastern Collegiate Athletic Conference (ECAC). All students are admitted free to all TU sporting events.
AUXILIARY SERVICES FEES
The Auxiliary Services Fees support a variety of student services and operational functions provided by the university. The fees include funds for support services including University Child Care, OneCard and SGA financial support. The fees also support the building and operational requirements of the University Union and West Village Commons.

STUDENT GOVERNMENT ASSOCIATION FEE
A $42 per term Student Government Association Fee is assessed to all full-time undergraduate students taking 12 or more units. Undergraduate students taking less than 12 units are assessed $4 per unit for the Student Government Association Fee. Graduate students are assessed $4 per unit for the Student Government Association Fee.

TECHNOLOGY FEE
It is the university’s goal to create a student-centered learning infrastructure that recognizes how technology is changing the methods for organizing and disseminating information, delivering student services and administering the educational enterprise. Undergraduate students taking 12 or more units are assessed an $90 per term Technology Fee. Undergraduate students taking less than 12 units, as well as graduate students, are assessed a $8 per unit Technology Fee, up to a maximum of $90 per term.

OVERLOAD SURCHARGE FEE
A $40 Overload Surcharge Fee is assessed per unit for all units over 15 per term.

LAB/CLASS FEES
Departmental courses may assess a lab/class fee that is used to purchase essential supplies and equipment for the course. These fees range from $10 to $100 and are allocated specifically to the department by which they are charged. A course’s lab/class fee is noted in its course description at the back of this catalog.

STUDENT CLASSIFICATION FEE
A Student Classification Fee of $200 is assessed one time to all degree candidates who have completed 60 or more units. This includes all transferred academic units earned at another educational institution. The revenues from this fee are collected centrally and utilized to enhance resources available for instructional equipment and facilities.

TU North Eastern Campus and Satellite Campus Rate Structures
TOWSON UNIVERSITY NORTH EASTERN
Towson University offers reduced Auxiliary Services Fees, and excludes the Athletics Fee and the Student Government Association Fee, for classes taken at satellite locations 25 miles or more from the TU campus. Regular tuition rates apply.

SATELLITE LOCATIONS 25 MILES OR MORE FROM TU (EXCLUDING TOWSON UNIVERSITY NORTH EASTERN)
Towson University offers reduced Auxiliary Services Fees, and excludes the Athletics Fee and the Student Government Association Fee, for classes taken at satellite locations 25 miles or more from the TU campus. Regular tuition rates apply.

Tuition and Fees Per Term
Proposed Fall 2015 Rates (Subject to Change)
NOTE: Notwithstanding any other 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 and the University System of Maryland Board of Regents.

<table>
<thead>
<tr>
<th>Registrant Residence Status</th>
<th>Tuition1</th>
<th>Athletics Fee</th>
<th>Auxiliary Services Fee</th>
<th>Student Government Fee</th>
<th>Technology Fee</th>
<th>Overload Surcharge Fee2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Full-Time (12 or more units)</td>
<td>$3,215/term</td>
<td>$423/term</td>
<td>$821/term</td>
<td>$42/term</td>
<td>$90/term</td>
<td>$40/unit</td>
</tr>
<tr>
<td>Undergraduate Part-Time (Fewer than 12 units)</td>
<td>$9,018/term</td>
<td>$423/term</td>
<td>$821/term</td>
<td>$42/term</td>
<td>$90/term</td>
<td>$40/unit</td>
</tr>
<tr>
<td>Graduate In-State</td>
<td>$372/unit</td>
<td>$36/unit</td>
<td>$70/unit</td>
<td>$4/unit</td>
<td>$8/unit</td>
<td></td>
</tr>
</tbody>
</table>

Note: If units are taken simultaneously at Towson University North Eastern and any other Towson campus, but less than a 12-unit load is at the Towson University North Eastern location, the per-unit rate is assessed as established for each campus. The maximum fees charged per term are at the Towson main campus full-time rate.
Other Fees and Expenses

APPLIED INFORMATION TECHNOLOGY (AIT COURSES)

AIT rates differ from university rates. For details see the Bursar website, www.towson.edu/bursar.

BURSAR FEES

A $150 late fee is assessed to any student who does not pay in full or establish an official payment plan with the university by the bill payment deadline found on their eBill or at www.towson.edu/bursar. Payment of a student’s term bill secures their class schedule for a term; otherwise, cancellation of class schedule may occur.

A $10 Archived Records Research Fee will be assessed when financial detail involving archived records is requested.

A $50 penalty fee is assessed when a check or eCheck/ACH payment for fees, fines or services is returned unpaid by the bank for any reason. Failure to reimburse the university for an uncollectable check or eCheck/ACH may result in class schedules being cancelled.

A $25 late collection fee will be assessed should an account become delinquent and deemed uncollectable, thus requiring referral to the Central Collection Unit of the state of Maryland. This fee is in addition to the collection fee assessed by the Central Collection Unit of the state of Maryland. See Payment of Fees (p. 375).

A $25 reissue check fee will be assessed to process a stop payment for a check the Bursar’s Office has to reissue.

GRADUATE CHARGES

The following policies apply to graduate students taking a mix of undergraduate and graduate courses and TU seniors taking a graduate course (with special permission):

- If a graduate student takes a mix of graduate and undergraduate courses and the undergraduate unit load is fewer than 12 units, the individual is to be billed per unit in each category, plus part-time university fees.
- If the undergraduate unit load is 12 or more units, the flat undergraduate tuition rate and full-time university fees are billed, with the graduate units billed at the per unit graduate tuition rate.

The following policy applies to graduate students taking all undergraduate courses: If the unit load of undergraduate courses is 12 units or more, the individual is to be billed the flat undergraduate tuition and the flat full-time university fees.

HEALTH INSURANCE PLAN FOR U.S. CITIZENS

Towson sponsors a voluntary health insurance plan designed especially for our students. This plan meets all requirements of the Affordable Care Act at a very reasonable price, for students who are not covered by their parents’ plan or another plan. All students on intercollegiate athletic teams, as well as health professions students (nursing, occupational therapy and physician assistant programs), are required to have health insurance. However, we strongly recommend that all students have health insurance to avoid the expense of large, unexpected medical bills. The school-sponsored plan is an excellent value that should be considered by any student needing insurance. It provides primary care services through the university’s Dowell Health Center, as well as coverage for prescription medications, hospitalization, emergency care, diagnostic tests, and referrals to a large network of participating specialists. Billing statements will not reflect the cost of the insurance. Enrollment is handled directly through the insurance company and can be done online (see the Student Health Insurance link on the Dowell Health Center website). Undergraduates must be taking at least 9 units to be eligible for this plan. Should a student withdraw from the university after 31 days or more of active class attendance, coverage will remain intact for the policy year. Any questions regarding coverage should be directed to the Dowell Health Center, 410-704-3703. See Health Insurance under Health Services, Student Life and Campus Services or visit the Health Center website, www.towson.edu/healthcenter. (http://www.towson.edu/healthcenter)

HEALTH INSURANCE POLICY MANDATORY FOR INTERNATIONAL STUDENTS

All international students on F, J or any other non-employment-related visa status are required to have health insurance that meets the university’s minimum standards. These students are automatically enrolled in the university-sponsored health insurance plan. The insurance charge will be reflected on your financial account. Although this insurance is mandatory, students with their own insurance who want an exemption (waiver) from the school plan must submit an online waiver application as soon as they arrive at Towson, which verifies that their insurance coverage meets the university’s minimum standards. Applications for a waiver must be completed online by the waiver deadline of the student’s first term at Towson and each fall term thereafter. Waiver deadlines are September 15 for fall term, February 15 for spring term and June 15 for summer term. For information about school-sponsored insurance, Towson’s mandatory insurance policy for international students, or the waiver process, visit our website at www.towson.edu/healthcenter and click on International Students. For assistance with insurance enrollment or the waiver process, schedule an appointment with our Insurance Coordinator. This can be done online through the secure patient web portal (http://mydowellhealth.towson.edu).

HOUSING AND DINING FEES

Students interested in living in university housing must make a $350 non-refundable housing deposit by the established procedures and meet all deadlines. Failure to pay all room and meal plan charges may result in forfeiture of residence hall space. Note: Students living in Millennium Hall, Paca House or Tubman House have a separate application, deposit and payment process with Capstone Management.

Depending upon the room and meal plan selected, students living on campus pay approximately $5,600 per term for room and meal plan. For those students who enter university housing after the beginning of a term, the charge will be prorated for the remainder of the term. (For exact rates, contact Housing and Residence Life, or visit www.towson.edu/housing for more information.)

Choosing a Dining Plan

Students can choose from a variety of flexible dining plans. Resident students can choose from one of our “Flex” weekly plans, offering anywhere from 10 to 19 meals per week. A meal week consists of 19 meal periods: three meals Monday through Friday, and brunch and dinner served on Saturday and Sunday. Most resident students select the 14-meal-per-week plan, as it provides enough meals to eat at least two times per day for seven days a week. Dining plans also come with dining points which can be used for a-la-carte purchases at all on-campus dining locations. There are over a dozen dining venues on campus including all-you-care-to-eat dining facilities, a-la-carte locations such as Chick-fil-a, and convenience stores. Menu options range from traditional favorites to vegetarian, kosher and halal cuisine. Students living at Millennium, Paca, Tubman, Barton, Douglass, Towson

<table>
<thead>
<tr>
<th>Out-of-</th>
<th>State</th>
<th>$770/unit</th>
<th>$36/unit</th>
<th>$70/unit</th>
<th>$4/unit</th>
<th>$8/unit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

1 Refer to Appendix C for tuition residency qualifications.

2 An Overload Surcharge Fee is assessed per unit for all units over 15 per term.
Run Apartments, or in nearby apartments, as well as commuter students, are not required to have a dining plan. However, these students may choose to purchase any of our dining plans, including one of the very popular Block Meal Plans. Please visit www.towson.edu/dining for more information.

Millennium Hall, and Paca and Tubman Houses

These student housing facilities are privately operated and rents are not included as part of the university’s term billing statement. Rents for Millennium Hall, Paca House and Tubman House are to be paid to Capstone Management.

NURSING EDUCATION FEES

Testing Fee

Students accepted to and enrolled in the Nursing major are charged a fee ranging between $135-$152.50 per term to cover the costs of Educational Testing Examinations, which are administered at the end of each term. The fees will be attached to clinical courses at the junior level and clinical courses at the senior level. If a clinical course is repeated, the student will be charged an additional fee ranging between $135-$152.50.

Simulation Learning Fee

Students accepted to and enrolled in the Nursing major are charged a one-time fee of $199.95 to cover the costs of the Simulation Learning System, which includes course materials required throughout the program.

Fees are non-refundable after the change of schedule period. Please note the Testing Fee and Simulation Learning Fee do not apply to the RN-to-BS completion students.

PARKING FEES

All students are required to register their vehicles with the university in order to obtain a virtual parking permit. Parking permits are required 6 a.m.-8 p.m., Monday-Thursday, and 6 a.m.–3 p.m. on Friday. Spaces will be available for those with a valid parking permit. However, during peak times in the day, spaces may only be available in Overflow areas, which are located in designated areas at the Towson Center and the West Village Garage. Resident freshmen (less than 30 earned units) are only eligible to purchase a West Village Resident parking permit. Resident commuters and non-degree students are only eligible to purchase an Overflow permit. Further information about parking policies is available on the Parking and Transportation website.

Virtual parking permits must be purchased online at www.towson.edu/parking. Campus maps and other parking-related information are also available at this website. As the parking permits are now virtual, there is no hangtag to be mailed or picked up. Virtual parking permits are linked to the vehicle registered to each customer’s parking account, so please be certain to enter your license plate information correctly when ordering your permit online. You may only register a vehicle that is registered to you or a family member at the same address. You may not register another student’s or Faculty/Staff member’s vehicle. Student parking permits for the 2014-2015 academic year go on sale in May 2014 and will be available throughout the year. For permit fees, questions, or additional information about the Virtual Permit System, visit www.towson.edu/parking.

PDS/STUDENT TEACHING/CLINICAL PRACTICUM FEES

Students enrolled in PDS internship or a clinical practicum are charged a fee. Students must confer with their department chair or with the director of the CPP office in the College of Education to determine the exact fee. These courses are designated PRC, STT and CIN.

PRIVATE APPLIED MUSIC LESSON FEES

Students enrolled in private applied composition lessons, Jazz/Commercial composition lessons, private applied instrumental music lessons, private applied vocal music lessons, or private applied conducting lessons are charged a fee of $120 or $300 per unit, depending upon the music degree requirements and course registration.

STUDY ABROAD FEES

A fee of $300 for the fall and spring terms, $150 for short-term programs is assessed for study abroad.

TEXTBOOKS

Students are expected to obtain the required Course Materials for their courses. The average cost for Course Materials ranges from $300-$500 per term. Books and other supplies may be purchased or rented at the University Store, located in the University Union, first floor. Course Materials may also be purchased online by visiting http://store.towson.edu

Payment of Fees

The Bursar’s Office distributes all tuition bills electronically. The electronic bill, or eBill, process works as follows:

- When tuition bills are ready each term, students receive an email on their TU account instructing them to view their bill at the eBill website. Students access this website via their Student Center on Towson Online Services. For further information on how to view an eBill, visit www.towson.edu/bursar and click eBill & Online Payment.
- Students can grant restricted access to parents, guardians, employers or other third parties to view and/or pay tuition bills. Go to www.towson.edu/bursar and click eBill and Online Payment for instructions on how to establish this access.

Students and/or third parties have the following options for making a payment:

- Cash: The Bursar’s Office Payment Center is open 8:30 a.m.–4 p.m., Monday-Friday, and is located on the third floor of the Enrollment Services Center.
- Check or money order: Please make checks or money orders payable to Towson University and include the student’s TU ID number on the front. Checks or money orders may be mailed or brought directly to the Bursar’s Office Payment Center. For mailing information, please see the Payment Options page at www.towson.edu/bursar.
- eCheck/ACH: Payments may be made online by eCheck/ACH through TU’s eBill and Payment System. Instructions on how to do so may be found on the Payment Options page at www.towson.edu/bursar.
- Credit card: The Bursar’s Office does not accept in-person or mailed credit card payments. However, credit card payments may be made online via TU’s eBill and Payment System. Instructions on how to do so may be found on the Payment Options page at www.towson.edu/bursar. All bill payments made with a credit card are processed by a third-party vendor, and are assessed a 2.75 percent convenience fee (minimum $3) on the payment amount. Visa, Discover, MasterCard, and American Express credit cards can be used for tuition, fees, room, dining plans and other charges.
- Deferred Payment Plan: The university offers the Tiger Installment Plan (TIP) that extends to students or third parties a monthly budget plan for meeting the cost of tuition, university fees, and on-campus housing and meals each term. Some student housing facilities (listed below) are privately operated, and rent is not included as part of the university’s term billing. Rent payments for these facilities—Millennium Hall, and Paca and Tubman Houses—are to be paid to Capstone Management and therefore cannot be included in a deferred payment plan. For more information about the university’s Tiger Installment Plan options, visit www.towson.edu/deferred.
Refund Policies

If a student chooses not to attend Towson University, they must drop all their classes by the end of the Change of Schedule period in order to receive a 100 percent refund of tuition and fees. Students must withdraw online through Self Service. To withdraw online, login to Towson Online Services and click on Self Service; Student Center; Enroll/Drop. Notification to the instructor does not constitute a proper withdrawal.

For additional information regarding withdrawal, see the Academic Regulations section of this catalog.

WITHDRAWAL REFUND POLICY

Full Fall/Spring Term

If a student chooses to fully withdraw from the university after the Change of Schedule period, the last date on which they withdraw online from a class determines the percentage of the refund. All refund percentages are based on the official start of the term. The timing for effecting refunds is as follows:

1. Through the end of the Change of Schedule Period, 100 percent of tuition and fees shall be refunded to the student.
2. From the first day after the end of the Change of Schedule period through the 22nd calendar day of the term, 50 percent of tuition only shall be refunded to the student who fully withdraws from the university.
3. Beginning with the 23rd calendar day of the term, no refund shall be issued.

First Seven-Week Session of Fall/Spring Term

Notification to the instructor does not constitute a proper withdrawal. The last date on which a student withdraws online from a class determines the percentage of the refund. All refund percentages are based on the official start of the session. Students are considered full-time when carrying 12 units or greater; therefore, refunds apply only to unit loads under 12. The timing for effecting refunds is as follows:

1. Through the ninth calendar day of the session, 100 percent of tuition and fees shall be refunded to the student.
2. From the tenth calendar day of the session through the 22nd calendar day, a 50 percent refund of tuition only shall be refunded to the student who fully withdraws from the university.
3. Beginning with the 23rd calendar day of the session, no refund shall be issued.

Second Seven-Week Session of Fall/Spring Term

Notification to the instructor does not constitute a proper withdrawal. The last date on which a student withdraws online from a class determines the percentage of the refund. All refund percentages are based on the official start of the session. Students are considered full-time when carrying 12 units or greater; therefore, refunds apply only to unit loads under 12. The timing for effecting refunds is as follows:

1. Through the end of the Change of Schedule period for the second seven-week session, 100 percent of tuition and fees shall be refunded to the student.
2. Beginning with the first day after the end of the Change of Schedule period, no refund shall be issued.

Summer Term

The Summer Trimester consists of four sessions, each with its own unique refund policy. The refund policies for all four sessions can be found at www.towson.edu/bursar. As with all other terms, in the summer notification to the instructor does not constitute a proper withdrawal, and the last date on which a student withdraws online from a class determines the percentage of their refund.

NOTE: Based on documentation of extraordinary circumstances, including medical, exceptions may be made to these refund policies. Requests for refunds for extraordinary circumstances should be submitted immediately; however, no requests will be considered 30 days beyond the term or session in question. Undergraduate students should contact:

Director of the Bursar’s Office
Enrollment Services Center 315
Towson, MD 21252-0001
Financial need is determined by the following formula:

1. Cost of Education
2. — Expected Family Contribution (EFC) from your FAFSA data
3. — Outside Resources (scholarships, etc.)
4. = Financial Need

Many aid programs require students to complete the Free Application for Federal Student Aid (FAFSA). The U.S. Department of Education calculates your EFC from your FAFSA data, using a formula that considers factors such as income, certain assets, family size, and number of family members in college.

The cost of education includes direct University costs such as tuition, fees and on-campus room and board charges as well as indirect costs such as transportation and personal expenses and off-campus room and board charges.

Estimated Costs For Undergraduate Students

<table>
<thead>
<tr>
<th>Tuition Type</th>
<th>In-State (On or Off-Campus Housing)</th>
<th>Out-of-State (On or Off-Campus Housing)</th>
<th>With Parents (In-State)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition/Fees ²</td>
<td>$9,182²</td>
<td>$20,788²</td>
<td>$9,182²</td>
</tr>
<tr>
<td>Room/Board ²</td>
<td>$11,306³</td>
<td>$11,306³</td>
<td>$1,500</td>
</tr>
<tr>
<td>Books</td>
<td>$1,080</td>
<td>$1,080</td>
<td>$1,080</td>
</tr>
<tr>
<td>Transportation</td>
<td>$1,600</td>
<td>$1,600</td>
<td>$1,800</td>
</tr>
<tr>
<td>Personal</td>
<td>$1,500</td>
<td>$1,500</td>
<td>$1,250</td>
</tr>
</tbody>
</table>

1 Figures shown are for full-time enrollment for an academic year and are subject to revision. Students receive a bill each term for tuition/fees, and room and board charges (if the student lives on campus). All other costs shown above (including books) are estimates of out of pocket costs.

2 Students may incur additional academic fees, depending on courses taken. Please refer to the "Expenses" section of this catalog.

3 The estimated “On or Off Campus” Room/Board costs are based on a standard on-campus multiple occupancy room and a 14 meal + points dining plan.

Application Process and Deadlines

1) ADMISSIONS OFFICE MERIT SCHOLARSHIPS

The TU Admissions Office offers a number of merit-based scholarships to full-time incoming freshman and transfer students. Selection is competitive. Awards are based on academic achievements without regard to financial need.

To apply for these scholarships, submit a Fall Application for Admission, transcripts and test results by December 1. Recipients are notified around March 1. (No FAFSA or other application forms are required.)

2) FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)

Students must complete the FAFSA to apply for federal student and parent loans, most need-based grant programs, Federal Work-study funds and some scholarship programs.

- Apply online every year at www.fafsa.gov (http://www.fafsa.gov).
- TU’s FAFSA Code is 002099.
The eligibility requirements for Federal Title IV and need-based university aid include:

- Financial need (except for unsubsidized and parent loans)
- Admission as a degree seeking student
- Meeting Satisfactory Academic Progress standards
- U.S. citizen or eligible non-citizen status
- Possession of a valid Social Security number
- Certification that the applicant is not in default on a student loan and does not owe a repayment of a Federal Title IV grant
- Registration for the Selective Service, if required

Satisfactory Academic Progress (SAP)

Federal and state regulations require the Financial Aid Office to monitor the academic progress of students who apply for or receive aid. At least once per year, the Financial Aid Office checks to see if aid applicants are meeting the requirements outlined in the Financial Aid Satisfactory Academic Progress Policy. Failure to meet these requirements can lead to loss of eligibility to receive aid. For more information, see Appendix E (p. 580).

ACADEMIC DISMISSAL OR SUSPENSION

In addition to the SAP requirements, academic dismissal or suspension will always result in cancellation of financial aid for future terms. A student who receives formal readmission to the university as a degree candidate may request consideration for financial aid.

Verification

Either the U.S. Department of Education or the university can select a FAFSA applicant for verification. If selected, students must provide documentation of their federal income tax data and other FAFSA data, such as household size and number in college.

All verification documents must be received in the Financial Aid Office within 30 days of the initial request, or the student’s aid offer will be subject to cancellation. Students who receive aid based on off-campus housing status may be required to submit documentation of their housing status including proof of current local address and copies of rental agreements.

Important: Aid May Change

Federal Title IV regulations do not allow students to receive total aid greater than their cost of education. Towson University may revise or cancel federal or institutional aid whenever the university becomes aware of information that changes a student’s eligibility for aid, including changes in the student’s Cost of Education or EFC. Other examples of circumstances that can result in aid reductions or cancellations include:

- receiving additional aid such as scholarships
- changes in housing status (for example, from off-campus to with parents)
- change from out-of-state to in-state tuition
- corrections to financial need based on verification data
- changes to enrollment level (for example, from full-time to part-time)
- withdrawal from the university

When students apply for December graduation, spring term aid is canceled.

OVER-AWARD POLICY

Students’ total federal, state, institutional and private aid cannot exceed their cost of education budget unless all of the funding comes from a private external source. Each standardized cost budget includes tuition, fees, room, board and allowances for indirect costs such as transportation and personal expenses. Whenever students’ total aid package exceeds their cost of education, the Financial Aid Office will reduce aid offered by the university.
Special Conditions

If you experienced a decrease in income of 20 percent or more compared to the income data listed on your FAFSA, use the TU “Special Conditions Form” to request a reevaluation of your financial need based on your estimated income for the current tax year.

You can use the “Day Care Expenses or Elementary / Secondary Tuition” form to request financial need reevaluation based on these expenses.

Both forms and instructions can be found online at www.towson.edu/finaid/forms.

Notification Guide

Students who accept aid offers must read the Financial Aid Notification Guide for that award year. It can be found online at www.towson.edu/aidguide.

ONLINE TO-DO LIST AND EMAIL ACCOUNTS

The Financial Aid Office communicates all aid application task requests through student’s TU email accounts and their Towson Online Services To-Do Lists. All aid applicants should check their To-Do Lists at least weekly to ensure prompt response to all requests.

All aid applicants and recipients must maintain active Towson University Tiger email accounts to ensure that they receive important aid emails.

Campus-Based Financial Aid

Towson University receives a limited amount of money each year for the campus-based aid programs. The Financial Aid Office targets all campus-based funds toward eligible students with the highest levels of financial need who completed the FAFSA application process by TU’s Priority Deadline (February 15). Once all available funds are exhausted on the students with the highest financial need, students with lower levels of need will not receive these awards.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (SEOG)

Towson University receives a limited amount of SEOG funds and may offer these grants to full-time first-time bachelor’s degree candidates with exceptionally high financial need. (Awards typically go to students with EFCs of $0.)

INSTITUTIONAL GRANT

Towson University may offer the Institutional Grant to full-time first-time bachelor’s degree candidates with high financial need.

FEDERAL PERKINS LOAN

Towson University may offer Perkins Loans to students with exceptional financial need. The maximum annual offer is $5,000 per year and the maximum aggregate undergraduate borrowing limit is $27,000.

This federal loan has an annual interest of 5 percent. Interest does not begin to accrue, and no payment of principal is due, until nine months after the borrower leaves school or drops below enrollment for at least 6 units. Payments depend on the total amount borrowed, but will never be less than $40 per month, plus interest.

FEDERAL WORK STUDY

This need-based federal aid program allows eligible students to work and earn money for educational expenses. Because the earned funds are paid to students though bi-weekly paychecks, these funds cannot be applied toward tuition and fees or other charges that are due at the beginning of the term.

Federal Work Study jobs are available on-campus in academic and administrative departments as well as at local elementary or middle schools in approved community service programs designed to help children develop reading and math skills.

Direct Federal Aid

Unlike the limited funding for the campus-based aid programs, federal funding for the direct aid programs is available to all students who meet the eligibility requirements, but annual limits still apply.

FEDERAL PELL GRANT

This federal grant is for first bachelor’s degree candidates who have exceptional financial need. Scheduled Pell Grant awards range from $0 to $5,775 depending on the student’s EFC. The maximum award can change each award year and depends on program funding. If you received a Pell Grant for the first time on or after July 1, 2008, you can only receive Pell Grant awards for the equivalent of 12 terms of full-time awards.

FEDERAL DIRECT STUDENT LOAN PROGRAM

These long-term loans are for first and second bachelor’s degree students, as well as certificate and graduate students. To apply for these loans:

2. Wait for your Financial Aid Notification.
3. Follow the loan instructions in the Financial Aid Notification Guide.

Borrowers must carry at least 6 units per term.

Students may receive a combination of Subsidized and/or Unsubsidized loans depending on their financial need.

- Subsidized loans require financial need and the government pays all the interest on these loans while students are enrolled school.
- Unsubsidized Loans do not require financial need and students are responsible for all interest costs.
- For current interest rates, visit www.studentloans.gov (http://www.studentloans.gov).

DIRECT SUBSIDIZED LOANS

Subsidized loans require financial need. No interest charges accrue or payments are required during the enrollment deferment periods. Enrollment deferments apply while students are enrolled at least half-time in undergraduate or graduate degrees/programs that are approved for federal Title IV aid. The six-month grace periods begin when borrowers graduate, withdraw or drop below half-time enrollment (at least 6 units). During the grace periods, payments are still deferred but interest accrues. When grace periods end, students must start repaying their loans and all interest that accrues during the grace and repayment periods.

DIRECT UNSUBSIDIZED LOANS

These loans do not require students to demonstrate any financial need. Students are responsible for all interest costs, and interest accrues during enrollment, and throughout the grace period and repayment. Students can
ANNUAL DIRECT LOAN LIMITS

Dependent Students

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Earned Units</th>
<th>Base Sub or Unsub Loan</th>
<th>Additional Unsubsidized Loan</th>
<th>Total Direct Loan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0-29</td>
<td>$3,500</td>
<td>$2,000</td>
<td>$5,500</td>
</tr>
<tr>
<td>Sophomore</td>
<td>30-59</td>
<td>$4,500</td>
<td>$2,000</td>
<td>$6,500</td>
</tr>
<tr>
<td>Junior</td>
<td>60-89</td>
<td>$5,500</td>
<td>$2,000</td>
<td>$7,500</td>
</tr>
<tr>
<td>Senior</td>
<td>90+</td>
<td>$5,500</td>
<td>$2,000</td>
<td>$7,500</td>
</tr>
</tbody>
</table>

Independent Students

<table>
<thead>
<tr>
<th>Grade Level</th>
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<th>Base Sub or Unsub Loan</th>
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</tr>
<tr>
<td>Sophomore</td>
<td>30-59</td>
<td>$4,500</td>
<td>$6,000</td>
<td>$10,500</td>
</tr>
<tr>
<td>Junior</td>
<td>60-89</td>
<td>$5,500</td>
<td>$7,000</td>
<td>$12,500</td>
</tr>
<tr>
<td>Senior</td>
<td>90+</td>
<td>$5,500</td>
<td>$7,000</td>
<td>$12,500</td>
</tr>
</tbody>
</table>

The base amount is subsidized, unsubsidized, or a combination of both depending on the student's financial need.

AGGREGATE (LIFETIME) DIRECT LOAN LIMITS

<table>
<thead>
<tr>
<th>Applicant Type</th>
<th>Subsidized Limit</th>
<th>Combined (Sub and Unsub) Limit</th>
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<tbody>
<tr>
<td>Dependent Students</td>
<td>$23,000</td>
<td>$31,000</td>
</tr>
<tr>
<td>Independent Students</td>
<td>$23,000</td>
<td>$57,500</td>
</tr>
</tbody>
</table>

"Independent Student" status requires at least one of the following criteria:

- Age 24 years on or before December 31 of the academic year during which financial aid is received
- Veteran of the U.S. Armed Forces or serving on active duty in the U.S. Armed Forces for purposes other than training
- Orphan, or foster care, or a ward of the court, or having been in foster care, or a ward of the court at any time when the individual was 13-years-old or older, or was immediately prior to attaining the age of majority, an emancipated minor or in legal guardianship as determined by a court
- Married at the time of application for aid
- Have children who receive more than half of their support from the aid applicant, or have other dependents living with the student who receive more than half of their support from the student, now and through June 30 of the year in which student financial aid is received.

FEDERAL DIRECT PLUS LOAN FOR PARENTS

Parents of dependent students can apply for PLUS loans. Applicants do not have to demonstrate any financial need but must submit a FAFSA, and must pass the U.S. Department of Education’s credit check process. The maximum loan amount is the student’s total annual cost of education budget minus all other aid received.

Interest begins to accrue at the time of disbursement. All borrowers also pay a loan origination fee to the U.S. Department of Education.

The university must deduct this fee from the loan proceeds. For current interest rates and origination fee, visit www.studentloans.gov (https://outlook.towson.edu/owa/redir.aspx?C=9IT2/MHZGZUONkS_F2k0E5y-sIJwZcz9ElR0oLqezvyUdf/C8z2U_MHXvCEbTjcD78_Ufe5eLHRGs.&URL=http%3a%2f%2fwww.studentloans.gov).

Parent borrowers have the option to begin repayment 60 days after the loan is fully disbursed or to defer payments until six months after the listed student ceases to be enrolled for at least a 6 units, but interest accrues during the deferment period.

The student’s financial aid notification packet will include PLUS Loan application instructions.

Teach Grant

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

To receive a TEACH Grant, a student must be a U.S. citizen or eligible non-citizen, and must take the following steps:

- Complete the Free Application for Federal Student Aid (FAFSA), although demonstrated financial need is not required
- Complete the TEACH Grant Application and submit it to the Financial Aid Office Scholarship Unit
- Enroll as an undergraduate, post-baccalaureate, or graduate student in a TEACH Grant eligible program (a major that will prepare the student to become a highly-qualified teacher in a high need field as described below)
- Enroll in coursework necessary to begin a career in teaching, including subject area courses (e.g., math courses for a student who intends to be a math teacher)
- Meet certain academic achievement requirements such as an SAT score above the 75th percentile or a cumulative GPA of at least 3.25 (unless the grant applicant is currently a teacher or retiring from teaching and has expertise in a high need field (math, science, Special Education, English as a Second Language, or another high-need subject as defined by the U.S. Department of Education)
- Complete online TEACH Grant Initial Counseling for the TEACH first grant, and Subsequent Counseling for each TEACH Grant received at https://teach-ats.ed.gov/ (done before signing the TEACH Grant Agreement to Serve)
- Sign a TEACH Grant Agreement to Serve

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

TEACH Grant recipients must also teach in high-need subject areas, including bilingual education and English language acquisition, foreign language, mathematics, reading, science or special education. There may be additional teacher shortage areas identified at the time a student begins teaching. These teacher subject shortage areas (not geographic areas) are listed in the U.S. Department of Education’s Annual Teacher Shortage Area Nationwide Listing.

Annually, TEACH Grant recipients must sign a service agreement to acknowledge that failure to complete the teaching obligation will mean repaying the grant as a Federal Direct Unsubsidized Loan, with interest accruing from the date that the grant funds were disbursed.
TEACH Grant recipients must complete counseling online each year and must complete Exit Counseling when graduating or leaving school. In addition, within 120 days of completing or ceasing enrollment in a teacher preparation program, the TEACH Grant recipient must confirm to the U.S. Department of Education that he or she will fulfill the terms and conditions of the service agreement.

Additional Information

FINANCIAL AID DISBURSEMENTS

Generally, students receive one-half of academic year financial aid funds for each fall and spring term (except Federal Work-Study funds). The university credits aid toward term charges for tuition and fees and other direct university charges.

If students’ total disbursed term aid exceeds their term charges, they will receive a rebate check to use for books and day-to-day expenses.

The Office of the Bursar will disburse financial aid rebate checks no earlier than one week before the first day of the fall and spring terms and no earlier than the first day of each student’s summer session. Students may have a delay in receiving rebate checks if they completed their aid application late or had revised aid offers.

PRIVATE SCHOLARSHIP PAYMENTS

Students who receive scholarships from private organizations outside the university (not including Maryland state scholarships) should contact the Office of the Bursar to arrange for payment of scholarship funds. The Office of the Bursar will disburse scholarship proceeds in accordance with procedures and policies set by the private scholarship donors and Towson University. Students may defer partial payment of university charges before receipt of scholarship proceeds by forwarding a copy of the scholarship award letter to the Office of the Bursar. Any outstanding balance created when a student or donor fails to provide the university with adequate, timely information will become a financial obligation of the student.

WINTER MINIEMENTER

For some financial aid programs, such as Pell Grants and Federal Direct Loans, the minimum enrollment level calculations for students’ spring disbursement can be adjusted based on students’ Minimester units.

Example: Pell Grant disbursements are based on students’ enrollment levels. A student with 3 minimester units and 6 spring units, would receive a spring Pell Grant disbursement based on 9 units (3/4 time). Most other aid programs cannot be adjusted based on Minimester units. For more information, see www.towson.edu/aidguide

SUMMER SESSIONS

To request aid for the summer sessions, students must submit the TU Summer Aid Application, which is available online at www.towson.edu/finaid/forms.

Summer aid is usually limited to loans and Federal Pell Grants and is only available if students did not already borrow or receive the maximum annual award amounts during the previous academic year.

FINANCIAL AID ADVISING

Students and parents can schedule appointments to speak with Towson University financial aid advisors in person or by telephone. To schedule an appointment, call 410-704-4236.

REFUND POLICY

When a student withdraws from all courses during a term when the student is receiving student aid, the Financial Aid Office must determine what portion of the student’s aid (not including Federal Work-Study) will revert to the aid programs. The Financial Aid Office must use a statutory refund formula required by the U.S. Department of Education to determine what portion of aid paid to university charges has been “earned” and what portion must be considered “unearned.”

The percentage of assistance earned is equal to the percentage of the term completed as of the day the student withdraws. (If the withdrawal occurs after the 60 percent point, the percentage of aid earned is 100 percent.) The amount of aid not earned by the student is calculated by determining the complement of the percentage of assistance the student earned. That percentage is then applied to the total amount of grant and loan assistance disbursed for the term.

If the student received more grant or loan assistance than the amount earned, the university or the student (or both) must return the unearned funds to the aid programs.

Towson University returns the lesser of the unearned amount of assistance, or the institutional charges incurred for the term, multiplied by the unearned percentage of grant and loan assistance. Institutional charges are limited to tuition, fees, and room and board, (if the student paid these charges to the university).

The student returns unearned assistance minus the amount the university returns. The U.S. Department of Education does not allow discretion on the part of the university for non-institutional costs. In most cases, when a student receives assistance greater than the amount of institutional charges and completely withdraws from the university, the student will have to return some of those funds.

OTHER RESOURCES

Regular Student Employment

Various departments on campus hire students. Students will find a list of current job openings at www.towson.edu/careercenter.

Student Employment Program

This office helps students find part-time jobs off-campus in the Baltimore metropolitan area. For additional information, visit www.towson.edu/careercenter.

Veterans Benefits

The Veterans Affairs Office is part of Towson University’s Office of the Registrar and functions primarily to certify veterans’ enrollment to the U.S. Department of Veterans Affairs. Veterans or eligible dependents should contact the Towson University’s Veterans Affairs Office (410-704-3094).

Scholarship Office

Enrollment Services 307
410-704-2647
Email: scholarship@towson.edu

The Towson University Scholarship Office is a unit of the Financial Aid Office, and serves as a clearinghouse for information on merit scholarships. In addition to serving as an information center, this office handles the applications for several university-wide scholarships.

Scholarship Seeker

The Scholarship Seeker allows a student to search for Towson University and state of Maryland scholarships. Students can view lists of potential scholarships and link to detailed information about scholarship requirements and application procedures. The Scholarship Seeker is a part of the Financial Aid Office website at www.towson.edu/ScholarshipSeeker. (http://
Towson University offers many opportunities for close student-faculty collaboration and promotes a supportive environment that encourages exploration and personal growth. A student-faculty ratio of approximately 17:1 allows students to interact frequently with their professors. More than 74 percent of the 841 full-time faculty have earned the highest degree of academic preparation in their fields from some of the finest colleges and universities in the world. Many faculty members are recognized nationally and internationally for their published works and honors. Small classes and the tradition that all instructors—including most full professors—teach introductory courses help to enhance the strength of Towson’s faculty and underscores their dedication to excellent teaching.

The following faculty list includes name, rank, department, year of appointment, and highest degree and institution where it was earned.

Blake Abbott  
Assistant Professor  
Ph.D., University of Georgia

Christopher Abbott  
Assistant Professor  
Mass Communication & Communication Studies  
2012  
Ph.D., University of Georgia

Subrata Acharya  
Assistant Professor  
Computer and Information Sciences  
2008  
Ph.D., University of Pittsburgh

Muktak Aklujkar  
Assistant Professor  
Biological Sciences  
2013  
Ph.D., University of British Columbia

Jean-Martin Albert  
Lecturer  
Biological Sciences  
2014  
Ph.D., McMaster University

Maria Alegre-Gonzalez (Chair)  
Associate Professor  
Foreign Languages  
2011  
Ph.D., Ohio University

Margaret Algren  
Associate Professor  
Mass Communication & Communication Studies  
2002  
Ph.D., Kent State University

Nadim Alkharouf  
Associate Professor  
Computer and Information Sciences  
2011  
Ph.D., George Mason University

Iris Allen  
Pat Alt  
Professor  
Interprofessional Health Studies  
University of North Carolina, Chappel Hill

Bess Altwerger  
Professor  
Educational Technology & Literacy  
1989  
Ed.D., University of Arizona

Mostafa Aminzadeh  
Professor  
Mathematics  
1988  
Ph.D., Oregon State University

Lena Ampadu  
Professor  
English  
2009  
Ph.D., UMCP

Saradha Ananthakrishnan  
Assistant Professor  
Audiology/Speech-Language Pathology/Deaf Studies  
2013  
Ph.D., Purdue University

Connie Anderson  
Assistant Professor, Director, Autism Studies  
Interprofessional Health Studies  
2012  
Ph.D., University of S. California

Michael Angelella  
Associate Professor, Chair  
Electronic Media & Film  
2013  
M.F.A., University of Southern California

Elizabeth Angeli  
Assistant Professor  
English  
2012  
Ph.D., Purdue University

Maria Joao Antunes  
Visiting Assistant Professor  
Sociology, Anthropology & Criminal Justice  
2014  
Ph.D., University of Maryland

Joella Anzelc  
Visiting Assistant Professor  
Psychology  
2011  
Ph.D., University of Texas - Austin

Cybele Arnaud  
Foreign Languages

Elyshia Aseltine  
Assistant Professor  
Sociology, Anthropology & Criminal Justice  
2012  
Ph.D., University of Texas

Anne Ashbaugh  
Professor, Chairperson  
Philosophy & Religious Studies  
2008  
Ph.D., Duquesne University
Tricia Ashby-Scabis  
Clinical Assistant Professor  
Audiology/Speech-Language Pathology/Deaf Studies  
2009  
DOE, AT University

Katherine Attie  
Assistant Professor  
English  
2013  
Ph.D., University of Virginia

Jennifer Atwater  
Lecturer  
Mass Communication & Communication Studies  
2006  
M.A., University of Missouri

Elizabeth Austin  
Assistant Professor  
Interprofessional Health Studies  
2009  
Ph.D., Binghamton University

Eulises Avellaneda  
Foreign Languages

Shiva Azadegan  
Professor  
Computer and Information Sciences  
2007  
Ph.D., University of Minnesota

Oluwatoyin Babatunde Oduntan  
Assistant Professor  
History  
2012  
Ph.D., Dalhousie University

Howard Baetjer Jr.  
Lecturer  
Economics  
2003  
Ph.D., George Mason University

Shantanu Bagchi  
Assistant Professor  
Economics  
2014  
Ph.D., Utah State University

Peter Baker Jr.  
Professor  
English  
1989  
Ph.D., Brown University

Michal Balass  
Assistant Professor  
Psychology  
2012  
Ph.D., University of Pittsburgh

Jennifer Ballengee  
Professor  
English  
2013  
Ph.D., Emory University

Ellen Ballock  
Professor

David Ballou  
Associate Professor  
Music  
2010  
M.A., UNH

Samuel Baltimore  
Lecturer  
Music  
2014

Honi Bamberger  
Professor  
Mathematics  
2008  
Ph.D., University of Maryland

Babu Baradwaj  
Professor, Chairperson  
Finance  
2001  
Ph.D., Texas A & M University

Cecylia Barczyk  
Professor  
Music  
1983  
MM, Yale University

Lisa Barker  
Alicia Barksdale

Jameta Barlow  
Assistant Professor  
Women's & Gender Studies  
2014  
Ph.D., MPH, North Carolina State University

Kent Barnes  
Associate Professor  
Geography & Environmental Planning  
1990  
Ph.D., Rutgers University

Susan Bartels  
Professor  
Psychology  
2007  
Ph.D., University of Virginia

Andrea Barton  
Clinical Assistant Professor  
Kinesiology  
2006  
M.S., East Stroudsburg University

Barbara Bass  
Associate Professor  
English  
2003  
Ph.D., UMCP

Celia Bassich  
Clinical Associate Professor  
Audiology/Speech-Language Pathology/Deaf Studies  
2008  
Ph.D., University of Maryland
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
<th>Year</th>
<th>Degree(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joanna Basuray</td>
<td>Professor</td>
<td>Nursing</td>
<td>2005</td>
<td>Ph.D., UMCP</td>
</tr>
<tr>
<td>Manoj Basuray</td>
<td>Professor, Chairperson</td>
<td>Management</td>
<td>2005</td>
<td>Ph.D., University of Oklahoma</td>
</tr>
<tr>
<td>Jan Baum</td>
<td>Professor</td>
<td>Art + Design, Art History, Art Education</td>
<td>2011</td>
<td>M.F.A., University of Massachusetts</td>
</tr>
<tr>
<td>Catherine Bay</td>
<td>Lecturer</td>
<td>Biological Sciences</td>
<td>2007</td>
<td>M.S., Towson University</td>
</tr>
<tr>
<td>Janine Beatty</td>
<td></td>
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</tr>
<tr>
<td>Vanessa Beauchamp</td>
<td>Associate Professor</td>
<td>Biological Sciences</td>
<td>2008</td>
<td>Ph.D., Arizona State University</td>
</tr>
<tr>
<td>Thomas Bechtold</td>
<td>Lecturer</td>
<td>English</td>
<td>2013</td>
<td>M.F.A., Johns Hopkins University</td>
</tr>
<tr>
<td>Harald Beck</td>
<td>Associate Professor</td>
<td>Biological Sciences</td>
<td>2011</td>
<td>Ph.D., University of Miami</td>
</tr>
<tr>
<td>Geoffrey Becker</td>
<td>Professor</td>
<td>English</td>
<td>2011</td>
<td>M.F.A., University of Iowa</td>
</tr>
<tr>
<td>Sharon Becker</td>
<td>Lecturer</td>
<td>English</td>
<td>2013</td>
<td>DRARTS, Clavemont Graduate University</td>
</tr>
<tr>
<td>Alice Behles</td>
<td>Visiting Instructor</td>
<td>Nursing</td>
<td>2009</td>
<td>GN, Towson University</td>
</tr>
<tr>
<td>Carl Behm III</td>
<td>Professor</td>
<td></td>
<td></td>
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<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td>2004 Ph.D., University of Maryland</td>
</tr>
<tr>
<td>Eric Belgrad</td>
<td>Professor</td>
<td>Political Science</td>
<td>1966</td>
<td>Ph.D., Johns Hopkins University</td>
</tr>
<tr>
<td>David Belz</td>
<td>Lecturer</td>
<td>English</td>
<td>2014</td>
<td>M.A., St Johns College</td>
</tr>
<tr>
<td>Karen Bendersky</td>
<td>Visiting Assistant Professor</td>
<td>Psychology</td>
<td>2015</td>
<td>Ph.D., Purdue University</td>
</tr>
<tr>
<td>Amy Bennett</td>
<td>Lecturer</td>
<td>Psychology</td>
<td>2008</td>
<td>Ph.D., University of Massachusetts</td>
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<tr>
<td>Trisha Bents</td>
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<tr>
<td>David Bergman</td>
<td>Professor</td>
<td>English</td>
<td>1977</td>
<td>Ph.D., Johns Hopkins University</td>
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<tr>
<td>Frank Berkey III</td>
<td>Lecturer</td>
<td>Elementary Education</td>
<td>2005</td>
<td>MED, Towson University</td>
</tr>
<tr>
<td>Elizabeth Berquist</td>
<td>Assistant Professor</td>
<td>Special Education</td>
<td>2013</td>
<td>EDD, Towson University</td>
</tr>
<tr>
<td>Theresa Bickham</td>
<td>Lecturer</td>
<td>Music</td>
<td>2009</td>
<td>MAS, University of Houston</td>
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<tr>
<td>Judith Blackburn</td>
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<tr>
<td>Robert Blake Jr.</td>
<td>Professor, Chairperson</td>
<td>Elementary Education</td>
<td>2013</td>
<td>Ph.D., University of Illinois - Chicago</td>
</tr>
<tr>
<td>Eyal Bor</td>
<td>Lecturer</td>
<td>Foreign Languages</td>
<td>2009</td>
<td>Ph.D., Baltimore Hebrew University</td>
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<tr>
<td>Hana Bor</td>
<td>Associate Professor</td>
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<tr>
<td>Family Studies &amp; Community Development</td>
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</table>
2009
Ph.D., Baltimore Hebrew University

Sergiy Borodachov
Associate Professor
Mathematics
2008
Ph.D., Vanderbilt University

Frances Botkin
Professor
English
2012
Ph.D., University of Illinois

Andrea Boucher
Professor
Kinesiology
1972
Ph.D., University of Maryland

Raouf Boules
Professor, Chairperson
Mathematics
1990
Ph.D., Catholic University of America

Katharine Bowdy
Lecturer
Chemistry
2013
Ph.D., University of New Orleans

Andrea Brace
Assistant Professor
Health Science
2013
Ph.D., University of Georgia

James Braman
Lecturer
Computer and Information Sciences
2007
M.S., Towson University

Bethany Brand
Professor
Psychology
2009
Ph.D., UMCP

David Brannon
Assistant Professor
Management
2011
Ph.D., Syracuse University

Nadine Braunstein
Assistant Professor
Interprofessional Health Studies
2009
Ph.D., Boston University of Medicine

Judith Breitenbach
Clinical Assistant Professor, Dir, University Nursing Programs
Nursing
2006
M.S., UM, Baltimore

Catherine Breneman
Assistant Professor
Family Studies & Community Development
2011
Ph.D., University of Pittsburgh

Roberta Breslow
Bonnie Bricker

Gail Brickman
Professor
Mathematics
2010
Ph.D., SUNY at Stony Brook

Alan Britt
Lecturer
English
2005
M.S., Johns Hopkins University

JoAnne Broadwater
Lecturer
Mass Communication & Communication Studies
2011
MAS, Johns Hopkins University

Katherine Broadwater
Associate Professor
Art + Design, Art History, Art Education
2013
Ph.D., The Union Institute

Leonie Brooks
Professor
Psychology
2008
Ph.D., VA Commonwealth University

Bonnie Brown
Lecturer
Educational Technology & Literacy
2011
M.Ed., Towson University

Cheryl Brown
Lecturer
Computer and Information Sciences
1996
M.S., Johns Hopkins University

Cheryl Brown
Associate Professor
English
2005
Ph.D., University of Texas

Danice Brown
Assistant Professor
Psychology

Timothy Brunker
Associate Professor
Chemistry
2008
Ph.D., University of Oxford, UK

Barry Buchholz
Assistant Professor
Accounting
1972
Ph.D., Loyola College
Justin Buckingham
Professor
Psychology
2012
Ph.D., Ohio University
Annette Budzinski-Luftig
Lecturer
Foreign Languages
2012
Ph.D., Johns Hopkins University

John Bullock
Assistant Professor
Political Science
2009
M.A.S., University of North Carolina
Mark Bulmer
Associate Professor
Biological Sciences
2008
DOC, Boston University

Kim (Karin) Bunch
Lecturer
Elementary Education
2007
M.Ed.

Rachel Burks
Professor
Physics, Astronomy & Geosciences
2004
Ph.D., University of Texas - Austin
Amanda Burnham
Associate Professor
Art + Design, Art History, Art Education
2013
M.F.A., Yale University

Kathleen Burr
Lecturer
Educational Technology & Literacy
2011
CADV, Johns Hopkins University

Tamara Burton
Clinical Assistant Professor
Interprofessional Health Studies
2007
M.S., Old Dominion University

Jacob Bustad
Lecturer
Kinesiology
2014
MA, University of Kansas

Anitra Butler
Lecturer
Educational Technology & Literacy
2013
M.S., Capella University

Beverly Bye

Tara Bynum

Assistant Professor
English
2008

DOC, Johns Hopkins University
Samuel Caballero
Lecturer
e-Business & Technology Management
2012
MBA, university of Michigan
Christopher Cain
Associate Professor
English
2009
Ph.D.

Franklin Campbell Jones
Clinical Instructor
Instructional Leadership & Professional Development
D.Ed., University of San Francisco

Joseph Capista III
Lecturer
English
2008
M.A., Iowa State University

Robert Caples
Visiting Assistant Professor
Educational Technology & Literacy
Ph.D., University of Maryland, College Park

Linda Caplis
Clinical Assistant Professor
Interprofessional Health Studies
2006
M.S., The Johns Hopkins University

Lisa Carey

Drew Carneal
Lecturer
English
2005
MFA, University of West Virginia

Carol Caronna
Professor
Sociology, Anthropology & Criminal Justice
2008
Ph.D., Stanford University

Kathleen Carstensen
Lecturer
Early Childhood Education
2008
Ed.D., University of Nebraska

Lillian Carter
Associate Professor
Health Science
1987
Ph.D., Temple University

Mary Carter
Associate Professor
Interprofessional Health Studies
Ph.D., University of Massachusetts Boston

Thomas Cascella
Professor Theatre Arts
2004
MFA, Yale University

Thomas Casciero Professor Theatre Arts 2008 Ph.D., The Union Institute

Vera Case Lecturer Business Excellence 2005 J.D., Univ of MD School of Law

Ryan Casey Professor, Chair Chemistry 2012 Ph.D., Clemson University

Isabel Castro-Vazquez Associate Professor Foreign Languages 2010 Ph.D., Florida State University

Cynthia Cates Professor Political Science 2008 Ph.D., UMCP

Hannah Cawley Lecturer Early Childhood Education 2012 MED, University of Illinois

Mark Chachich Visiting Assistant Professor Psychology 2011 Ph.D., University of South Carolina

Joyram Chakraborty Assistant Professor Computer and Information Sciences 2012 Ph.D., UBMC

Suranjan Chakraborty Associate Professor Computer and Information Sciences 2008 Ph.D., Washington State University

Matthew Chambers Associate Professor, Chairperson Economics 2009 Ph.D., Florida State University

Mary Chapman Lecturer Special Education 2009 M.Ed., Loyola College

Gregory Chasson Assistant Professor Psychology 2010 Ph.D., University of Houston

Cellestine Cheeks Associate Professor Educational Technology & Literacy 1978 Ph.D., University of Pittsburgh

Diana Cheng Assistant Professor Mathematics 2011 DED, Boston University

Michelle Chester Lecturer English 2010 M.S., Towson University

Barbara Cheswick Lecturer Special Education 2010 MAS, Johns Hopkins University

Yoonmin Cho Lecturer Political Science 2013 MPA, Syracuse University

Suck Choi Associate Professor Philosophy & Religious Studies 2012 Ph.D., University of Buffalo

John Chollet Professor Mathematics 1983 Ph.D., University of Cal - Santa Barbara

Finn Christensen Associate Professor Economics 2012 Ph.D., Cornell University

LeaAnn Christenson Assistant Professor Early Childhood Education 2012 Ph.D., University Of Maryland

Thomas Ciufone Assistant Professor Music 2011 Ph.D., Brown University

Alan Clardy Professor
Psychology
2009
Ph.D., UMCP
Joseph Clark
Assistant Professor
Political Science
2014
Ph.D., George Washington University
Elizabeth Clifford
Professor, Chairperson
Sociology, Anthropology & Criminal Justice
2012
Ph.D., Northwestern University
Mary Cloonan
Trudy Cobb Dennard
Associate Professor
Dance
2012
M.F.A., University of Michigan Ann Arbor
Marion Cockey
Assistant Professor
Sociology, Anthropology & Criminal Justice
1970
M.A., University of Tennessee
Frederick Cogswell
Lecturer
TLN COE Lecture
2009
M.Ed., Loyola College
Jack Cole
Lecturer
Secondary Education
2009
Ph.D., University of Maryland
Kate Collins
Visiting Assistant Professor, Program Director, Interdisciplinary Arts Infusion
M.A.
Graduate Studies Faculty
2014
Ph.D., Ohio State University
Samuel Collins
Professor
Sociology, Anthropology & Criminal Justice
2010
Ph.D., American University
Phillip Collister
Professor
Music
2013
DMA, UMCP
Brenda Conley
Clinical Assistant Professor
Instructional Leadership & Professional Development
2010
Ed.D.
Priscilla Connolly
Lecturer
Elementary Education
2008
M.Ed., Towson State University
Adam Conover
Lecturer
Computer and Information Sciences
2008
B.D., Edinboro University of Pennsylvania
Donna Coons
Cynthia Cooper
Professor, Chairperson
Mass Communication & Communication Studies
2010
Ph.D., University of Tennessee
Linda Cooper
Associate Professor, Co-Director
Mathematics
2011
Ph.D., UMCP
Sheryl Cooper
Associate Professor
Audiology/Speech-Language Pathology/Deaf Studies
1988
Ph.D., Gallaudet University
Rita Costa-Gomes
Associate Professor
History
2004
Ph.D., Universidade Nova De Lisboa
Donna Cox
Professor
Health Science
2007
Ph.D., UMBC
Lisa Crabtree
Associate Professor
Occupational Therapy & Occupational Science
2009
Ph.D., Nova Southeastern University
Leneida Crawford
Professor
Music
2008
DMA, UMCP
Jody Cripps
Associate Professor
Audiology/Speech-Language Pathology/Deaf Studies
2013
Ph.D., University of Arizona
Keri-Anne Croce
Associate Professor
Elementary Education
2013
Ph.D.
Petrina Crockford
Lecturer
English
2013
MFA, Johns Hopkins University
Nancy Crowe  
Clinical Assistant Professor  
Kinesiology  
2009  
Ph.D., Ohio State University

Elizabeth Crusse  
Clinical Assistant Professor  
Nursing  
2006  
M.S., Coll of Notre Dame of Md

Mary Curran  
Clinical Associate Professor  
Nursing  
2013  
M.S.

Bruce Damasio  
Lecturer  
Educational Technology & Literacy  
2004  
MED, Johns Hopkins University

Janese Daniels  
Associate Professor, Graduate Director  
Early Childhood Education  
2013  
Ph.D., University of Maryland

Darush Davani  
Professor  
Computer and Information Sciences  
1985  
SCD, George Washington University

Angela Davies Pelster Wiebe  
Assistant Professor  
English  
2013  
MFA, University of Iowa

Phillip Davis  
Assistant Professor  
Art + Design, Art History, Art Education  
2009  
M.F.A., University of Maryland

Karen Day  
Clinical Associate Professor  
Audiology/Speech-Language Pathology/Deaf Studies  
2005  
MAS, Purdue University

Maria de los Angeles Cordon  
Foreign Languages

German De Patricio  
Assistant Professor  
Foreign Languages  
2010  
Ph.D., University of Virginia

Bartosz Debicki  
Assistant Professor  
Management  
2012  
Ph.D., Mississippi State University

Michael Decker  
Professor  
Music  
2009  
MM, Peabody Conservatory

Joshua Dehlinger  
Associate Professor  
Computer and Information Sciences  
2008  
Ph.D., Iowa State University

Kathryn Delahanty  
Lecturer  
Business Excellence  
2000  
J.D., University of Maryland

Janet DeLany  
Dean  
Graduate Studies Faculty

Samuel DellaVecchia  
Lecturer  
Instructional Leadership & Professional Development  
2005  
J.D., University of Baltimore

Saundra Deltac  
Assistant Professor  
Elementary Education  
2012  
Ph.D., Emory University

Jaime DeLuca  
Assistant Professor  
Kinesiology  
2011  
Ph.D., University of Maryland

Cheryl Dembroski  
Barbara Demchick  
Clinical Associate Professor  
Occupational Therapy & Occupational Science  
2012  
Sc.D., Towson University

Joshua DeMonte  
Assistant Professor  
Art + Design, Art History, Art Education  
2009  
M.F.A., Temple University

Mary Devadas  
Assistant Professor  
Chemistry  
2015  
Ph.D., Western Michigan University (2012)

Bryan Devan  
Associate Professor  
Psychology  
2011  
Ph.D., McGill University

Michael Dewally  
Assistant Professor  
Finance  
2010  
Ph.D., University of Oklahoma
Elizabeth Dicembre  
Assistant Professor  
Biological Sciences  
2012  
Ph.D., University of CA, Berkeley  

Kelly Dickerson  
Lecturer  
Special Education  
2013  
MED, Western Maryland College  

Renee Dickie  
Assistant Professor  
Biological Sciences  

Andrew Diemer  
Assistant Professor  
History  
2011  
Ph.D., Temple University  

Charles Dierbach  
Associate Professor  
Computer and Information Sciences  
1991  
Ph.D., University of Delaware  

Christopher Dillon  
Lecturer  
Music  
2011  
DMA, Peabody Institute  

Jill Discordia  
Senior Lecturer  
Chemistry  
2005  
Ph.D., Syracuse University  

Diane Diven  
Lecturer  
Special Education  
2009  
MED, Johns Hopkins University  

Devon Dobrosielski  
Assistant Professor  
Kinesiology  
2012  
Ph.D., Louisiana University  

Nicole Dombrowski Risser  
Professor  
History  
1998  
Ph.D., New York University  

Karen Doneker Mancini  
Assistant Professor  
Family Studies & Community Development  
2012  
Ph.D., University of Delaware  

Patricia Doran  
Assistant Professor  
Special Education  
2011  
EDD, George Washington University  

Michael Downs  
Associate Professor  
English  
2013  
MFA, University of Arkansas  

Winnie Dreier  
Lecturer  
Dance  
2008  
A.A., Shanghai Dance Academy  

Andrew Diemer  
Assistant Professor  
History  
2011  
Ph.D., Temple University  

Charles Dierbach  
Associate Professor  
Computer and Information Sciences  
1991  
Ph.D., University of Delaware  

Christopher Dillon  
Lecturer  
Music  
2011  
DMA, Peabody Institute  

Jill Discordia  
Senior Lecturer  
Chemistry  
2005  
Ph.D., Syracuse University  

Diane Diven  
Lecturer  
Special Education  
2009  
MED, Johns Hopkins University  

Devon Dobrosielski  
Assistant Professor  
Kinesiology  
2012  
Ph.D., Louisiana University  

Nicole Dombrowski Risser  
Professor  
History  
1998  
Ph.D., New York University  

Karen Doneker Mancini  
Assistant Professor  
Family Studies & Community Development  
2012  
Ph.D., University of Delaware  

Patricia Doran  
Assistant Professor  
Special Education  
2011  
EDD, George Washington University  

Michael Downs  
Associate Professor  
English  
2013  
MFA, University of Arkansas  

Winnie Dreier  
Lecturer  
Special Education  
2013  
MED, Western Maryland College  

Lijing Du  
Assistant Professor  
Finance  
2013  
Ph.D., University of Kansas  

Runqiao Du  
Lecturer  
Dance  
2008  
A.A., Shanghai Dance Academy  

Marisa Dudiak  
Lecturer  
Early Childhood Education  
2008  
M.A.S., Johns Hopkins University  

Alfreda Dudley-Sponaugle  
Clinical Assistant Professor  
Computer and Information Sciences  
2010  
MGA, University of Maryland  

Michael Duffy  
Lecturer  
Electronic Media & Film  
Ph.D., University of Nottingham, England  

Matthew Durnington  
Associate Professor  
Sociology, Anthropology & Criminal Justice  
2010  
Ph.D., Temple University  

Angela Durry  
Clinical Assistant Professor  
Nursing  
2008  
MSN, University of South Alabama  

Philippe Duverger  
Associate Professor  
Marketing  
2009  
Ph.D., George Washington University  

David Earnest  
Assistant Professor  
Psychology  
2010  
Ph.D.  

Colleen Ebacher  
Associate Professor  
Foreign Languages  
1995  
Ph.D., University of Michigan  

Kathleen Eglseder  
Clinical Assistant Professor  
Occupational Therapy & Occupational Science  
2013  
MAS, McDaniel College
Elana Ehrlich  
Assistant Professor  
Biological Sciences  
2011  
Ph.D., Johns Hopkins University

Brenda Eicher-Beard  
Lecturer  
Secondary Education  
2013  
MS, Western Maryland College

Kelly Elkins  
Assistant Professor  
Chemistry  
2012  
Ph.D., Clark University

Michael Elliott  
Associate Professor  
Sociology, Anthropology & Criminal Justice  
2008  
Ph.D., Emory University

Douglas Elmendorf

Islam Elshahat  
Assistant Professor  
Accounting  
2010  
Ph.D., Florida International University

Diana Emanuel  
Professor, Chairperson  
Audiology/Speech-Language Pathology/Deaf Studies  
2008  
Ph.D., Penn State University

Luis Engelke  
Professor  
Music  
2010  
DMA, Arizona State Univ

Cyrus Engineer  
Assistant Professor, Director, Health Care Management  
Interprofessional Health Studies  
2013  
Ph.D., Johns Hopkins University

Mark Ericson

Karen Eskow  
Professor, Chairperson  
Family Studies & Community Development  
2005  
Ph.D., University of Maryland

Daniel Ettinger  
Professor  
Theatre Arts  
2008  
MFA, University of Hawaii

Ann Eustis  
Clinical Instructor  
Elementary Education  
2013  
M.Ed., University of Maryland, College Park

Christos Evangeliou  
Professor  
Philosophy & Religious Studies  
1987  
Ph.D., Emory University

Paul Evitts  
Associate Professor  
Audiology/Speech-Language Pathology/Deaf Studies  
2012  
Ph.D., Bowling Green University

Terry Ewell  
Professor  
Music  
2000  
Ph.D., University of Washington

Jack Ewing  
Lecturer  
Mass Communication & Communication Studies  
2013  
BA, Loyola Marymount University

Robert Eyer  
Lecturer  
Computer and Information Sciences  
2011  
M.S., Penn State University

Nicole Fabricant  
Assistant Professor  
Sociology, Anthropology & Criminal Justice  
2010  
Ph.D., Northwestern University

Karen Fallon  
Associate Professor  
Audiology/Speech-Language Pathology/Deaf Studies  
2011  
Ph.D., Penn State

Soheila Fardanesh  
Lecturer  
Economics  
1993  
M.A.S., University of Colorado

Brian Fath  
Professor  
Biological Sciences  
2011  
Ph.D., University of Georgia

Natalia Fath  
Lecturer  
Geography & Environmental Planning  
2011  
Ph.D., Moscow State University

Elaine Feeney  
Erin Fehskens  
Assistant Professor  
English  
2011  
Ph.D., Duke University

Susannah Feldman  
Senior Lecturer  
Biological Sciences
2005
Ph.D., Harvard University

Jinjuan Feng
Associate Professor
Computer and Information Sciences
2010
Ph.D.

Ronald Fenicle Jr.
Lecturer
Audiology/Speech-Language Pathology/Deaf Studies
2013
M.A.S., McDaniel College

Darlene Fewster
Associate Professor
Special Education
1994
EDD, Johns Hopkins University

Jenn Figg
Assistant Professor
Art + Design, Art History, Art Education
2011
M.F.A., University of California

Sarah Fike
Carla Finkelstein
Assistant Professor
Instructional Leadership & Professional Development
Ph.D., University of Maryland, College Park

Benjamin Fisher
Assistant Professor
History
2011
Ph.D., University of Pennsylvania

Victor Fisher
Associate Professor
Sociology, Anthropology & Criminal Justice
1963
Ph.D., Union Institute and University

Linda-Denise Fisher-Harrell
Associate Professor
Dance
2013
M.F.A., Hollins University

Susan Flaherty
Associate Professor
Finance
2009
Ph.D., Florida State University

John Foley
Lecturer
Secondary Education
2011
MED, Towson University

James Foran
Lecturer
Secondary Education
2013
DED, Nova Southeastern University

Melanie Formentin
Assistant Professor
Mass Communication & Communication Studies
2014
Ph.D., Pennsylvania State University

Sandro Fouche
Assistant Professor
Computer and Information Sciences
2012
Ph.D., University of Maryland

Maria Fracasso
Professor
Psychology
2009
Ph.D., Fordham University

Martin Freedman
Professor
Accounting
2000
Ph.D., University of Illinois

Michaela Frischherz
Assistant Professor
Mass Communication & Communication Studies
2015
Ph.D., University of Iowa, Iowa City

Lawrence Froman
Professor
Psychology
1980
Ph.D., Wayne State University

Jack Fruchtman Jr.
Professor
Political Science
1985
Ph.D., Johns Hopkins University

Ping Fu
Assistant Professor
Foreign Languages
2007
Ph.D., University of Colorado

Carrie Fucile
Lecturer
Art + Design, Art History, Art Education
2012
M.F.A., Brooklyn College of New York

Karl Fugelso
Professor
Art + Design, Art History, Art Education
2012
Ph.D., Columbia University

Bonnie Fuller
Assistant Professor
Nursing
2012
Ph.D., Notre Dame of Maryland University

Alhena Gadotti
Assistant Professor
History
2009
Faculty

Ph.D., Johns Hopkins University

Gary Gaines
Jonathan Gaines
Assistant Professor
Sociology, Anthropology & Criminal Justice
2010
Ph.D., Temple University

Susann Galloway
Clinical Assistant Professor
Interprofessional Health Studies
2013
H.H.S., PA-C, Governors State University (2001)

M. Paz Galupo
Professor
Psychology
2007
Ph.D., University of Arkansas

Jean Gambo
Clinical Assistant Professor
Nursing
2010
M.S., Towson University

Whitney Garcia
Senior Lecturer
Sociology, Anthropology & Criminal Justice
2005
Ph.D., UMBC

Susanna Garfein
Assistant Professor
Philosophy & Religious Studies
2009
Ph.D., Johns Hopkins University

Deborah Gartland
Professor
Special Education
1986
Ph.D., Penn State University

Jeremy Gaston
Lisa Geary
Clinical Assistant Professor
Audiology/Speech-Language Pathology/Deaf Studies
2012
M.S., University of Pittsburgh

Tsigabu Gebrehiwet
Lecturer
Physics, Astronomy & Geosciences
2014
Ph.D., Western Michigan University

April George
Lecturer
Mathematics
2014
MAS, Towson University

George Georgiou
Professor
Economics
1980

Ph.D., George Washington University

Parviz Ghavamian
Assistant Professor
Physics, Astronomy & Geosciences
2011
Ph.D., Rice University

Cynthia Ghent
Associate Professor
Biological Sciences
2008
M.S., Towson University

Simone Gibson

Wendy Gibson

Harjant Gill
Assistant Professor
Sociology, Anthropology & Criminal Justice
2012
Ph.D., American University

Amanda Ginter
Assistant Professor
Family Studies & Community Development
2014
Ph.D., Indiana University (2013)

Erin Girio-Herrera
Assistant Professor
Psychology

Cindy Gissendanner
Professor, Chair
Women's & Gender Studies
1984
Ph.D., University of Pennsylvania

Seth Gitter
Associate Professor
Economics
2013
Ph.D.

Barry Gittlen
Professor
Philosophy & Religious Studies
2009
Ph.D., University of Pennsylvania

Sharon Glennen
Professor
Audiology/Speech-Language Pathology/Deaf Studies
2007
Ph.D., Penn State University

Jack Goble Jr.
Clinical Assistant Professor
Interprofessional Health Studies
2003
M.S., Pennsylvania State University

Leslie Goetsch
Lecturer
Instructional Leadership & Professional Development
2013
MAS, Johns Hopkins University

Marco Goicochea
Lecturer
Biological Sciences
2013
Ph.D., University Of Maryland

Michael Goins
Dorothy Golden
Clinical Assistant Professor
Nursing
2013
MSN, University of Phoenix

T Elizabeth Goode
Associate Professor
Mathematics
2008
Ph.D.

Geoffrey Goodson
Professor
Mathematics
1989
Ph.D., University of Sussex

Kerri Goodwin
Associate Professor
Psychology
2013
Ph.D., Florida State University

Brian Gorman
Associate Professor
Sociology, Anthropology & Criminal Justice
2012
JD, New York Law School

Laura Gough
Professor, Chair
Biological Sciences

Kathleen Gould
Clinical Assistant Professor
Health Science
2005
M.S., Framingham State College

Elizabeth K. Gray
Associate Professor
History
2003
Ph.D., College of William and Mary

Amy Greco-Smith
Lecturer
Physics, Astronomy & Geosciences
2013
B.S., Towson University

Sheila Green
Clinical Assistant Professor
Nursing
2002
Ph.D., University of Maryland, Baltimore County

Juana Green-Nicoletta
Lecturer
English
2013
Ph.D., Columbia University New York

Rhonda Greenhaw
Clinical Assistant Professor
Interprofessional Health Studies
2011
M.A., Chicago School of Psychology

Diane Greig
Susan Gresens
Professor
Biological Sciences
2013
Ph.D., University of Chicago

Melissa Groves
Associate Professor
Economics
2008
Ph.D., University of Mass

Judith Guerrero
Associate Professor
Early Childhood Education
2011
Ph.D., University of Kansas

Badis Guessaier
Assistant Professor
Foreign Languages
2007
Ph.D., UC DAVIS

Toni Guidi
Clinical Instructor
Special Education
2013
MAS, State University of NY at Binghamton

Sarah Gunning
Assistant Professor
English
2013
Ph.D., Texas Tech University

Phuoc Ha
Associate Professor
Physics, Astronomy & Geosciences
2011
Ph.D., University of Wisconsin-Madison

H. Hahn
Professor, Chairperson
English
1966
Ph.D., University of Maryland

Laura Hahn
Lecturer
Sociology, Anthropology & Criminal Justice
2009
MAS, John Jay Coll of CJ

Sarah Haines
Professor
Biological Sciences
2012
Ph.D., University of Georgia

Diane Hall
Associate Professor
Family Studies & Community Development
2008
Ph.D., University of Maryland
Beth Haller
Professor
Mass Communication & Communication Studies
1996
Ph.D., Temple University
Robert Hammell II
Professor
Computer and Information Sciences
2008
Ph.D., Wright State University
Seth Hammer
Professor
Accounting
2010
Ph.D., University of Pittsburgh
Chaodong Han
Associate Professor
e-Business & Technology Management
2009
Ph.D., University of Maryland
Ge Han
Associate Professor
Mathematics
2009
Ph.D., University of Pittsburgh
Keunsu Han
Assistant Professor
Kinesiology
2009
Ph.D., Florida State University
Nancy Hannafin
Clinical Associate Professor
Nursing
2007
M.S., Northeastern University
Susan Harnett
Lecturer
Kinesiology
2008
MAS, Johns Hopkins University
Judy Harris
Professor, Chairperson
Marketing
2013
Ph.D., University of Houston
Leslie Harrison
Assistant Professor
English
2012
MFA, University of CA
Stephen Hartmark
Lecturer
Sociology, Anthropology & Criminal Justice
2007
M.A., University of Maryland
Heather Haverback
Eileen Hayes
Professor, Chairperson
Music
2012
Ph.D., University of Washington
Laurie Haynie
Lecturer
Elementary Education
2012
M.Ed., Western Maryland College
Theodore Haynie
Lecturer
Instructional Leadership & Professional Development
2008
Ed.D., George Washington University
Charlene Heaberlin
Lecturer
Management
2009
M.A., College Of Notre Dame
Pamela Healey
Lecturer
Biological Sciences
2008
M.A.S., University of Maryland
Steven Heaney
Lecturer
English
2005
Ph.D., Towson University
David Hearn
Assistant Professor
Biological Sciences
2009
Ph.D., University of Arizona
Marie Heath
Lecturer
Secondary Education
2010
MAT, Towson University
Kendra Heatwole-Shank
Assistant Professor
Occupational Therapy & Occupational Science
2014
Ph.D., University of North Carolina, Chapel Hill
Matthew Hemm
Assistant Professor
Biological Sciences
2009
Ph.D., Purdue University
Patricia Henry
Lecturer
Elementary Education
2012
M.Ed., Loyola University of MD
Paula Henry
Jonathan Hensley
Patrick Herbert  
Assistant Professor  
Health Science  
2011  
Ph.D., Indiana University

Faith Hermann  
Lecturer  
Elementary Education  
2007  
M.Ed., Loyola

Ronald Hermann  
Associate Professor  
Physics, Astronomy & Geosciences  
2009  
D.Ed., Morgan State University

Jay Herzog  
Professor  
Theatre Arts  
2007  
MFA, University of Mass - Amherst

Robert Herzog  
Lecturer  
Secondary Education  
2011  
MED, Towson University

Michael Hickey  
Professor  
Instructional Leadership & Professional Development  
2004  
Ph.D., University of Washington

Pamela Hickey  
Assistant Professor  
Elementary Education  
2014  
Ph.D., University of Maryland, College Park

Michael Higgins  
Associate Professor, Chairperson  
Kinesiology  
2010  
Ph.D., University of Delaware

J. Scott Hilberg  
Clinical Assistant Professor  
Computer and Information Sciences  
2009  
Ed.D., Wilmington College

David Hill  
Lecturer  
Special Education  
2006  
M.Ed., Coppin State College

Kristen Hine  
Associate Professor  
Philosophy & Religious Studies  
2013

Matthew Hoddie  
Associate Professor  
Political Science  
2011  
Ph.D.

Tomasz Hogan  
Katherine Holman  
Associate Professor  
Special Education  
2009  
Ph.D., University of Maryland

Richard Holt  
Visiting Assistant Professor  
Art + Design, Art History, Art Education  
2010  
M.F.A., Towson University

Gary Homana  
Assistant Professor  
Elementary Education  
2011  
D.Ed., University of Maryland

Ellen Hondrogiannis  
Associate Professor  
Chemistry  
2009  
Ph.D., University of Tennessee

Sung-Chul Hong  
Associate Professor  
Computer and Information Sciences  
2008  
Ph.D.

Sara Hooks  
Assistant Professor  
Early Childhood Education  
2015  
Ed.D., Johns Hopkins University (2015)

Kimberly Hopkins  
Lecturer  
Art + Design, Art History, Art Education  
2014  
M.F.A.

Ruth Hopkins  
Lecturer  
Special Education  
2014  
M.A., University of Maryland

Catherine Horta-Hayden  
Associate Professor  
Dance  
2010  
M.F.A., Florida State University

Xuezhang Hou  
Professor  
Mathematics  
2013  
Ph.D., Oakland University

Jacob Hovind
Assistant Professor
English
2013
Ph.D., Emory University

Edith Howard
Lecturer
Educational Technology & Literacy
2013
M.A.S., Johns Hopkins University

Jeffrey Howard
Associate Professor
Music
2013
DM

Lisa Howard
Lecturer
Business Excellence
2013
M.S., Johns Hopkins University

Jian Huang
Assistant Professor
Finance
2013
DBA, University of Kansas

Shelly Huggins
Lecturer
Educational Technology & Literacy
2011
Ed.D., Morgan State University

Marion Hughes
Assistant Professor
Sociology, Anthropology & Criminal Justice
1998
Ph.D., UNC - Chapel Hill

Maryann Hughes
Lecturer
Elementary Education
2007
M.S.

Deborah Hunter

Laurencia Hutton-Rogers
Clinical Assistant Professor, Chairperson
Health Science
2010
DOC, Morgan State

J. Susan Isaacs
Professor, Gallery Curator, M.A. Professional Studies/Art History Director
Art + Design, Art History, Art Education
2005
Ph.D., University of Delaware

John Isaacs
Lecturer
Political Science
2004
Ph.D., University of Maryland

Ahmed Ismail
Lecturer
Computer and Information Sciences

2013
M.S., Towson University

Miho Iwata
Assistant Professor
Sociology, Anthropology & Criminal Justice
2014
Ph.D., University of Connecticut

Adam Jabbur
Assistant Professor
English
2012
Ph.D., University of Delaware

Bharat Jain
Professor
Finance
1992
Ph.D., Penn State University

Martha James-Hassan
Assistant Professor
Kinesiology
2012
D.Ed., University of St. Thomas

Michele Jancewski
Lecturer
Health Science
2014
M.S., Towson University

Steve Jaworski
Lecturer
Finance
2013
MBA, Columbia University

Gerald Jerome
Associate Professor
Kinesiology
2012
Ph.D., University of Illinois

Min Ji
Assistant Professor
Mathematics
2011
Ph.D., University of Waterloo

Yong-Yeon Ji
Associate Professor
Management
2009
Ph.D., University of Kansas

Lijun Jin
Professor
Elementary Education
2011
Ed.D., Indiana University of PA

Craig Johnson
Professor
Psychology
1974
Ph.D., Johns Hopkins University

Iona Johnson
Clinical Associate Professor
Audiology/Speech-Language Pathology/Deaf Studies
2013
M.S., Loyola College

L. Scott Johnson
Professor
Biological Sciences
2008
Ph.D., University of Calgary

Quincey Johnson
Senior Lecturer, Director, Legal Studies
Legal Studies
2008
J.D., University of Md School of Law

Shelley Johnson

Andrew Jones

Sharon Jones-Eversley
Assistant Professor
Family Studies & Community Development
2008
DrPH, Morgan State University

Laura Joseph
Lecturer
Mathematics
2009
M.A., Towson University

Amanda Jozkowski
Assistant Professor
Occupational Therapy & Occupational Science
Ph.D., University of Southern California

Juergen Jung
Associate Professor
Economics
2008
Ph.D., Indiana University

Cynthia Kalodner
Professor
Psychology
2004
Ph.D., Penn State University

Gina Kaplanis
Visiting Instructor
Occupational Therapy & Occupational Science
2013
M.S., OTR/L, Towson University

Howard Kaplon
Associate Professor
Mathematics
2010
M.S., Ohio State University

Theodore Kariotis
Lecturer
Economics
1987
Ph.D., University of Athens

Ramesh Karne
Professor
Computer and Information Sciences

2003
Ph.D., George Mason University

Robert Kasmir
Lecturer
Accounting
2013
MBA, George Washington University

Elizabeth Katz
Associate Professor
Psychology
2013
Ph.D., University of Texas

Kimberly Katz
Associate Professor
History
2003
Ph.D., New York University

Kathryn Kautzman
Assistant Professor
Chemistry
2011
Ph.D., University of California

Siddharth Kaza
Associate Professor
Computer and Information Sciences
2008
Ph.D., University of Arizona

Kelly Keane
Lecturer
Educational Technology & Literacy
2013
M.S., Towson University

Sya Kedzior
Assistant Professor
Geography & Environmental Planning
2012
Ph.D., University of Kentucky

Andrea Kelly

Todd Kenreich
Professor
Secondary Education
2012
Ph.D., Ohio State University

Vicky Kent
Clinical Associate Professor
Nursing
2005
Ph.D., University of Maryland School of Nursing

Jeffrey Kenton
Assistant Professor
Educational Technology & Literacy
2002
Ph.D., Iowa State University

Arian Khaefi
Assistant Professor
Music
2012
DMA, University of Michigan
Hae Kyoung Kim
Assistant Professor
Early Childhood Education
2009
Ph.D., University of Florida

Kwangmi Kim
Professor
Mass Communication & Communication Studies
2003
Ph.D., Penn State University

Kyongseok Kim
Assistant Professor
Mass Communication & Communication Studies
2014
Ph.D., University of Georgia

Ohoe Kim
Professor
Mathematics
1973
Ph.D., University of Rochester

Sook Kim
Assistant Professor
Mass Communication & Communication Studies
2015
Ph.D., Pennsylvania State University

Yanggon Kim
Professor
Computer and Information Sciences
2008
Ph.D., Penn State University

Troy King
Lecturer
Music
2009
M.A., University of Denver

Ryan King-White
Assistant Professor
Kinesiology
2009
Ph.D., University of Maryland

Rebecca Kinney
Lecturer
Mathematics
2010
M.Ed., University of Georgia

John Kirch
Assistant Professor
Mass Communication & Communication Studies
2011
Ph.D., University of Maryland

Jessica Kirchen
Assistant Professor
Special Education
2013
D.E.D., George Washington University

Mary Susan Kirchner
Professor, Chairperson
Dance
2006

D.Ed., Temple University Philadelphia

Kalin Kirilov
Assistant Professor
Music
2009
Ph.D., University of Oregon

Margaret Kirk
Lecturer
Elementary Education
2012
M.Ed., Towson University

Mubina Kirmani
Professor
Early Childhood Education
2011
Ed.D., Harvard University

Michelle Kirwan
Clinical Associate Professor
Nursing
2008
MSN, Medical University of South Carolina

Raymond Kitson-Walters
Visiting Instructor
Accounting
2014
Morgan State University

Lori Kiyatkin
Assistant Professor
Management
2009
Ph.D., University of Maryland

Nancy Klein
Lecturer
Elementary Education
2012
M.Ed., Loyola College

William Kleinsasser
Professor
Music
2004
DOC, Indiana University

Nicolas Knuth
Assistant Professor
Kinesiology
2011
Ph.D., University of Michigan

Jaye Knutson
Professor
Dance
2007
M.A., Laban/Bartenieff Inst

Rajeswari Kolagani
Professor
Physics, Astronomy & Geosciences
2012
Ph.D., Indian Inst Science

Alexei Kolesnikov
Associate Professor
Mathematics
2013
Ph.D.

Dana Kollmann
Clinical Assistant Professor
Sociology, Anthropology & Criminal Justice
2012
Ph.D., American University

Dawn Konrad-Martin
Dimitra Kontokosta
Lecturer
Chemistry
2013
Ph.D., University Of Illinois

Christian Koot
Associate Professor
History
2007
Ph.D., University of Delaware

Donald Kopka Jr
Assistant Professor
Management
1993
Ph.D., George Washington University

Margaret Korczak
Professor
Audiology/Speech-Language Pathology/Deaf Studies
2013
Ph.D., Grad Century CUNY

Michael Korzi
Professor
Political Science
2010
Ph.D., SUNY - Albany

Amanda Kozlowski
Clinical Administrator
Audiology/Speech-Language Pathology/Deaf Studies
2014
Au.D., Towson University

Richard Krach
Professor
Mathematics
1987
Ph.D., Ohio State University

Joseph Kraemer
Assistant Professor
Electronic Media & Film
2014
M.F.A., Temple University

Thomas Krause
Associate Professor
Physics, Astronomy & Geosciences
1976
Ph.D., Ohio State University

Brian Kreisman
Karla Kubitz
Associate Professor
Kinesiology

1997
Ph.D., Arizona State University

Jeffrey Kukucka
Assistant Professor
Psychology
2015
Ph.D., CUNY Graduate Center (2014)

Gauri Kulkarni
Martha Kumar
Professor
Political Science
1973
Ph.D., Columbia University

Angel Kumchev
Associate Professor
Mathematics
2010
Ph.D., University of South Carolina

Diane Kuthy
Lecturer
Art + Design, Art History, Art Education
2008
M.F.A., MD Institute of Art

Mildred Landrum-Hesser
Lecturer
English
2010
M.A., Johns Hopkins University

Jennifer Langdon
Associate Professor
Sociology, Anthropology & Criminal Justice
2012
Ph.D., George Mason University

Marilyn Lange
Lecturer
Elementary Education
2012
M.S., Johns Hopkins University

Elsa Lankford
Associate Professor
Electronic Media & Film
2011
M.F.A.

John LaPolla
Associate Professor
Biological Sciences
2011
Ph.D., Rutgers University

Jeff Larson
Assistant Professor
Sociology, Anthropology & Criminal Justice
2009
Ph.D., University of Arizona

Mary Lashley
Professor
Nursing
2007
Ph.D., University of Maryland
Barbara Laster
Professor
Educational Technology & Literacy
2005
Ed.D., Virginia Tech

Fred Lauer
Lecturer
Legal Studies
2008
J.D., University of Baltimore

Sonia Lawson
Associate Professor
Occupational Therapy & Occupational Science
2008
Ph.D.

Jonathan Lazar
Professor
Computer and Information Sciences
2009
Ph.D., UMCP

Maggie Lears
Lecturer
Mass Communication & Communication Studies
2009
DPW, University of Maryland

Mary Kate Lears
Visiting Instructor
Nursing
2012
MSN, Johns Hopkins University

Mariana Lebron
Assistant Professor
Management
2013
DBA, Syracuse University

Jung-Sook Lee
Professor
Mass Communication & Communication Studies
2000
Ph.D., University of Wisconsin - Madison

Erin Lehman
Lecturer, Director, University Art Galleries
Art + Design, Art History, Art Education
2015
Ph.D., Temple University

Tesfaye Lemma
Accounting

Sam Leppo II
Lecturer
Economics
2011
M.A.S., American University

Jonathan Leshnoff
Professor
Music
2012
DMA, UMCP

Tomasz Letowski

Steven Lev
Professor
Physics, Astronomy & Geosciences
2011
Ph.D., SUNY Stony Brook

Qing Li
Professor, Co-Director
Educational Technology & Literacy
2011
Ph.D., University of Toronto

Xiaolin Li
Associate Professor
e-Business & Technology Management
2008
Ph.D., Kent State University

Joseph Licata

Thomas Lieb
Professor
Mass Communication & Communication Studies
1990
Ph.D., University of Maryland

Meghan Liebfreund
Assistant Professor
Educational Technology & Literacy
2014
Ph.D., North Carolina State University

Harvey Lillywhite
Professor
English
1984
Ph.D., University of Utah

Peter Lisman
Assistant Professor
Kinesiology
2013
Ph.D., University of Miami

Amanda Littleton

Xiaoming Liu
Associate Professor
Elementary Education
2008
Ph.D., Texas Tech University

Maria Perpetua Socorro U. "Perpie" Liwanag
Associate Professor
Elementary Education
2014
Ph.D., University of Arizona (2006)

Sandra Llera
Assistant Professor
Psychology
2013
Ph.D., Penn State University

Elin Lobel
Associate Professor
Kinesiology
2008
Ph.D., University of Illinois @ Urbana
Victoria Lockwood
Associate Professor
Educational Technology & Literacy
2008
Ed.D., Columbia University

Sarah Lohnes Watulak
Associate Professor
Educational Technology & Literacy
2008
Ed.D., Columbia University

Boon Loo
Professor
Chemistry
2002
Ph.D., University of Illinois

Raymond Lorion
Dean
2004
Ph.D., University of Rochester

Pamela Lottero-Perdue
Associate Professor
Physics, Astronomy & Geosciences
2012
Ph.D., University of Delaware

Chao Lu
Professor, Chairperson
Computer and Information Sciences
2010
Ph.D., CUNY

Kang Lu
Associate Professor
Geography & Environmental Planning
2011
Ph.D.

Ashley Lucas
Associate Professor
Secondary Education
2013
Ph.D., Indiana University

Diane Luchese
Professor
Music
2011
Ph.D., Northwestern University

Jon Lundak
Assistant Professor
Art + Design, Art History, Art Education
2014
M.F.A., Alfred University

Froma Lustman
Lecturer
Mathematics
1986
M.S., Johns Hopkins University

Frances Luther
Assistant Professor
Educational Technology & Literacy
2001
Ph.D., University of Alberta

Theresa Lutz
Lecturer
Special Education

2013
MED, Towson University

Shuhua Ma
Assistant Professor
Chemistry
2010
Ph.D., Institute of Chemistry

Linda Macauley
Lecturer
Educational Technology & Literacy
Ed.D., Towson University

John Mackerron
Professor
Electronic Media & Film
1971
Ed.D., Syracuse University

Daniel Macks
Lecturer
Chemistry
2013
Ph.D., University of Pennsylvania

Judith Macks
Lecturer
Mathematics
1986
MED, Loyola Coll of MD

Naoko Maeshiba
Associate Professor
Theatre Arts
2009
MFA, University of Hawaii at Manoa

Cristina Magaldi
Professor
Music
2010
Ph.D., UCLA

Christopher Magalis
Lecturer
Psychology
2006
MAS, Towson University

Rebecca Maloy
Lecturer
Elementary Education
2009
M.A., College Of Notre Dame

Michelle Manasse
Associate Professor
Sociology, Anthropology & Criminal Justice
2011
Ph.D., Emory University

John Mancini
Lecturer
History
1987
Ph.D., Catholic University of America

Andrew Mangle
Clinical Assistant Professor
Computer and Information Sciences  
2014  
Ph.D., Morgan State University  
James Manley  
Associate Professor  
Economics  
2008  
Ph.D., University of California  
Susan Mann  
Professor  
Dance  
2007  
M.F.A., UNC - Greensboro  
Natalie Mannix  
Associate Professor  
Music  
2009  
DMA  
Alan Marcus  
Assistant Professor  
Geography & Environmental Planning  
2008  
Ph.D., University of Massachusetts  
Barry Margulies  
Associate Professor  
Biological Sciences  
2007  
PDR, Johns Hopkins University  
Thomas Maronick  
Professor  
Marketing  
1987  
JSD, University of Baltimore  
Prisca Martens  
Professor  
Elementary Education  
2007  
Ph.D., University of Arizona  
Raymond Martens  
Associate Professor, M.Ed. Director  
Art + Design, Art History, Art Education  
2011  
Ed.D, Arizona State University  
Charles Martin  
Professor  
Accounting  
1988  
D.B.A., George Washington University  
Courtney Martin  
Lecturer  
Family Studies & Community Development  
2011  
M.Ed., Goucher College  
Laura Martin  
Lecturer  
Biological Sciences  
2006  
Ph.D., University of MD Medical School  
Lisa Martinelli Beasley  
Clinical Assistant Professor  
Family Studies & Community Development  
2006  
MPS, Pratt Institute  
Francisco Martinez Ibarra  
Assistant Professor  
Foreign Languages  
2012  
Ph.D., State University of NY  
Gilda Martinez-Alba  
Associate Professor  
Educational Technology & Literacy  
2012  
D.Ed., Johns Hopkins University  
Antonette Marzotto  
Professor, Chairperson  
Political Science  
1976  
Ph.D., University of Connecticut  
Michael Masatsugu  
Associate Professor  
History  
2007  
Ph.D., University of California, Irvine  
Maria Mason  
Lecturer, Assistant Graduate Director  
Early Childhood Education  
2009  
M.Ed., Towson University  
Brian Masters  
Professor  
Biological Sciences  
2005  
Ph.D., University of Florida  
Jenee Mateer  
Associate Professor  
Art + Design, Art History, Art Education  
2013  
M.F.A., Maryland Institute College of Art  
Kathryn Mathes  
Mojgan Matloob Haghanikar  
Visiting Assistant Professor  
Physics, Astronomy & Geosciences  
2013  
Ph.D., Kansas ST University  
Jonathan Mattanah  
Professor  
Psychology  
2011  
Ph.D., University of Cal  
Tonia Matthews  
Associate Professor, M.F.A. Director  
Art + Design, Art History, Art Education  
2011  
M.F.A., LSU  
Coy May  
Professor
Mathematics
1979
Ph.D., University of Texas
Marc May
Visiting Assistant Professor
Electronic Media & Film
2013
M.F.A., UCLA
Melissa McCabe
Associate Professor, Graduate Director
Music
2008
Ph.D., University of Missouri
Brian McCagh
Kim McCarron
Clinical Associate Professor
Nursing
2007
M.S., University of Maryland
Alison McCartney
Associate Professor
Political Science
2007
Ph.D., University of Virginia
Paul McCartney
Associate Professor
Political Science
2012
Ph.D., University of Virginia
Shannon McClain
Assistant Professor
Psychology
2015
Ph.D., University of Texas at Austin
George McCool
Associate Professor
Foreign Languages
1990
Ph.D., Cornell University
Margaret McCormick
Clinical Associate Professor
Nursing
2011
M.S., Towson University
Montana McCormick
Associate Professor
Secondary Education
2012
Ph.D., University of Virginia
Donald McCulloh Sr
Lecturer
Management
1969
MAS, George Washington University
Amy McDowell
Carrie McFadden
Visiting Instructor
Kinesiology
2012
MS, Western Maryland College
Alana McFall
Lecturer
Special Education
2013
MED, College of Notre Dame
James McFalls Jr.
Lecturer
Music
2006
BD, California Coast University
Jared McGinley
Assistant Professor
Psychology
Michael McGuire
Assistant Professor
Computer and Information Sciences
2011
Ph.D., UMBC
Wayne McKim
Professor
Geography & Environmental Planning
1974
Ph.D., Northwestern University
John McLucas
Professor, Chairperson
Foreign Languages
1984
Ph.D., Yale University
Janet McMahon
Clinical Associate Professor
Nursing
2012
MSN, Penn State University
Audra McMullen
Professor
Mass Communication & Communication Studies
1998
Ph.D., Ohio University
Scot McNary
Associate Professor
Educational Technology & Literacy
2013
Ph.D., University of MD College Park
Morna McNulty
Professor
Elementary Education
2008
Ph.D., University of Virginia
Vicki McQuitty
Assistant Professor
Elementary Education
2011
Ph.D., Syracuse University
Mary McSweeney-Feld
Associate Professor
Interprofessional Health Studies
The Graduate School of the City University of New York

John McTague
Assistant Professor
Political Science
2012
Ph.D., University of MD

Molly Mee
Associate Professor
Secondary Education
2012
EDD, George Washington University

Gabriele Meiselwitz
Associate Professor
Computer and Information Sciences
2011
Ed. D., Towson University

Abby Mello
Assistant Professor
Psychology
2012
Ph.D., University of Tennessee

Michael Mengason
Visiting Assistant Professor
Physics, Astronomy & Geosciences
2013
Ph.D., University of MD, College Park

Eva Mengelkoch
Professor
Music
2011
DMA, Indiana University

Deepika Menon
Physics, Astronomy & Geosciences

M. Beth Merryman
Professor, Chair
Occupational Therapy & Occupational Science
2012
Ph.D., University of Maryland, Baltimore

Teresa Messler
Visiting Instructor
Nursing
2012
DNP, Johns Hopkins University

Jennifer Metz
Assistant Professor
Kinesiology
2011
Ph.D., University of Illinois

Charles Meyer
Lecturer
Special Education
2005
MA, Johns Hopkins University

Lynn Middleton
Lecturer
Biological Sciences
2006
M.A.S., Towson University

Paul Miers
Associate Professor
English
1988
Ph.D., University of Missouri

Brian Miller
Assistant Professor
Elementary Education
2013
Ph.D., University of Illinois

Erika Miller
Lecturer
Mathematics
2006
MAS, Johns Hopkins University

Linda Miller
Lecturer
Elementary Education
2006
M.A.S., Towson State University

Trace Miller
Lecturer, Assistant Chair
Art + Design, Art History, Art Education
2013
M.F.A., Maryland Institute College of Art (MICA)

Walter Mills III
Lecturer
Secondary Education
2014
M.Ed., Loyola College

La Shonda Mims
Lecturer
History
2014
Ph.D., University of Georgia

Jessica Minkove
Associate Professor
Kinesiology
2012
Ph.D., University of Florida

Rommel Miranda
Associate Professor
Physics, Astronomy & Geosciences
2013
EDD, Morgan State University

Stephen Mogge
Associate Professor
Educational Technology & Literacy
2008
Ph.D., University of Illinois

Mona Mohamed
Lecturer
e-Business & Technology Management
2011
M.S., George Washington University

Amin Mohseni-Cheraghli
Visiting Assistant Professor
Economics
2013
Jessica Moore  
Lecturer  
Special Education  
2009  
MED, Towson University  

Joel Moore  
Assistant Professor  
Physics, Astronomy & Geosciences  
2011  
Ph.D., PA State University  

Todd Moore  
Assistant Professor  
Geography & Environmental Planning  
2013  
Ph.D., Texas State University  

Mary Moreland  
Lecturer  
Educational Technology & Literacy  
2012  
M.S., Towson University  

John Morgan III  
Professor  
Geography & Environmental Planning  
1984  
Ph.D., University of Maryland  

Darnell Morris-Compton  
Assistant Professor  
Family Studies & Community Development  
2013  
Ph.D., University of Maryland  

Bruce Mortenson  
Associate Professor  
Psychology  
2005  
Ph.D., LSU  

Jennifer Mott-Smith  
Associate Professor  
English  
2013  
EDD  

Jennifer Moxley  
Clinical Assistant Professor  
Kinesiology  
2012  
MAS, George Washington  

Todd Moyer  
Associate Professor  
Mathematics  
2009  
EDD  

Alicia Mueller  
Associate Professor  
Music  
2000  
Ed.D., Arizona State University  

Clare Muhoro  
Associate Professor  

Elizabeth Mull  
Lecturer  
Special Education  
2013  
MS, Johns Hopkins University  

Geoffrey Munro  
Professor, Chair  
Psychology  
2012  
Ph.D., Kent State University  

Paul Munroe  
Associate Professor  
Sociology, Anthropology & Criminal Justice  
2008  
Ph.D., Stanford University  

Lynne Murphy  
Clinical Associate Professor  
Occupational Therapy & Occupational Science  
2012  
M.S., Towson State University  

Ryan Murray  
Assistant Professor  
Electronic Media & Film  
2010  
M.F.A., University of Illinois, Chicago  

John Murungi  
Professor  
Philosophy & Religious Studies  
1970  
J.D., University of Maryland  

Matthew Mychailyszyn  
Assistant Professor  
Psychology  
2012  
Ph.D., Temple University  

Daniel Mydlack  
Associate Professor  
Electronic Media & Film  
2009  
M.F.A., U.C. San Diego  

Mary Nadelen  
Clinical Assistant Professor  
Kinesiology  
2011  
M.A., University of North Carolina  

Barindra Nag  
Professor  
e-Business & Technology Management  
1987  
Ph.D., University of Maryland, College Park  

Stephanie Nagle Emmens  
Assistant Professor  
Audiology/Speech-Language Pathology/Deaf Studies  
2010  
Ph.D., University of Connecticut
Benjamin Neil
Professor
Legal Studies
2011
J.D., University of Baltimore

H. Wayne Nelson
Professor, Chair
Interprofessional Health Studies
Ph.D., Oregon State University

Jay Nelson
Professor
Biological Sciences
2005
PDR, Dalhousie University

Theresa Neumann
Clinical Assistant Professor
Interprofessional Health Studies
2014
MPAS, University of Nebraska Medical Center (2014)

Elizabeth Neville
Clinical Professor, Chairperson
Special Education
2010
Ed.D., Johns Hopkins University

Nam Nguyen
Assistant Professor
Computer and Information Sciences
2013
Ph.D., University of Florida

Nhung Nguyen
Associate Professor
Management
2009
Ph.D., Virginia Commonwealth University

Marilyn Nicholas
Lecturer
Instructional Leadership & Professional Development
2005
EDD, George Washington University

Sandra Nichols
Associate Professor
Mass Communication & Communication Studies
2004
Ph.D., University of Wisconsin-Madison

Amy Noggle
Assistant Professor
Special Education
2014
Ph.D., University of Maryland

Carol Norton
Lecturer
Mass Communication & Communication Studies
2009
M.A., Ohio University

Stephen Nunns
Associate Professor
Theatre Arts
2012

Jaime O'Donnell
Lecturer
Elementary Education
2011
M.Ed., Grand Canyon University

Elizabeth O'Hanlon
Lecturer
Special Education
2010
M.Ed., University of MD, College Park

Michael O'Leary
Professor, Dir, Schol of Emerging Tech
School Emerging Technologies
2009
Ph.D., Northwestern University

Shannon O'Leary
Lecturer
Biological Sciences
2013
Ph.D., Stony Brook University

Suzanne Obenshain
Lecturer
Educational Technology & Literacy
2008
M.A.S., Towson University

Kathleen Ogle
Associate Professor
Nursing
2008
Ph.D., University of Maryland

Ebony Okafor
Clinical Assistant Professor
Family Studies & Community Development
2014
Ph.D., Florida State University

Hiroko Okajima
Assistant Professor
e-Business & Technology Management
2013
MBA, Tohoku University

Katarzyna Oldak
Lecturer
Physics, Astronomy & Geosciences
2012
M.A., Johns Hopkins University

Linda Oravecz
Associate Professor
Family Studies & Community Development
2005
Ph.D., University of Maryland

Karen Oslund
Associate Professor
History
2006
Ph.D., University of California, Los Angeles

James Otto
Associate Professor
Christopher Oufiero  
Assistant Professor  
Biological Sciences  
2012  
Ph.D., University of California  

Kathleen Ourand  
James Overduin  
Assistant Professor  
Physics, Astronomy & Geosciences  
2009  
Ph.D.  

David Ownby  
Associate Professor  
Chemistry  
2012  
Ph.D.  

Jinie Pak  
Clinical Assistant Professor  
Computer and Information Sciences  
2014  
Ph.D., University of Maryland, Baltimore County  

Jooeun Pak  
Lecturer  
Music  
2015  
D.M., Indiana University (2014)  

Stephen Pallett  
Clinical Assistant Professor  
Audiology/Speech-Language Pathology/Deaf Studies  
1991  
M.A.S., Towson State University  

Jason Palmateer  
Lecturer  
Economics  
2005  
M.A.S., University of Iowa  

Lorrie Palmer  
Assistant Professor  
Electronic Media & Film  
2015  
Ph.D., Indiana University, Bloomington  

Margherita Pampinella-Cropper  
Assistant Professor  
Foreign Languages  
2008  
Ph.D., University of Wisconsin  

Salvatore Pappalardo  
Assistant Professor  
English  
2013  
Ph.D., Rutgers University  

Frederick Parente  
Professor  
Psychology  
1975  

Hyunjeong Park  
Assistant Professor  
Nursing  
2013  
Ph.D., Johns Hopkins University  

JinDong Park  
Associate Professor  
Accounting  
2009  
Ph.D., University of Texas  

KyungEun Park  
Lecturer  
Computer and Information Sciences  
2013  
M.A.S., Seoul National University  

Emily Parker  
Assistant Professor  
Philosophy & Religious Studies  
2013  
Ph.D., Emory University  

Sarah Parker Hughes  
Lecturer  
Mass Communication & Communication Studies  
2015  
M.S., Syracuse University  

Neeraj Parolia  
Associate Professor  
e-Business & Technology Management  
2008  
Ph.D., University of Florida  

Gail Parr  
Professor  
Kinesiology  
2013  
Ph.D.  

Andrea Parrish  
Clinical Instructor  
Special Education  
2011  
M.Ed., Johns Hopkins University  

Michelle Pasko  
Lecturer  
Special Education  
2011  
M.A., UMBC  

Makmiller Pedroso  
Assistant Professor  
Philosophy & Religious Studies  
2013  
Ph.D., University of Calgary  

Plamen Peev  
Assistant Professor  
Marketing  
2011  
Ph.D., University of Georgia  

Christina Pelatti  
Assistant Professor
Audiology/Speech-Language Pathology/Deaf Studies
2013
Ph.D., University of Cincinnati
Mark Pellowski
Professor
Audiology/Speech-Language Pathology/Deaf Studies
2007
Ph.D., Vanderbilt University
Moustapha Pemy
Associate Professor
Mathematics
2012
Ph.D., University of Georgia
Gary Pennington
Lecturer
Physics, Astronomy & Geosciences
2013
Ph.D., University of MD
Sandra Perez
Associate Professor
Dance
2012
M.A., University of Colorado, Boulder
Matthew Perkins
Lecturer
Physics, Astronomy & Geosciences
2013
Ph.D., University of Tennessee
Matthew Perkins
UTEACH Master Teacher-Clinical Instructor
Physics, Astronomy & Geosciences
2014
Ph.D., University of Tennessee
Zoi Apostolia Philippakos
Visiting Assistant Professor
Educational Technology & Literacy
2013
Ph.D., University of Delaware
Regina Phillips
Assistant Professor
Nursing
2009
Ph.D., University of MD
Steven Phillips
Professor
History
1999
Ph.D., Georgetown University
Walter Phillips
Associate Professor
English
2011
Ph.D., Duke University
Derek Piggott
Clinical Assistant Professor
Occupational Therapy & Occupational Science
2014
M.S., University of Missouri
Sharma Pillutla
Associate Professor, Chairperson
e-Business & Technology Management
1993
Ph.D., Syracuse University
Ronn Pineo
Professor, Chairperson
History
1988
Ph.D., University of California, Irvine
Carol Pippen
Lecturer
English
1992
Ph.D., University of Pennsylvania
Paul Pistell
Assistant Professor
Psychology
2011
Ph.D., University of Vermont
Sharon Pitcher
Professor
Educational Technology & Literacy
2012
Ed.D., University of Maryland
Lori Pitcock
Patricia Ponce
Clinical Assistant Professor
Kinesiology
2011
DPT, Temple University
Mary Lu Pool
Lecturer
Elementary Education
2011
M.Ed., Towson University
Tobin Porterfield
Associate Professor
e-Business & Technology Management
2013
Ph.D., University of Baltimore
Marlana Portolano
Associate Professor
English
2009
Ph.D., Catholic University
Karen Pottash
Clinical Administrator
Audiology/Speech-Language Pathology/Deaf Studies
1999
M.A., Case Western Reserve University
Jennifer Potter
Associate Professor
Mass Communication & Communication Studies
2008
Ph.D., Howard University
Julie Potter
Assistant Professor
Towson University

Theatre Arts
2010
M.F.A., Boston University

Lester Potter
Senior Lecturer
Mass Communication & Communication Studies
2004
MBA, Averett College

Carole Powell
Lecturer
Educational Technology & Literacy
1999
MED, Loyola Coll

Elia Powers
Assistant Professor
Mass Communication & Communication Studies
2014
Ph.D., University of Maryland, College Park

Richard Preisler
Associate Professor
Chemistry
1982
PDR, University of Pennsylvania

Reiner Prochaska
Lecturer
English
2005
M.S., Towson University

Douglas Pryor
Professor
Sociology, Anthropology & Criminal Justice
2010
Ph.D., Indiana University

Catherine Publico
Visiting Instructor
Nursing
2013
M.S., Towson University

Shanshan Qian
Assistant Professor
Management
2014
Ph.D., University of Louisville

Robyn Quick
Professor, Chairperson
Theatre Arts
2010
Ph.D., University of Michigan

Carol Quinn
Lecturer
English
2013
Ph.D., University of Houston

Katherine Rabon
Clinical Assistant Professor
Nursing
2010
M.S., Towson University

Susan Radius
Professor
Health Science
1981
Ph.D., Johns Hopkins University

Vlad Radoias
Assistant Professor
Economics
2013
Ph.D., University of Southern CA

Sonali Raje
Associate Professor
Chemistry
2009
Ph.D., University of Delaware

Lea Ramsdell
Professor
Foreign Languages
2011
Ph.D., Univ of New Mexico

Arundhati Rao
Associate Professor
Accounting
2013
Ph.D., Univesity of Cincinnati

Rosemary Rappa
Clinical Instructor
Special Education
2010
M.S., Johns Hopkins

Heather Rasmussen
Lecturer
Special Education
2010
MAS, Towson State University

Kelly Ray
Kelly Reavis
Judith Reber
Program Director
Educational Technology & Literacy
M.A.

Keith Reber
Assistant Professor
Chemistry
2014
Ph.D., Princeton University

Cole Reilly
Associate Professor
Elementary Education
2009
Ph.D., Pennsylvania State University

Kathleen Reilly
Assistant Professor
Instructional Leadership & Professional Development
2013
MA, University of MD

Andrew Reiner
Lecturer
English
2006
MFA, Bennington College

Akim Reinhardt
Associate Professor
History
2001
Ph.D., University of Nebraska

David Reiss
Associate Professor
Electronic Media & Film
2011
Ph.D.

Eun Soo Rhee
Assistant Professor
Mass Communication & Communication Studies
2013
Ph.D., University of Florida

Moon-Whoan Rhee
Associate Professor
Finance
1989
Ph.D., University of Maryland

Thomas Rhoads
Professor
Economics
2012
Ph.D., University of Wyoming

Laila Richman
Associate Professor
Special Education
2011
Ph.D., University of Kansas

Marlene Riley
Clinical Associate Professor
Occupational Therapy & Occupational Science
2011
MAS, Loyola Coll of MD

Jessica Ring
Associate Professor
Art + Design, Art History, Art Education
2013
M.F.A., Kent State University

Cecilia Rio
Associate Professor
Women's & Gender Studies
2007
Ph.D.

Martin Roberge
Professor
Geography & Environmental Planning
2013
Ph.D., Arizona State University

James Roberts
Professor
Political Science
2003
Ph.D., American University

Roland Roberts
Associate Professor
Biological Sciences
2009
Ph.D., LSU-Baton Rouge

David Robinson
Clinical Assistant Professor
Educational Technology & Literacy
2013
M.A., Towson State University

Christine Roland
Clinical Instructor
Mathematics
2012
MAS, University of Nebraska

Jorge Romero
Associate Professor
Accounting
2005
Ph.D., University of Texas at Dallas

Leticia Romo
Associate Professor
Foreign Languages
2012
Ph.D., UNC - Chapel Hill

Robert Rook
Professor, Director, Interdisciplinary Studies
History
2005
Ph.D., Kansas State University

Erik Ropers
Assistant Professor
History
2012
Ph.D., University of Melbourne

Donald Rosenberg
Professor
Accounting
1984
J.D., University of Baltimore

Katherine Rosenbusch
Assistant Professor
Psychology
2011
Ed.D., George Washington University

Douglas Ross
Professor
Management
1990
Ph.D., University of Colorado

Susan Rotkovitz
Program Director, Arts Integration Certificate
M.F.A., Towson University (2006)

Desiree Rowe
Assistant Professor
Mass Communication & Communication Studies
2015
Ph.D., Arizona State University
Joseph Rudolph Jr.
Professor
Political Science
1984
Ph.D., University of Virginia

Molly Ruhlman
Lecturer
Political Science
2014
Ph.D., Temple University

Jennifer Russell

Charles Russo
Associate Professor
Accounting
2009
Ph.D., Penn State University

Lev Ryzhkov
Professor
Chemistry
2008
Ph.D., Brown University

Diane Sadak
Associate Professor
Theatre Arts
2005
MFA, Florida State University

Katia Sainson
Professor
Foreign Languages
2011
Ph.D., New York University

Mary Sajini Devadas

Chris Salice
Assistant Professor
Biological Sciences
2014
Ph.D., University of Maryland, Baltimore

Joseph Sanchez
Lecturer
Biological Sciences
2013
Ph.D., University of Rochester

Cody Sandifer
Professor
Physics, Astronomy & Geosciences
2012
Ph.D.

Douglas Sanford
Professor
Management
2007
Ph.D., University of Michigan

Robert Santacroce

Lecturer
Special Education
2012
M.S., Loyola College

Reza Sarhangi
Professor
Mathematics
2008
Ph.D., Wichita State University

Steven Satta
Professor
Theatre Arts
2014
MFA, York University

Susanna Sayre
Lecturer
English
2005
M.S., Towson University

Natalie Scala
Assistant Professor
e-Business & Technology Management
2013
Ph.D., University of Pittsburgh

Stephen Scales
Professor
Philosophy & Religious Studies
2013
Ph.D., University of California - San Diego

David Schaefer
Professor, Chairperson
Physics, Astronomy & Geosciences
2005
Ph.D., Purdue University

Andrew Schiff
Professor
Accounting
2005
Ph.D., Rutgers University

Kara Schlichting
Lecturer
History
2014
Ph.D., Rutgers University

Christa Schmidt
Assistant Professor
Psychology
2009
Ph.D., University of Missouri

Charles Schmitz
Professor
Geography & Environmental Planning
2012
Ph.D., University of California, Berkeley

Stephen Schroth
Associate Professor
Early Childhood Education
2014
Ph.D., University of Virginia

Amy Schulze
Lecturer
Elementary Education
2005
M.Ed., Towson University

Adam Schwartz
Lecturer
Electronic Media & Film
B.S., American University

Jennifer Scott
Associate Professor
Physics, Astronomy & Geosciences
2012
Ph.D., University of Arizona

Erik Scully
Professor
Biological Sciences
1978
Ph.D., University of Rhode Island

Miriam Seacock
Professor, Assistant Chair
Sociology, Anthropology & Criminal Justice
2008
Ph.D., University of Maryland

John Seeberger
Lecturer
Legal Studies
2013
J.D., University of Baltimore

Michael Seganish
Professor
Legal Studies
2005
J.D., University of Baltimore

Richard Seigel
Professor
Biological Sciences
2001
Ph.D., University of Kansas

Kim Sels
Lecturer
Art + Design, Art History, Art Education
2014
Ph.D., Rutgers University

Aimee Sever
Lecturer
Audiology/Speech-Language Pathology/Deaf Studies
2013
M.A.S., Gallaudet University

Asli Sezen
Assistant Professor
Physics, Astronomy & Geosciences
2011
Ph.D., Penn State University

Preeti Shah
Lecturer
Biological Sciences

Maria Shainheit
Assistant Professor
Biological Sciences
2015
Ph.D., Tufts University School of Medicine

Deborah Shaller
Visiting Assistant Professor
English
2012
Ph.D., University of Maryland

Sarah Shannon-Firestone
Lecturer
Biological Sciences

Yingying Shao
Assistant Professor
Finance
2010
DBA, University of Arkansas

Rebecca Shargel
Associate Professor
Educational Technology & Literacy
2009
Ed.D., Jewish Theological Seminary

Valerie Sharpe
Lecturer
Special Education
2010
M.S., Johns Hopkins University

Jack Shepard
Associate Professor
Biological Sciences
2011
Ph.D., University of Oklahoma

Vonnie Shields
Professor
Biological Sciences
2012
Ph.D., University of Regina

Kim Shifren
Professor
Psychology
2003
Ph.D., Syracuse University

Jessica Shiller
Assistant Professor
Instructional Leadership & Professional Development
2011
Ph.D., NY University

Jacqueline Shin
Assistant Professor
English
2012
Ph.D., Princeton University

Dawn Shirey
Lawrence Shirley
Professor
Mathematics
2012
Ph.D., Ahmadu Bello University

Gregory Shofner
Lecturer
Physics, Astronomy & Geosciences
2013
SCD, University of MD

Shimon Shokek
Professor
Philosophy & Religious Studies
2009
Ph.D., Hebrew University of Jerusalem

Felice Shore
Associate Professor, Assistant Chair
Mathematics
2010
Ph.D., University of MD College Park

Sujan Shrestha

Martha Siegel
Professor
Mathematics
1972
Ph.D., University of Rochester

Nancy Siegel
Professor, Chair and Director of Museum Studies
Art + Design, Art History, Art Education
2008
DR ARTS, Rutgers University

Tyler Sigmon
Lecturer
Kinesiology
2013
M.S., Redford University

Erik Silldorff
Professor
Biological Sciences
2009
Ph.D., University of Delaware

Kathryn Simon
Assistant Professor
Music
2012
Ph.D., University of Miami

Pat Simon

Jeffrey Simpson
Associate Professor
Physics, Astronomy & Geosciences
2008
Ph.D., University of Maryland College

Daniel Singer
Professor
Finance
1990
Ph.D., University of Colorado

Jan Sinnott
Professor
Psychology
1979

Ph.D., Catholic University of America

John Sivey
Assistant Professor
Chemistry
2012
Ph.D., Johns Hopkins University

Heather Skelley
Lecturer
Early Childhood Education
2006
M.Ed., Towson University

John Skinner
Lecturer
Sociology, Anthropology & Criminal Justice
2014
M.S., University of Baltimore

Joel Slotkin
Associate Professor
English
2012
Ph.D., University of California, Berkeley

Jennifer Smart
Associate Professor
Audiology/Speech-Language Pathology/Deaf Studies
2008
Ph.D., James Madison University

Elise Smith
Clinical Assistant Professor
Audiology/Speech-Language Pathology/Deaf Studies
2013
DOC, Central Michigan University

James Smith
Associate Professor
Geography & Environmental Planning
2012
Ph.D., Kent State University

Robin Smith
Lecturer
English
2010
MPW, Towson University

William Smith
Professor
Management
2010
Ph.D., Arizona State University

Hannah Smith Cawley
Lecturer
Early Childhood Education
M.Ed., University of Illinois

Vera Smolyaninova
Professor
Physics, Astronomy & Geosciences
2012
Ph.D., University of Maryland

Michelle Snyder
Associate Professor
Biological Sciences
Ana Maria Soane  
Lecturer  
Mathematics  
2013  
Ph.D., University of MD

Houshang Sohrab  
Professor  
Mathematics  
1984  
Ph.D., University of Cal - Berkeley

Robert Solomon  
Clinical Instructor  
M.S., Johns Hopkins University

Liyan Song  
Associate Professor  
Educational Technology & Literacy  
2011  
Ph.D.

Yeong-Tae Song  
Associate Professor  
Computer and Information Sciences  
2008  
Ph.D., University of Texas

Tatyana Sorokina  
Associate Professor  
Mathematics  
2013  
Ph.D., VANDERBILT UNIVERSITY

Ana Soto  
Associate Professor  
Chemistry  
2013  
Ph.D., University of Nebraska Medical

Ryan Sours  
Associate Professor  
Chemistry  
2012  
Ph.D., Georgetown University

Amy Sowder Koch  
Assistant Professor  
Art + Design, Art History, Art Education  
2009  
Ph.D., Emory University

Cylor Spaulding  
Assistant Professor  
Mass Communication & Communication Studies  
2013  
Ph.D., University of Miami

Stacy Spaulding  
Associate Professor  
Mass Communication & Communication Studies  
2007  
Ph.D., University of Maryland, College Park

Suzanne Speicher  

Sandy Spitzer  
Associate Professor  
Mathematics  
2008  
Ph.D., University Of Delaware

Allaire Stallsmith  
Associate Professor  
History  
1999  
Ph.D., University of Pennsylvania

Jessica Stansbury  
Lecturer  
Psychology  
2011  
M.A., Towson University

Allan Starkey  
Lecturer  
Secondary Education  
2006  
MLA, Johns Hopkins University

Barbara Steele  
Lecturer  
Early Childhood Education  
2006  
M.P.W, Towson University

Erin Steffes  
Associate Professor  
Marketing  
2011  
Ph.D., University of Texas at Dallas

Kathleen Stein  
Associate Professor  
Special Education  
2008  
M.A., University of South Florida

Stuart Stein  
Professor  
Art + Design, Art History, Art Education  
2010  
M.F.A., MD Inst Coll of Art

Leonid Stern  
Professor  
Mathematics  
1986  
SCD, Technion

Regena Stevens-Ratchford  
Professor  
Occupational Therapy & Occupational Science  
1980  
Ph.D., University of Maryland

Shannon Stitzel  
Associate Professor  
Chemistry  
2008  
Ph.D., Tufts University

Sarah Stokes  
Lecturer  
Chemistry  
2015  
Ph.D., Johns Hopkins University (2007)
Heidi Stone
Clinical Assistant Professor
Nursing
2007
M.S., Regis University

Alexander Storrs
Associate Professor
Physics, Astronomy & Geosciences
2004
Ph.D., University of Hawaii

Laurel Strassberger
Lecturer
English
2008
CADV, Towson University

Susan Stuckey
Assistant Professor
English
2011
MD, Towson University

Rodney Stump
Professor
Marketing
2007
Ph.D., Case Western Reserve University

Nora Sturges
Professor, Studio Art Honors Coordinator
Art + Design, Art History, Art Education
2011
M.F.A., Ohio University

Kathleen Subasic
Clinical Associate Professor
Occupational Therapy & Occupational Science

Bridget Z. Sullivan
Professor, IAMD-PBC Director
Art + Design, Art History, Art Education
2010
M.F.A., Towson State University

Kathryn Taylor
Lecturer
Foreign Languages
2012
M.A., University of Maryland, College Park

Nicholas Tebben
Lecturer
Philosophy & Religious Studies
2013
Ph.D., Johns Hopkins University

Carolyn Taylor
Assistant Professor
Marketing
2013
Ph.D., University of North Carolina

Kathryn Taylor
Lecturer
Foreign Languages
2012
M.A., University of Maryland, College Park

Nicholas Tebben
Lecturer
Philosophy & Religious Studies
2013
Ph.D., Johns Hopkins University

Barbara Taylor
Clinical Associate Professor
Computer and Information Sciences
2010
M.S., Johns Hopkins University

Nicholas Tebben
Lecturer
Philosophy & Religious Studies
2013
Ph.D., Johns Hopkins University

Deborah Tessier
Lecturer
Special Education
2008
MED, Loyola College

Jeffrey Tessier
Lecturer

Sarah Texel
Lecturer
Biological Sciences
2012
Ph.D., Johns Hopkins University

Christopher Thacker
Lecturer
Business Excellence
2008
MAS, Towson University

Precha Thavikulwat

Ph.D., Oklahoma State University

Emiko Takagi
Assistant Professor
Interprofessional Health Studies
Ph.D., University of Southern California

Ziying Tang
Assistant Professor
Computer and Information Sciences
2011
Ph.D., University of Texas, Dallas

Robert Tappan
Assistant Professor
Philosophy & Religious Studies
2011
Ph.D., University of Virginia

Jeremy Tasch
Associate Professor
Geography & Environmental Planning
2012
Ph.D.

Wei Sun
Professor
Mathematics
2008

Filiz Tabak
Professor
Management
2005

Sarah Texel
Lecturer
Biological Sciences
2012
Ph.D., Johns Hopkins University

Christopher Thacker
Lecturer
Business Excellence
2008
MAS, Towson University
Professor
Management
1988
Ph.D., University of Minnesota

Paporn Thepbanya
Associate Professor
Geography & Environmental Planning
2011
Ph.D., University of Georgia

Ronald Thomas
Lecturer
Instructional Leadership & Professional Development
1996
Ph.D., University of Maryland

Veronica Thomas
Assistant Professor
Marketing
2011
Ph.D., Kent State University

Vincent Thomas
Associate Professor
Dance
2010
M.F.A.

Virginia Thompson
Associate Professor, Chairperson
Geography & Environmental Planning
2011
Ph.D., University of Oklahoma

Thomas Tighe Jr.
Lecturer
Interprofessional Health Studies
2013
M.A.S., Johns Hopkins University

Maureen Todd
Assistant Professor
Family Studies & Community Development
2011
Ph.D., University of Nebraska

Stella Tomasi
Assistant Professor
e-Business & Technology Management
2010
Ph.D., Temple University

Ming Tomayko
Assistant Professor
Mathematics
2012
D.Ed., University of Maryland, College Park

Lynn Tomlinson
Assistant Professor
Electronic Media & Film
2014
M.F.A., Towson University

Nahid Tootoonchi
Associate Professor
Art + Design, Art History, Art Education
2012

M.F.A., Sch of Art Inst of Chicago

Lisa Trattner
Lecturer
Elementary Education
2013
M.A.S., Towson University

Jose Trevino

Susan Truitt
Lecturer
Kinesiology
1995
M.S., University of Pennsylvania

William Tsitsos
Associate Professor
Sociology, Anthropology & Criminal Justice
2013
Ph.D., University of Arizona

Petra Tsuji
Assistant Professor
Biological Sciences
2011
Ph.D., Medical University of South Carolina

John Turner
Professor
Electronic Media & Film
1989
Ph.D., Ohio University

Lisa Turowski
Lecturer
Mass Communication & Communication Studies
2007
MAS, Towson State University

Lisa Twiss
Lecturer
Educational Technology & Literacy
2013
M.S., Johns Hopkins University

Tabatha Uhrich
Assistant Professor
Kinesiology
2012
Ph.D.

Krish Vaidya
Lecturer
Health Science
2012
MAS, University of Baltimore

Henderika van Huizen
Lecturer
Chemistry
2011
Ph.D., University of Alberta, Canada

Maureen Van Stone

David Vanko
Dean
2001
Ph.D., Northwestern University
Richard Vatz  
Professor  
Instructional Leadership & Professional Development  
1974  
Ph.D., University of Pittsburgh

Cynthia Vejar  
Lecturer  
Family Studies & Community Development  
2006  
Ph.D., Virginia Polytechnic Institute & State University

Alexander Vigo  
Assistant Professor  
Kinesiology  
2008  
Ph.D., Ohio State University

Jonathan Vincent  
Assistant Professor  
English  
2012  
Ph.D., University of Illinois

Gema Vinuales  
Assistant Professor  
Marketing  
2014  
Ph.D., University of Rhode Island

David Vocke  
Professor  
Secondary Education  
2004  
Ph.D., University of Iowa

Mircea Voisei  
Associate Professor  
Mathematics  
2012  
Ph.D., Ohio State University

Robert Wall  
Lecturer  
Sociology, Anthropology & Criminal Justice  
2011  
Ph.D., Catholic University of America

Xiaoyin Wang  
Associate Professor  
Mathematics  
2008  
Ph.D., University of Missouri

Yuqiong Wang  
Associate Professor  
Computer and Information Sciences  
2013  
Ph.D., NJ institute of Tech

Esther Wangari  
Associate Professor  
Women's & Gender Studies  
1996  
PDR, Clark University

Nancy Wanich-Romita  
Lecturer  
Dance  
2004

M.F.A., Towson University

Benjamin Warner  
Lecturer  
English  
2007  
MFA, Cornell University

Mary Warren

Marcia Watson  
Assistant Professor  
Elementary Education  
2015  
Ph.D., University North Carolina, Charlotte

Ocie Watson-Thompson  
Professor, Chair  
Early Childhood Education  
2013  
Ed.D., University of Alabama

Davidson Watts  
Lecturer  
Educational Technology & Literacy  
2005  
M.A., UMCP

Faith Weeks  
Assistant Professor  
Biological Sciences

John Weldon  
Assistant Professor  
Biological Sciences  
2012  
Ph.D., Johns Hopkins University

Deitra Wengert  
Professor  
Health Science  
1979  
Ph.D., University of Maryland

Kandace Wernsing  
Visiting Assistant Professor  
Special Education  
2014  
Ph.D., George Washington University

Niya Werts  
Associate Professor  
Health Science  
2008  
Ph.D.

Arthur Wharton  
Assistant Professor  
Accounting  
2009  
Ph.D., Morgan State University

Edyth Wheeler

Evangeline Wheeler  
Professor  
Psychology  
2013  
Ph.D., University of Cal - Berkeley

Randolph Wheeler
Lecturer
Philosophy & Religious Studies
2012
Ph.D., The Catholic University of America

David White
Associate Professor
Theatre Arts
2013
Ph.D.

Ryan White-King
Wendy Whitmer
Clinical Assistant Professor
Interprofessional Health Studies
2013
Ph.D., Walden University

Alexander Wijesinha
Professor
Computer and Information Sciences
2011
Ph.D., UMBC

Kate Wilkinson
Associate Professor
Women's & Gender Studies
2010
Ph.D., Emory University

Amy Williams
Physics, Astronomy & Geosciences
Ph.D., University of California, Davis

Karen Williams-Cooper
Clinical Assistant Professor
Nursing
2007
MAS, University of Maryland

Laurie Williams-Hogarth
Senior Lecturer
Biological Sciences
2006
PDR, Howard University

Bethany Willis Hepp
Assistant Professor
Family Studies & Community Development
2011
Ph.D., University of Delaware

Jacqueline Wilson
Clinical Assistant Professor
Occupational Therapy & Occupational Science
2012
MAS, Towson State University

Kaitlyn Wilson
Assistant Professor
Audiology/Speech-Language Pathology/Deaf Studies
2014
Ph.D., University of North Carolina (2012)

Larry Wimmers
Associate Professor
Biological Sciences
1995
Ph.D., Cornell University

Colleen Winters
Associate Professor
Biological Sciences
2011
Ph.D., Mayo Clinic

Erin Witte
Lecturer
Mass Communication & Communication Studies
2014
M.A., Wake Forest University

David Wizer
Professor, Chairperson
Educational Technology & Literacy
2005
Ph.D., UMCP

Jane Wolfson
Professor
Biological Sciences
2007
Ph.D., Stony Brook University

Cheryl Wood
Lecturer
Educational Technology & Literacy
2000
M.S., Towson University

Cynthia Wood
Professor, Chairperson
Instructional Leadership & Professional Development
2011
Ed.D., TC Columbia University

Diane Wood
Professor
Instructional Leadership & Professional Development
2006
Ed.D., Columbia University

Donn Worgs
Associate Professor
Political Science
2007
Ph.D., University of Maryland

Tamara Woroby
Professor
Economics
1979
Ph.D., Queens University

Andrea Worthington
Lecturer
Kinesiology
2008
Ph.D., Florida Atlantic University

Joan Woytowitz
Lecturer
English
2010
M.S., Towson University

Peter Wray
Professor
Theatre Arts
2007
M.F.A., Penn State University
Elizabeth Wynkoop
Lecturer
Elementary Education
2006
M.Ed., Loyola College

Carl Yamamoto
Associate Professor
Philosophy & Religious Studies
2009
Ph.D., University of Virginia

Bogdan Yamkovenko
Assistant Professor
2015
Ph.D., Louisiana State University (2009)

Jia-An Yan
Assistant Professor
Physics, Astronomy & Geosciences
2011
Ph.D., Tsinghua University

Dong-Qing Yao
Professor
e-Business & Technology Management
2012
Ph.D., University of Wisconsin

Maureen Yarnevich
Professor
Mathematics
2013
Ph.D., American University

Cynthia Yeager
Associate Professor
Occupational Therapy & Occupational Science
2008
Ph.D.

Stephen Yoder
Lecturer
Political Science
2013
MAS, University of Maryland

Wei Yu
Clinical Assistant Professor
Computer and Information Sciences
2009
Ph.D., Texas A & M University

Benjamin Zajicek
Assistant Professor
History
2010
Ph.D., University of Chicago

David Zang
Professor
Kinesiology
2004
Ph.D., UMCP

Cynthia Zeller
Associate Professor
Chemistry

2011
Ph.D., University of Alabama@Birmingham

Lingling Zhang
Assistant Professor
Mass Communication & Communication Studies
2008
Ph.D., Washington State University

Yongchen Zhao
Assistant Professor
Economics
2014
Ph.D., University at Albany, State University of New York

Hayong Zhou
Professor
Computer and Information Sciences
1989
Ph.D., Vanderbilt University

Aaron Ziegel
Assistant Professor
Music
2013
Ph.D., University of Illinois

Iliana Zimand
Lecturer
Computer and Information Sciences
1999
M.S.

Marius Zimand
Professor
Computer and Information Sciences
2008
Ph.D., University of Rochester

Jay Zimmerman
Professor
Mathematics
1989
Ph.D., University of Illinois - Urbana

Marianne Zmoda
Lecturer
Early Childhood Education
2012
M.Ed., Towson University

Charles Zorn III
Lecturer, HCMN Internship Coordinator
Interprofessional Health Studies
2013
MBA, Loyola College

Debra Zucker
Lecturer
Elementary Education
2011
M.A.S., College of Notre Dame

Salvatore Zumbo
Professor
Foreign Languages
2003
Ph.D., University of Arizona
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## THE MEANING OF COURSE NUMBERS

Academic departments use specific abbreviations for each general subject area (for example, FREN for French in the Department of Foreign Languages). These three- or four-letter abbreviations (discipline codes) are listed below. In the course listings below, the discipline codes are followed by a three-digit code, which signifies course level:

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### ALPHA AND NUMERIC DISCIPLINE CODES

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<td>African and African American Studies</td>
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<td>Allied Health</td>
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<td>Audiology and Speech-Language Pathology</td>
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Sequential Courses

Courses whose numbers are separated by a hyphen are to be taken in sequence. When course numbers are separated by a comma, either term may be taken independently of the other. (See Prerequisites.)

Prerequisites

Prerequisites are requirements imposed by an academic department for certain courses within its curriculum. Such requirements may include, but are not limited to, other courses, a specific GPA or class standing (e.g., junior, senior). Prerequisites may also include successful completion of a specific test or examination, either departmental or standardized, where applicable. Prerequisites may also include department or instructor permission in addition to, or in lieu of, specific course, testing, or class standing requirements.

Departments are responsible for enforcing prerequisites. Students are advised to read carefully course descriptions found in this catalog, and to make sure they have met any prerequisites before registering for courses. Students who remain in courses without having met prerequisites, with or without the permission of the instructor, do so at their own risk. Failure to meet prerequisites and withdraw from a course by the published deadline is not a basis for petitioning the Academic Standards Committee for an exception to academic policy.

Elective Courses

Courses that are not required toward the Core Curriculum or a major program of study are electives. Students may complete elective courses to attain the 120 units needed to graduate. However, before attempting electives, students should consult their advisers and, for more information, the course instructors and department chairpersons.

Unit Value of Courses

The term unit value of each course is indicated in the parentheses following the title.

Time of Offering

All required courses are usually offered at least once a year. Elective courses in each department are offered on a regular rotation so that each is available at least once every three years. All courses are offered subject to sufficient enrollment.

Courses

ACCT 201 PRINCIPLES OF FINANCIAL ACCOUNTING (3)
Accounting and financial reporting concepts and the significance of financial accounting information in decision-making. Includes the effects of accounting events on business financial statements; planning and decision-making tools in the operating cycle; and the process of recording and communicating information.

ACCT 202 PRINCIPLES OF Managerial Accounting (3)
Managerial accounting concepts and the significance of accounting information for managerial decision-making. How managers use information to carry out three essential functions in an organization: to plan operations, to control activities, and to make managerial decisions. Prerequisite: ACCT 201 or ACCT 211 with grade equivalent of 2.00 or higher.

ACCT 211 HONORS ACCOUNTING PRINCIPLES I (3)
Similar to ACCT 201 except it emphasizes more conceptual approaches to accounting and requires completion of a research paper, case studies, and practice sets. Also requires a considerable amount of computer based instruction. Prerequisites: SAT scores 550 or above, Verbal; 600 or above, Math; and Admission to the Honors College.

ACCT 212 HONORS ACCOUNTING PRINCIPLES II (3)
Similar to ACCT 202 except it emphasizes more conceptual approaches to accounting and requires completion of a research paper, case studies, and practice sets. Also requires a considerable amount of computer based instruction. Prerequisites: SAT scores 550 or above, Verbal; 600 or above, Math; Admission to the Honors College; and ACCT 211 with a grade equivalent of 2.00 or higher.

ACCT 300 ACCOUNTING INFORMATION SYSTEMS (3)
Covers the concepts of present value analysis; analysis of cash and receivables; valuations of inventories; acquisition and disposition of property, plant, and equipment; depreciation, impairment, and depletion; intangible assets; current liabilities and contingencies; and long-term liabilities. Prerequisite: ACCT 202 or ACCT 212 with grade equivalent of 2.00 or higher.

ACCT 301 INTERMEDIATE ACCOUNTING I (3)
Revenue recognition methods, balance sheet presentation, cash flow reporting, and accounting for changes and errors; conceptual framework of accounting; disclosure requirements. Prerequisite: ACCT 202 or ACCT 212 with a grade equivalent of 2.00 or higher.

ACCT 302 INTERMEDIATE ACCOUNTING II (3)
Examination of electronic data processing issues involved in the design and operation of manual and computerized accounting systems related to revenues, purchasing, inventory, financial and payroll processes. Projects include a manual system and a mid-range accounting software. Discussions of database structures, e-commerce and ethics. Prerequisite: ACCT 301 with a grade equivalent of 2.00 or higher.

ACCT 303 INTERM ACCT III (3)
Analysis of equity. Reporting of earnings per share. Accounting for investments, leases, post-employment benefits and income taxes. Prerequisites: ACCT 302 with a grade equivalent of 2.00 or higher and ACCT Major Standing.

ACCT 341 MANAGEMENT ACCOUNTING I (3)
Components of several cost systems will be discussed, including process costing, job-order costing and activity-based costing (ABC). Elements of standard cost accounting, variance analysis, budgeting, and cost-volume-profit analysis will be presented. Prerequisite: ACCT 202 or ACCT 212 with a grade equivalent of 2.00 or higher.

ACCT 361 TAX ACCOUNTING I (3)
Covers federal income tax laws governing gross income, deductions, calculation of taxable income tax rates. Emphasis is placed on the effect of these laws on the income of individual taxpayers. Prerequisite: ACCT 202 or ACCT 212 with a grade equivalent of 2.00 or higher.
ACCT 362 TAX ACCOUNTING II (3)
Covers laws dealing with federal taxation of corporations, partnerships, estates and trusts, and retirement plans. Prerequisite: ACCT 361 with a grade equivalent of 2.00 or higher.

ACCT 401 AUDITING I (3)
PCAOB and AICPA standards of independence, ethics; auditing evidence and procedures; and internal controls employed by auditors of public company financial statements; engagement reporting standards. Prerequisites: ACCT 303, COMM 131, and upper level writing requirement with a grade equivalent of 2.00 or higher; ACCT major and senior status.

ACCT 402 AUDITING II (3)
Auditing procedures, working individually and in small groups, analyzing problems and cases, and developing oral and written communications skills for public accounting. Prerequisites: ACCT 401 with a grade equivalent of 2.00 or higher; ACCT major and senior status.

ACCT 410 GOVERNMENTAL AND NOT-FOR PROFIT ACCOUNTING (3)
Accounting and financial reporting procedures for governmental and nonprofit organizations. Promulgated accounting standards, conceptual issues, and special topics will be examined. Emphasizes accounting for state and local governments, not-for-profit organizations, colleges and universities, and health care organizations. Prerequisite: ACCT 303 with grade equivalent of 2.00 or higher, Accounting major only.

ACCT 411 TOPICS IN AFRICAN AND AFRICAN AMERICAN STUDIES (3)
Extensive study of a specific topic chosen from a variety of disciplines in African and African-American Studies. Content varies. May be repeated for a maximum of six units when identified by a different subtitle. Prerequisites: AFST 201 and a 300 level course fulfilling the African and African-American Studies minor, or consent of the program director and the instructor.

Allied Health (AHLT)

Courses

AHLT 200 Transfer from CCBCC-Essex (2-36)
Theory and practice of respiratory therapy. 200-level courses from a two-year college.

AHLT 310 MANAGEMENT FOR THE ALLIED HEALTH PROFESSIONAL (3)
Issues and skills in managing health care professional including leadership and supervision.

AHLT 311 HUMAN RESOURCE MANAGEMENT FOR ALLIED HEALTH PROFESSIONALS (3)
Human resource management in health, focus on recruitment, development, performance feedback and conflict resolution.

AHLT 313 CLINICAL PROGRAM PLAN & EVALUATION (3)
Overview of the clinical program planning and evaluation process. Development of clinical health programs based on community/medical needs or needs of healthcare systems. Prerequisite: Admission to the Allied Health program or permission of instructor.

AHLT 315 FINANCIAL MANAGEMENT FOR THE ALLIED HEALTH PROFESSIONAL (3)
Overview of the financial methods and applications used in health care settings. Focus on understanding balance sheets, cost analysis, and budgeting for allied health within health care systems. Prerequisite: Admission to the Allied Health program or permission of instructor.

AHLT 320 UNDERSTANDING EVIDENCE-BASED PRACTICE (3)
Critical search, interpretation, and analysis of literature to support best practices in clinical health care. Prerequisite: Admission to the Allied Health program or permission of instructor.

AHLT 405 SYSTEMIC DISEASE PROCESSES AND INTERVENTIONS IN RESPIRATORY CARE (3)
Respiratory therapy assessment of etiology and clinical manifestations, management and interventions, and the course and prognosis for systemic disease process. Prerequisite: special permit.

AHLT 407 NEONATAL AND PEDIATRIC RESPIRATORY (3)
Respiratory therapy assessment and management of disease process specific to neonatal and pediatric populations, including pathogenesis, clinical manifestations, evidence based ventilator management, patient course prognosis.

AHLT 409 SLEEP DISORDERS AND REHAB SERVICES IN RESPIRATORY CARE (3)
Continuum of respiratory care following hospital discharge, including services related to pulmonary and cardiac rehabilitation, sleep disorders, and home care. Prerequisites: Admission to Allied Health program; credentialed as respiratory therapist.

AHLT 411 ADVANCED CARDIOPULMONARY DISEASE AND PATHOPHYSIOLOGY (3)
Etiology, clinical manifestations, assessments, and management of respiratory and pulmonary diseases. Prerequisites: Admission to the Allied Health program or permission of instructor.

AHLT 413 PHARMACOLOGY AND THERAPEUTICS (3)
Advanced respiratory care through the selection of pharmacologic treatments based on clinical applications in the community, best practices, and evidence-based medicine. Prerequisites: Admission to AHLT program; BIOL 221/ BIOL 221L and BIOL 222/ BIOL 222L (BIOL 213/ BIOL 214) or equivalent; CHEM 121/ CHEM 121L (CHEM 105) or equivalent; or instructor consent.

African and African-American Studies (AFST)

Courses

AFST 201 MAIN THEMES IN AFRICAN AND AFRICAN-AMERICAN STUDIES (3)
Interdisciplinary introduction to African and African American Studies. Explores a number of themes such as religion/spirituality, family, education, identity, literature, politics, and economics. GenEd II.C.3 or Core: Diversity & Difference.
AHLT 440 TECHNICAL AND PROFESSIONAL ISSUES IN ALLIED HEALTH (3)
Identification and analysis of current issues facing the allied health disciplines, including reimbursement policy, scope of practice, changing educational criteria, credentialing professional encroachment, medical errors, and interdisciplinary teams. Requires grade of C or better to fulfill Core or GenEd requirement. Prerequisites: AHLT 320, GenEd I.A; admission to the Allied Health program. Core: Advanced Writing Seminar or GenEd I.D.

AHLT 445 RESEARCH METHODS IN ALLIED HEALTH (3)
Basic concepts for understanding and conducting research related to Allied Health professions. Study of experimental and quasi-experimental designs, quantitative, and qualitative methodologies; literature search and critique; basic statistical procedures for data analysis; and research ethics. Prerequisites: AHLT 320, GenEd I.A., GenEd I.C., Junior status, and Major status and/or consent of department.

AHLT 450 CAPSTONE IN ALLIED HEALTH (3)
Integration of program objectives through culminating projects that examine leadership, ethics, cultural competence, healthcare, and lifelong learning. Prerequisites: within 6 units of completing courses in the major or permission of the Allied Health Program Director.

AHLT 470 SPECIAL TOPICS IN ALLIED HEALTH (1-3)
Special Topics in the area of Allied Health Professions. May be repeated for a total of 9 units provided a different topic is taken. Prerequisites: A minimum of 6 units in Allied Health and consent of the department.

AHLT 495 INDEPENDENT STUDY IN ALLIED HEALTH (1-3)
In-depth investigation or project completion on an allied health topic. Prerequisite: Consent of Allied Health Program Director.

AHLT 496 INDEPENDENT STUDY IN ALLIED HEALTH (1-3)
In-depth investigation or project completion on an allied health topic. Prerequisite: Consent of Allied Health Program Director.

Anthropology (ANTH)

Courses

ANTH 207 CULTURAL ANTHROPOLOGY (3)
Introduction to social and cultural anthropology; cultural theory, social structure, human ecology, language and culture, technology, religion, art, and literature. GenEd II.D or Core: Global Perspectives.

ANTH 209 ANTHROPOLOGY OF AMERICAN CULTURE (3)
Applies the anthropological perspective and methodology to the study of the institutions of American culture and the distinctive ways of life encompassed by it. GenEd II.C.2 or Core: The United States as a Nation.

ANTH 210 HONORS CULTURAL ANTHROPOLOGY (3)
Introduction to social and cultural anthropology. Major social institutions, such as politics, economics, religion and social structure will be viewed cross-culturally. Honors College course. Special permit only. GenEd II.D or Core: Global Perspectives.

ANTH 211 HONORS ANTHROPOLOGY OF AMERICAN CULTURE (3)
Applies the anthropological perspective and methodology to the study of the institutions of American culture and the distinctive ways of life encompassed by it. Honors College course. Special permit only. GenEd II.C.2.

ANTH 212 PALEOANTHROPOLOGY AND ARCHAEOLOGY (3)
The study of humans: their biological and cultural development through time. Not open to students who have taken ANTH 208. Core: Lab and Non-Lab Sciences or GenEd II.A.

ANTH 307 KOREA AND GLOBALIZATION (3)
Tensions and contradictions in Korean society and culture brought about by globalization; Koreans in diaspora, and Korea as a globalized, multicultural nation; Korean culture as a global commodity consumed outside of Korea. Prerequisite: ANTH 207.

ANTH 311 ARCHAEOLOGY OF MARYLAND (3)
Prehistory of Maryland from initial settlement until the European contact. Prerequisite: ANTH 208.

ANTH 321 ANTHROPOLOGY OF GENDER (3)
Anthropological analysis of gender in a global context, including contemporary forms of gender inequality and diverse meanings of gender across cultures; themes include gender, colonialism, and capitalism; the intersections of gender, sexuality, race, ethnicity, and class; kinship, nationalism, and reproduction; and gendered labor in the global economy. Prerequisite: SOCI 101 or ANTH 207.

ANTH 325 MORAL PANICS (3)
Anthropological theories and methods used to analyze moral panics; role of the global media in the culture of fear. Prerequisite: ANTH 207.

ANTH 327 ARCHAEAOLOGY OF DEATH (3)
Examination of mortuary archaeology to understand how burials inform archaeologists about topics such as kinship, status, gender, politics, doctrines, and maintenance of social order in past societies. Prerequisite: ANTH 207 or ANTH 208/ANTH 212.

ANTH 328 FORENSIC ANTHROPOLOGY (3)
An introduction to the methods, theory, and laboratory analyses of forensic anthropology. Prerequisite: ANTH 208/ANTH 212.

ANTH 331 ESKIMO ETHNOGRAPHY (3)
Survey of the social and cultural worlds of the Inuit (Eskimo). Prerequisite: ANTH 207.

ANTH 341 INFORMATION AGE CULTURES (3)
Anthropological study of institutions, organizations and dilemmas common to an "information age." GenEd II.A. Prerequisite: ANTH 207.

ANTH 346 WEALTH, POWER AND POLITICS IN CROSS-CULTURAL PERSPECTIVE (3)
Political systems and the distribution of power in egalitarian, ranked, and stratified societies will be examined. Prerequisite: SOCI 101 or ANTH 207.

ANTH 351 DRUGS IN GLOBAL PERSPECTIVE (3)
Examines from an anthropological perspective drug production and organization of supply worldwide; its impact on the peoples, economy, polity, and cultures of involved countries; and the diversity of drug policies and national responses. Prerequisite: SOCI 101 or ANTH 207.

ANTH 352 ANTHROPOLOGY OF MEDIA (3)
Ethnographic approaches to the analysis of media-based culture; media-based work of anthropologist and other cultural producers specific to various geographic locations. Prerequisite: ANTH 207.

ANTH 353 LATINAS IN THE AMERICAS (3)
Anthropological perspective stressing "emic" or insider view; structural constraints of class, gender, and race; women's agency is used to understand the diverse experiences of Latin American women with colonization, independence, revolution, development, and structural readjustment. Prerequisite: ANTH 207, ANTH 208, or WMST 231 or consent of instructor.

ANTH 357 INTRODUCTION TO FORENSIC CRIME ANALYSIS (3)
Forensic science with a focus on crime scene processing; consideration of the crime scene from an anthropological and archaeological perspective; general coverage of death investigation, latent prints, trace evidence, firemark and toolmark identification, impression evidence, and forensic computer analysis. Prerequisite: CRMJ 254 or ANTH 208 or SOCI 101; or open to majors in Forensic Chemistry.

ANTH 364 RELIGION, MAGIC AND WITCHCRAFT (3)
The world view, beliefs, and rituals of selected non-literate peoples considered with reference to religion as a universal category of human culture. Prerequisite: ANTH 207.

ANTH 365 NORTH AMERICAN INDIANS (3)
The traditional culture of native North Americans and their socio-cultural place in modern American society. Prerequisite: ANTH 207.
ANTH 366 SOUTH AMERICAN INDIANS (3)
Survey of the cultures of the native peoples of South America in Pre-Columbian times and the situation of contemporary tribal peoples of South America. Prerequisite: ANTH 207.

ANTH 367 PEOPLE OF THE MIDDLE EAST (3)
Survey of the Middle East as a cultural area with emphasis on culture change. Prerequisite: ANTH 207.

ANTH 368 GLOBALIZATION IN CROSS CULTURAL PERSPECTIVE (3)
Analyzes various approaches to globalization and examines the consequences of globalization and development among selected contemporary populations, primarily in the Southern countries of the world. Prerequisite: ANTH 207 or SOCI 101.

ANTH 369 TRADITION & REVOLUTION IN LATIN AMERICA (3)
Legacies, both real and imagined, of revolution in contemporary politics and social change in Latin America; new forms of resistance and movements for social and economic justice in the Global South. Prerequisite: SOCI 101, ANTH 207, or ANTH 208.

ANTH 370 TOPICS IN ANTHROPOLOGY (3)
An examination of current topics in anthropology, designed for non-majors as well as majors. May be repeated for a maximum of six units. Prerequisite: ANTH 207 or ANTH 208.

ANTH 380 ETHNOGRAPHIC FIELD METHODS (3)
The history, theory, and methods of ethnographic field research in anthropology. Current issues in anthropological fieldwork. Prerequisite: ANTH 207.

ANTH 381 ARCHAEOLOGICAL METHODS AND THEORY (3)
Methods of excavating and recording archaeological data. Investigation of problems of current research interest. Prerequisite: ANTH 208.

ANTH 382 VISUAL ANTHROPOLOGY (3)
Study of ethnographic media and representation of various cultures globally; theories and methods related to the production of various forms of visual anthropology. Prerequisite: ANTH 207.

ANTH 383 NORTH AMERICAN ARCHAEOLOGY (3)
Regional survey of the prehistory of native North American cultures. Prerequisite: ANTH 207 or ANTH 208.

ANTH 385 ENVIRONMENTAL ARCHAEOLOGY (3)
Analysis of pre-Columbian Native American environmental adaptations. Special focus on Ancestral Puebloans in the American Southwest. Prerequisite: ANTH 207 or ANTH 208.

ANTH 387 NATIVE AMERICAN ARCHAEOASTRONOMY (3)
Prehistoric roots of astronomy in the New World emphasizing the American Southwest. Celestial motions, calendar development, related folklore, and case studies concerning solstice and equinox observations. Prerequisite: ANTH 207 or ANTH 208.

ANTH 388 RETHINKING INDIGENITY (3)
Indigenous traditions, ideals, and customs and their impact on contemporary law, economics, politics, and ways of life; how indigenous peoples organize and present themselves in national and global debates over citizenship, resource politics, and participatory democracy; anthropology’s historical role in defining the indigenous “other” and recent politicization of the concept of indigeneity as a language to create change. Prerequisite: SOCI 101 or ANTH 207.

ANTH 391 ARCHAEOLOGICAL LAB METHODS (3)
Artifact analyses from prehistoric site excavations; archaeological data analysis techniques. Prerequisite: ANTH 208.

ANTH 393 ARCHAEOLOGICAL FIELD SCHOOL (3-6)
Fieldwork conducted in a prehistoric archaeological site in the Maryland area. May be repeated for a maximum of 6 units. Prerequisite: ANTH 208.

ANTH 401 ANTHROPOLOGICAL THEORY (3)
Survey of the theoretical contributions made by American, British and Continental anthropologists. Satisfies the university’s second writing course requirement. Requires grade of C or better to fulfill Gen Ed Core requirement. Prerequisites: ENGL 102, ANTH 207, and 9 units of anthropology. GenEd I.D or Core: Advanced Writing Seminar.

ANTH 450 LIFE IN THE CITY (3)
Analysis of the history and socioeconomic conditions of domestic and foreign cities through the lens of urban anthropology; application of urban anthropology theory and methods to Baltimore city through fieldwork and civic engagement activities. Prerequisites: ANTH 207 and two upper-level cultural anthropology courses.

ANTH 457 ADVANCED FORENSIC INVESTIGATION (3)
Advanced methods and techniques used to process and interpret the crime scene, collect and package evidence, and prepare and present evidence in legal contexts. Coverage of forensic entomology, latent print development techniques, impression evidence casting and recovery, chemical enhancement of bloodstains, and forensic archaeology. Prerequisite: ANTH 357. Lab/Class fee will be assessed.

ANTH 470 SPECIAL TOPICS IN ANTHROPOLOGY (1-3)
An examination of current topics in Anthropology designed for junior and senior majors. May be repeated for a maximum of 6 units. Prerequisites: ANTH 207 and 6 additional hours of anthropology.

ANTH 491 INTERNSHIP IN ANTHROPOLOGY I (3)
Supervised experience in work setting which facilitates understanding of roles and relationships relevant to anthropological inquiry and application of anthropological knowledge. Although opportunities to do anthropologically oriented fieldwork in the community will usually be available, placement in agencies dedicated to anthropological inquiry may not always be possible. Students may elect to take one term for 3 units (ANTH 491) or two terms for 3 units each (ANTH 491 & ANTH 492), in one agency for both terms or in a different agency each term. No more than 3 units may be earned in a term without consent of the chair, which will be granted only when agency requirements and student needs make it appropriate. A fee is charged for each term a student is involved in the internship. Prerequisites: concentration in anthropology; junior standing and consent of internship coordinator.

ANTH 492 INTERNSHIP IN ANTHROPOLOGY II (3)
Supervised experience in work setting which facilitates understanding of roles and relationships relevant to anthropological inquiry and application of anthropological knowledge. Although opportunities to do anthropologically oriented fieldwork in the community will usually be available, placement in agencies dedicated to anthropological inquiry may not always be possible. Students may elect to take one term for 3 units (ANTH 491) or two terms for 3 units each (ANTH 491 and ANTH 492), in one agency for both terms or in a different agency each semester. No more than 3 units may be earned in a term without consent of the chair, which will be granted only when agency requirements and student needs make it appropriate. A fee is charged for each term a student is involved in the internship. Prerequisites: concentration in anthropology; junior standing and consent of internship coordinator.

ANTH 495 INDEPENDENT RESEARCH (3)
Supervised research and anthropological investigation leading to preparation of a research project or a supervised field experience. For senior students with a concentration in anthropology. May be repeated for a maximum of 6 units. Prerequisites: at least 12 units in ANTH and consent of department chair.

ANTH 498 READINGS IN ANTHROPOLOGY (HONORS) (4)
A survey of the relevant scholarly literature under the guidance of a staff member who will direct the student’s research. Prerequisite: consent of the departmental honors coordinator.

ANTH 499 HONORS THESIS IN ANTHROPOLOGY (4)
Supervised research and anthropological investigation involving library and/or field experiences and culminating in a written report. Prerequisite: consent of the departmental honors coordinator.
Applied Adult Disability Studies (AADS)

Courses

AADS 205 INTRODUCTION TO DISABLING CONDITIONS (3)
An overview of disabling conditions and the influence of these conditions on the lived experience of individuals with disabilities.

AADS 305 HISTORY OF DISABILITY (3)
Overview of disability history; explores changing views of disabling conditions and the implications of these for individuals with disabilities. Prerequisite: PSYC 101, SOCI 101, or FMST 101.

AADS 310 UNDERSTANDING DISABILITY THROUGH MASS MEDIA (3)
An overview of the ways that mass media frame disability for the general public through journalism, TV, film, advertising, photography, documentary, comic art and the Internet. Prerequisite: IDHP 205.

AADS 315 EMPLOYMENT AND DISABILITY (3)
An overview of theories of career development; barriers and supports to employment for people with physical disabilities, mental illness, autism, and conditions associated with an aging population; and current and past employment-related legislation. Students will participate in 15 service learning hours in the Baltimore Metropolitan community during which they will observe and interact with individuals with disabilities in the workplace. Core: Metropolitan Perspectives.

AADS 405 RESEARCH METHODS IN ADULT DISABILITY STUDIES (3)
Introduction to research as it applies to the field of adult disability studies. Exploration of quantitative and qualitative methodologies, research design, basic statistics and data analysis, and research ethics with focus on writing. Requires grade of C or better to fulfill Gen Ed or Core requirement. Prerequisites: ENGL 102, IDHP 205 and IDHHP 305. GenEd I.D. or Core: Advanced Writing Seminar.

AADS 410 DISABILITY, ADVOCACY AND COMMUNICATION (3)
Introduces media and communication strategies for educating the general public about issues that affect the disability community and disability organizations. Prerequisites: IDHP 305.

AADS 417 DISABILITY: POLICY, PRACTICE AND EMPOWERMENT (3)
An examination of models of disability; current disability-focused policies; a range of disability related treatments, services, and supports; and the potential of any of these to oppress or empower individuals with disabling conditions. Prerequisites: IDHP 205 and IDHP 305.

AADS 420 INTERNSHIP IN DISABILITY STUDIES (9)
Supervised fieldwork experience in approved community agencies. Corequisite: AHLT 313. Prerequisites: all other coursework must be completed prior to internship.

Applied Information Technology (AIT)

Courses

AIT 400 FUND PROG&DATA STRCTURES (6)
Structured problem solving, algorithm development, fundamentals of computer programming, basic data structures and their implementation, sort and search algorithms, and an introduction to the design and development of information systems. Prerequisite: Admission to AIT program.

AIT 401 INFO TECHNO FUNDAMENTALS (4)
Overview of IT concepts; ethical, social and security issues related to IT systems; business information systems; electronic commerce; enterprise resource planning systems; decisions support systems; IT systems development overview; effective use of up-to-date IT tools and application software. The course consists of two hours of lecture and three hours lab work per week. This course will not count as graduate credit toward AIT program or any other graduate program offered at TU. Prerequisite: Admission to AIT program.

Arabic (ARAB)

Courses

ARAB 101 ARABIC ELEMENTS I (3)
Introduction to standard modern Arabic. Emphasis on learning script and phonology to build vocabulary and syntactic structure of the language and communicative competence. Not open to native or heritage speakers without consent of instructor. GenEd II.D or Core: Arts & Humanities.

ARAB 102 ARABIC ELEMENTS II (3)
Review and further study of elementary modern standard Arabic. Emphasis on learning script and phonology to build vocabulary and syntactic structure of the language and general communicative competence. Not open to native or heritage speakers without consent of instructor. Prerequisite ARAB 101. GenEd II.D or Core: Global Perspectives.

ARAB 201 ARABIC INTERMEDIATE I (3)
Review of grammar and pronunciation; conversation; reading of cultural texts; oral and written exercises in language lab. Conducted in Arabic. Not open to native or heritage speakers without consent of instructor. Prerequisite: ARAB 102 or equivalent. Gen ED II.D or Core: Arts & Humanities.

ARAB 202 ARABIC INTERMEDIATE II (3)
Advanced grammar structures; conversation; composition; reading of cultural texts; oral and written exercises in language lab. Conducted in Arabic. Not open to native or heritage speakers without consent of instructor. Prerequisite: ARAB 201 or equivalent. GenEd II.D or Core: Global Perspectives.

ARAB 301 ARABIC COMPOSITION AND CONVERSATION I (3)
Reading, conversation, and composition on topics of cultural and literary interest; review of grammar and syntax as needed. Conducted in Arabic. Prerequisite: ARAB 202 or equivalent. Core: Arts & Humanities.

ARAB 302 ARABIC COMPOSITION AND CONVERSATION II (3)
Reading, conversation, and composition on topics of cultural and literary interest; review of grammar and syntax as needed. Conducted in Arabic. Prerequisite: ARAB 301 or equivalent or Core: Global Perspectives.

Art (ART)

Courses

ART 100 USING VISUAL INFORMATION EFFECTIVELY (3)
Accessing, analyzing and organizing visual information, including Internet research and Web page design. Gen.Ed. I.B. Lab/Class fee will be assessed.

ART 101 DIGITAL TOOLS AND CONCEPTS (3)
Introduction to digital tools, processes, issues, and concepts used by artists and designers working with digital media. Prerequisite: ART, ARTH, or ARED Major or Minor.

ART 103 3D PROCESS (3)
Creative process, elements, and principles of two-dimensional design and color theory through a variety of drawing processes. Prerequisite: ART Major or Minor. GenEd I.E. or Core: Creativity & Creative Development. Lab/Class fee will be assessed.

ART 104 3D PROCESS (3)
Elements and principles of three-dimensional design: form and space problems involving various tools, materials and techniques. Prerequisite: ART Major or Minor. Lab/Class fee will be assessed.
ART 106 DRAWING FOR NON-ART MAJORS (3)
Creative process through drawing. Studio application, lectures, demonstrations and research problems. GenEd I.E or Core: Creativity & Creative Development.

ART 107 CERAMICS FOR NON-ART MAJORS (3)
Creative process through studio application of ceramics. Lectures, demonstrations and research problems. Core: Creativity & Creative Development and GenEd I.E. Lab/Class fee will be assessed.

ART 109 SCULPTURE FOR NON-ART MAJORS (3)
Creative process through sculpture. Studio application, lectures, demonstrations and research problems. GenEd I.E or Core: Creativity and Creative Development. Lab/Class fee will be assessed.

ART 111 DRAWING AND THE APPRECIATION OF DRAWING (3)
Problems of expressive draftsmanship in a variety of media. Drawing from the costumed and nude figures, still life and landscape. Prerequisite: ART Major or Minor. Lab/Class fee will be assessed.

ART 113 PAINTING FOR NON-ART MAJORS (3)
Creative process through painting. Studio application, lectures, demonstrations and research problems. GenEd I.E or Core: Creativity & Creative Development.

ART 115 AMERICAN TRADITIONS IN PAINTING (3)

ART 117 PRINTMAKING FOR NON-ART MAJORS (3)
Creative process through printmaking. GenEd I.E. Lab/Class fee will be assessed.

ART 118 JEWELRY FOR NON-ART MAJORS (3)
Creative process through jewelry production. GenEd I.E. Lab/Class fee will be assessed.

ART 126 FABRIC DESIGN FOR NON-ART MAJORS (3)
Study of design elements and principles using various textile techniques, such as embroidery, appliqué, quilting, and dyeing. GenEd I.E. Lab/Class fee will be assessed.

ART 146 HONORS DRAWING FOR NON-ART MAJORS (3)
Creative process and communication through drawing. Studio application, lectures, demonstrations and research problems. Prerequisite: Honors College course. Core: Creativity or GenEd I.E. Lab/Class fee will be assessed.

ART 156 ARTIST BOOKS FOR NON-ART MAJORS (3)
Lecture, demonstration and studio application of handmade artist bookmaking techniques. Focuses on technical, formal, and conceptual concerns related to historical and contemporary bookbinding, and the creation of artist books as a mode of creative expression. GenEd I.E. or Core: Creativity & Creative Development.

ART 157 LETTERPRESS FOR NON-ART MAJORS (3)
The art of letterpress, typesetting, and relief printing on a hand-operated printing press. Core: Creativity & Creative Development or GenEd I.E.

ART 205 THE HUMAN FIGURE (3)
Exploration of the human figure using two- and three-dimensional techniques: emphasis on the representational image. Prerequisite: ART 211. Lab/Class fee will be assessed.

ART 211 DRAWING: OBSERVATION AND INVENTION (3)
Continued exploration of drawing, with an emphasis on observationally based drawing and ideational drawing. The interplay between these two modes will be explored. Prerequisites: ART 103 or ART 111; ART Major or Minor. Lab/Class fee will be assessed.

ART 212 VISUAL CONCEPTS (3)
Conceptual issues in contemporary art and design. Multidisciplinary exploration of concepts in artistic production; projects emphasizing the link between form and concept. Prerequisites: ART 101, ART 103, and ART 104. ART Major or Minor. Lab/Class fee will be assessed.

ART 217 DIGITAL CONCEPTS: IMAGE AND SURFACE (3)
Utilizing digital tools for the design of graphic surface and image. Prerequisite: ART 101 or ART 103. Lab/Class fee will be assessed.

ART 218 METALS + JEWELRY (3)
Introduction to metalsmithing and jewelry through lecture, demonstration, and studio problems in the design / creation of three-dimensional objects: jewelry and small-scale functional objects. Methods of joining and forming metal and alternative materials. Prerequisites: ART 103 and ART 104. Lab/Class fee will be assessed.

ART 219 DIGITAL CONCEPTS: STRUCTURE (3)
Utilizing digital tools for the design of graphic structures and systems. Not open to students who have successfully completed ART 321. Prerequisite: ART 101 or ART 217. Lab/Class fee will be assessed.

ART 229 PAINTING I (3)
Fundamentals of painting through lecture, demonstration and studio experience. Emphasis on color theory and applications: still life and landscape. Prerequisite: completion of, or concurrent enrollment in, ART 211.

ART 231 CERAMICS I (3)
Creative investigation of ceramic materials. Studio work, lectures and discussion on ceramic design, techniques and materials. Prerequisites: ART 103 and ART 104. Lab/Class fee will be assessed.

ART 232 CERAMIC SURFACE DECORATION (3)
An introduction to ceramic surface design using a variety of media, processes, and related aesthetic concerns. Prerequisite: ART 107 or ART 212 or ART 231.

ART 233 PHOTO IMAGING - DIGITAL WORKFLOW FOR NON-ART MAJORS (3)
Introduction to creative digital photographic workflow - the aesthetics, technology and history of photographic imaging - creative capture, archiving, optimizing, printing, presentation and exporting to the web. Requirements: digital camera [see recommendations], laptop computer [see min specs], Adobe Lightroom 2 software. GenEd I.E. Lab/Class fee will be assessed.

ART 234 PHOTO IMAGING - FILM (3)
Technical and aesthetic elements of the analog photographic process. A manually adjustable 35mm film camera is required. Prerequisite: ART 103. Lab/Class fee will be assessed.

ART 235 PHOTO IMAGING - CREATIVE WORKFLOW (3)
Introduction to creative digital photographic workflow using professional level capture devices - the aesthetics, technology and history of photographic imaging - creative capture, archiving, optimizing, printing, presentation and exporting to the web. Requirements: digital camera [see recommendations], laptop computer [see min specs], Adobe Lightroom 2 software, peripheral hard drive. Prerequisite: ART 103. Lab/Class fee will be assessed.

ART 236 PHOTO IMAGING - LIGHT (3)
An investigation into the manipulation of natural and artificial light for use in photo imaging capture and production. A manually adjustable digital SLR camera is required. Prerequisite: ART 235. Lab/Class fee will be assessed.

ART 237 PHOTO IMAGING - ALTERNATIVE PROCESS (3)
An investigation of alternative methods of photo image making - both analog and digital - and the contemporary application of each technology. A manually adjustable film or digital SLR camera is required. Prerequisite: ART 234 or ART 235. Lab/Class fee will be assessed.

ART 238 PHOTO IMAGING - MOTION (3)
An investigation into the creation and exhibition of time-based arts. Included will be the exploration of video capture and editing, multi-media presentation and real-time image delivery. Prerequisite: ART 235 or by consent. Lab/Class fee will be assessed.

ART 241 SCULPTURE I (3)
Lecture and studio problems in the aesthetic and technical considerations of contemporary sculpture. Prerequisite: ART 104. Lab/Class fee will be assessed.
ART 245 INTRODUCTION TO PRINTMAKING (3)
Basic intaglio and relief processes: collograph, dry point, linocut, and monoprinting, with an overview of other printmaking media. Prerequisite: Completion of, or concurrent enrollment in, ART 211. Lab/Class fee will be assessed.

ART 258 PHOTO IMAGING - DIGITAL I (3)
Digital photographic image capture, manipulation, and production. A manually adjustable digital SLR camera is required. Not open to students who have successfully completed ART 359. Prerequisites: ART 235 and ART 217. Lab/Class fee will be assessed.

ART 301 STAINED GLASS (3)
Directed studio problems in stained glass: cutting, foiling, soldering, brass frame, and patina. Prerequisite: ART 102 or ART 103 or consent of instructor. Lab/Class fee will be assessed.

ART 307 MATERIALS: CONCEPT AND PROCESS (3)
Examination of the properties and characteristics of materials and methodology in the design and creation of objects through lecture, demonstration, and directed studio problems. Prerequisite: ART 218 [Jewelry I or Metals + Jewelry I] or ART 231. Lab/Class fee will be assessed.

ART 308 CERAMICS: THE RAJU PROCESS (3)
The utilization of specific clays, glazes, and firing techniques which relate to this both ancient, yet contemporary, ceramic process. Lab/Class fee will be assessed.

ART 309 CERAMICS: THE POTTER'S WHEEL (3)
Studio experience in wheel throwing with emphasis on utilitarian art forms. Lectures, discussion and demonstrations. Prerequisite: ART 231. Lab/Class fee will be assessed.

ART 310 CERAMICS: HANDBUILDING (3)
Studio experience utilizing a variety of handbuilding techniques: problems in both utilitarian and sculptural considerations. Prerequisite: ART 107, ART 231, or consent of instructor. Lab/Class fee will be assessed.

ART 311 WOOD: CONCEPT AND PROCESS (3)
Lecture and directed studio problems in the fabrication and lamination of wood. Prerequisite: ART 104. Lab/Class fee will be assessed.

ART 312 CERAMICS: SPECIAL PROCESS (3)
An exploration of a variety of techniques including lustres, low-fire glazes and underglazes, decals, Egyptian paste, mold making and slip casting. Prerequisite: ART 231 or written consent of instructor.

ART 313 ENAMELING: GLASS ON METAL (3)
Lecture, demonstration, and directed studio problems in vitreous enameling: application and firing methods, stenciling, sgrafitto, painted enamels, champleve, basse-taille, and alternative approaches. Emphasis on image development and color theory. Prerequisites: ART 103 and ART 104. Lab/Class fee will be assessed.

ART 315 CASTING: MATERIALS AND PROCESS (3)
Directed studio problems in the casting process: traditional lost wax bronze casting, RTV mold making, casting new, alternative, and experimental materials. Prerequisite: ART 218.

ART 317 GRAPHIC DESIGN I (3)
Fundamentals of visual conceptualization, type and image integration, creative and innovative concept development. Prerequisites: ART 217 and ART 219. Lab/Class fee will be assessed.

ART 318 METALS + JEWELRY II (3)
Intermediate lecture, demonstration, directed studio problems in 2 dimensional surface development, hollow fabrication, and beginning stone setting. Prerequisite: ART 218.

ART 319 METALSMAITHING (3)
Lecture, demonstration and directed studio problems in raising, forging, joining and finishing various metals with emphasis on design and creation of hollowware and flatware. The historic and aesthetic aspects of the media are considered. Prerequisite: ART 218/ART 318. Lab/Class fee will be assessed.

ART 320 FIBERS: STRUCTURES I (3)
Non-loom fiber construction including twining, coiling, crochet, felting, basketry. Functional and sculptural forms, historical and aesthetic considerations. Prerequisite: ART 104 or consent of instructor. Lab/Class fee will be assessed.

ART 322 DIGITAL CONCEPTS: MOTION (3)
Directed studio experience using a variety of digital programs emphasizing motion and elements of animation. Prerequisite: ART 217. Lab/Class fee will be assessed.

ART 323 PERCEPTUAL PAINTING (3)
Personal voice, ideas of perception, and skill development in observational painting. Prerequisite: ART 229.

ART 324 ABSTRACT PAINTING (3)
Exploration of a variety of models of abstraction, including hybrid abstraction/representation, through painting. Prerequisite: ART 229.

ART 325 PAINTING MEANING: EXPRESSION, NARRATIVE, AND PERSONAL CONTENT (3)
Exploration of how paintings hold meaning for artist and viewer. Finding subject matter, developing ideas, and painting from sources other than direct observation. Prerequisite: ART 229.

ART 326 FIBERS: SURFACES I (3)
Design problems executed with dye and ink on fabric using resist techniques, hand painting and printing. Prerequisite: ART 103 or consent of instructor. Lab/Class fee will be assessed.

ART 327 DESIGN AND SOCIAL ENTREPRENEURSHIP (3)
Examination of the cross-disciplinary social design movement. Using the design process, students identify and address social issues. Prerequisites: ART 101, ART 103, ART 104, ART 211, ART 212, ARTH 221 and ARTH 222. Junior standing. ART Major only and completion of first level foundations.

ART 328 FIBERS: STRUCTURES II (3)
Basics of hand weaving on the loom. Aesthetic and historical aspects of the media. Prerequisite: ART 103 or consent of instructor. Lab/Class fee will be assessed.

ART 331 WATERCOLOR I (3)
Fundamentals explored through lecture, demonstration and studio experience: still life, landscape and the figure. Prerequisite: completion of, or concurrent enrollment in, ART 211. Class/lab fee will be assessed.

ART 333 PAPERMAKING (3)
Two and three dimensional creative problems in the making of paper.

ART 334 PHOTO IMAGING - CONCEPTS I (3)
The aesthetic of black-and-white image-making using advanced analog and electronic imaging techniques. Prerequisites: ART 236, ART 238, and ART 258/ART 359. Lab/Class fee will be assessed.

ART 335 PHOTO IMAGING - CONCEPTS II (3)
The aesthetics of color image-making using advanced analog and electronic imaging techniques. Prerequisites: ART 236, ART 238, ART 258. Lab/Class fee will be assessed.

ART 337 FIBER: SURFACE II (3)
Contemporary design and color studies in piecing, appliqué, quilting, and embroidery by hand and machine. Aesthetic, historical and cultural considerations. Prerequisite: ART 103 or consent of instructor. Lab/Class fee will be assessed.

ART 338 PHOTO IMAGING - ADVANCED MOTION (3)
Continued investigation of social, political, and aesthetic use of time-based media in contemporary art. Advanced editing, sound and lighting techniques with an emphasis on conceptual process. Prerequisite: ART 238.

ART 339 METAL: CONCEPT & PROCESS (3)
Lecture and directed studio problems in metal fabrication and lost wax casting. Prerequisite: ART 104. Lab/Class fee will be assessed.

ART 340 MODELING: CONCEPT & PROCESS (3)
Lecture and directed studio problems in clay modeling emphasizing the human figure and moldmaking. Prerequisite: ART 104. Lab/Class fee will be assessed.
ART 342 CARVING: CONCEPT & PROCESS (3)
Lecture and directed studio problems in stone, wood and other media. Prerequisite: ART 104. Lab/Class fee will be assessed.

ART 344 EXPERIMENTAL DRAWING AND PAINTING (3)
Experimental processes, materials, and forms in drawing and painting. Prerequisite: ART 323 or ART 324 or ART 325 or ART 372.

ART 345 NEW DIRECTIONS/PRINT (3)
Utilizing technology to link printmaking to digital, photo, Xerox and hand-drawn images. Prerequisite: ART 217 or consent of instructor. Lab/Class fee will be assessed.

ART 346 NEW DIRECTIONS IN PAINTING, EXPERIMENTAL MEDIA AND ART I (3)
Development of skills and technical expertise in 2-D, 3-D, 4-D computer based and time based. Emphasis on individual expression, uniqueness, and personal direction. Prerequisite: ART 329. Lab/Class fee will be assessed.

ART 347 SCREEN PROCESS I (3)
Multicolor projects include paper, stencil, drawing fluid, filler blockout, crayon resist, direct photo emulsion using water-based inks. Prerequisite: completion of, or concurrent enrollment in, ART 211. Class/lab fee will be assessed.

ART 348 ARTIST PRINT (3)
Advanced studio experience in printmaking with emphasis on personal direction. May be repeated for a maximum of 6 units. Prerequisite: ART 245.

ART 349 RELIEF PROCESS I (3)
Traditional and experimental techniques in printmaking: woodcut, collagraph, subtractive relief process using oil and water-based materials. Prerequisite: completion of, or concurrent enrollment in ART 211, or consent of instructor. Class/lab fee will be assessed.

ART 350 ETCHING AND INTAGLIO PROCESSES (3)
Etching, engraving, aquatint, lift ground, wood intaglio, and beginning color printing. Prerequisite: completion of, or concurrent enrollment in, ART 211. Class/lab fee will be assessed.

ART 351 WRITING ABOUT ART (3)
Expository writing about the visual arts, including critiques, articles, press releases and other formats. Emphasis on effective writing with aesthetic insight. Prerequisites: ENGL 102 or ENGL 190; and (ARTH 221 or ARTH 222 or consent of instructor). Core: Advanced Writing Seminar or GenEd I.D.

ART 352 PAINTERLY PRINTMAKING (3)
Explores the traditional, contemporary, and experimental techniques of making unique prints which are called either monotypes or monoprints. Various techniques are demonstrated and prints are created with and without the use of a press. Prerequisite: ART 103.

ART 353 LITHOGRAPHIC PROCESS I (3)
Personal expression through printing from litho stones and plates. Prerequisite: completion of, or concurrent enrollment in, ART 211. Class/lab fee will be assessed.

ART 355 TYPOGRAPHY (3)
Theory, concepts, and aesthetics of type. Prerequisite: ART 217 and ART 219. Lab/Class fee will be assessed.

ART 356 ARTIST BOOKS (3)
Exploration of book making and the book as an art form. Individual projects highlighting aspects of artist books, discussion, and critiques. Prerequisite: ART 211.

ART 357 PHOTO IMAGING - FORMATS (3)
Field experience in photographic imaging technology. May be repeated for up to 6 units. Prerequisites: ART 236, ART 238, and ART 258/ART 359. Lab/class fee will be assessed.

ART 358 PHOTO IMAGING - DIGITAL II (3)
Advanced digital photographic image capture, manipulation, and production. A manually adjustable digital SLR camera is required. Not open to students who have successfully completed ART 459. Prerequisite: ART 258. Lab/Class fee will be assessed.

ART 360 DIGITAL ART: 2D (3)
Studio experience in producing two dimensional art images on the computer. Includes lecture, demonstration, and lab work. Not open to students who have successfully completed ART 460. Prerequisite: ART 217. Lab/Class fee will be assessed.

ART 361 DIGITAL OBJECT DESIGN (3)
Ideas and technologies for developing 3-D models. Prerequisite: ART 217. Lab/Class fee will be assessed.

ART 362 DIGITAL ART: 3D (3)
Studio experience in producing three dimensional art images on the computer. Not open to students who have successfully completed ART 460. Prerequisite: ART 217. Lab/Class fee will be assessed.

ART 363 INTERACTIVE MEDIA: THEORY AND APPLICATION (3)
Focus on interactive design and media theory through research, studio practice, and discussion. Utilizes software applications with emphasis on conceptual process, image processing, and usability. Prerequisite: ART 217. Lab/Class fee will be assessed.

ART 365 DESIGN FOR THE WWW (3)
Authoring techniques as related to interactivity, information design and digital imaging. Prerequisite: ART 217. Lab/Class fee will be assessed.

ART 366 CONCEPT MODEL MAKING (3)
Making 3-D material models out of a range of materials using precision fabrication techniques to depict innovative design ideas for products. Lab/Class fee will be assessed.

ART 367 THEORY AND APPLICATION OF MATERIALS AND PROCESSES FOR INDUSTRIAL DESIGN (3)
Theory, analysis and application of how materials and processes are chosen for the design and fabrication of products. Prerequisite: ART 368 or consent of instructor.

ART 368 INDUSTRIAL DESIGN I (3)
Product and furniture design; idea development, design of computer models, construction of 3-D material models and presentation. Prerequisites: ART 104, ART 111, ART 241.

ART 370 SPECIAL TOPICS IN ART (3)
In-depth study of a selected area dependent upon faculty and student interest. May be repeated for a maximum of 6 units provided a different topic is covered. Prerequisite: 18 units of art courses. Lab/Class fee will be assessed.

ART 372 ADVANCED DRAWING I (3)
Continued studio experience in drawing for advanced students. Emphasis on independent problems and personal direction. Prerequisites: ART 211 and ART 229.

ART 373 ILLUSTRATION PRINCIPLES FOR DESIGNERS AND ILLUSTRATORS (3)
Drawing and painting techniques to develop technical assurance with emphasis on observation, composition and imagination. Prerequisite: ART 211 or consent of instructor. Lab/Class fee will be assessed.

ART 377 EXHIBIT DESIGN (3)
Theory, concepts, planning, graphics, spatial aesthetics and model construction for various professional exhibits. Management, design and installation of art exhibits. Prerequisites: ART 103 or permission of instructor. Class/lab fee will be assessed.

ART 380 INFORMATION + INTERFACE DESIGN (3)
Introduction to information architecture and user interface design for interactive media applied art and design application. Introduction to design projects with a focus on current interactive media design concept and theory. Prerequisites: ART 365; ART 234 or ART 235; and consent of instructor.

ART 383 LETTERPRESS & BOOKBINDING (3)
The art of Letterpress, on a hand-operated printing press, and bookbinding. Prerequisite: ART 217 or ART 219.
ART 385 ART + DESIGN FOR COMMUNITY (3)
Directed studio. Interdisciplinary service-learning course combining creative practice, civic engagement, and collaborative learning with a focus on community-based creative projects. Off-campus experiences required. May be repeated for a maximum of units provided a different topic is taken each time. Prerequisite: Instructor/Department Consent.

ART 400 CERAMIC RAW MATERIALS (3)
Lecture and laboratory investigation of ceramic materials as they apply to glazes, clay slips and clay bodies. Tests and problems in ceramic raw materials. Prerequisites: ART 309, ART 310 or equivalent. Lab/Class fee will be assessed.

ART 402 LIFE DRAWING AND ANATOMY I (3)
The study of anatomical structure of the human figure for art students. Drawing from the nude and draped model. Prerequisite: ART 211. Lab/Class fee will be assessed.

ART 407 CERAMIC: CLAY SCULPTURE (3)
Studio experience utilizing a variety of ceramic techniques. Assigned problems in sculptural directions for students experienced in handbuilding and the potter's wheel. Prerequisite: ART 310 or consent of instructor. Lab/Class fee will be assessed.

ART 409 CERAMICS: THE VESSEL (3)
Studio experience utilizing a variety of ceramic techniques. Problems in utilization directions based on the vessel. Prerequisite: ART 310 or consent of instructor. Lab/Class fee will be assessed.

ART 410 ELECTROFORMING AND ENAMELING (3)
Lecture, demonstration, directed studio problems in the electroforming process, continued investigation of vitreous enameling: three-dimensional form, new, alternative, and experimental techniques. Prerequisite: ART 313 or consent of instructor. Lab/Class fee will be assessed.

ART 412 LIFE DRAWING AND ANATOMY II (3)
Continued study of anatomical structure of the human figure for art students. Emphasis on musculature. Drawing from the nude and draped model. Prerequisite: ART 402. Lab/Class fee will be assessed.

ART 413 ENAMELING II (3)
Continued studio experience in enameling. Emphasis on advanced techniques of cloisonne, plaque-à-jour, independent work and personal experience are encouraged. Prerequisite: ART 313. Lab/Class fee will be assessed.

ART 414 ADVANCED STUDIO (2-3)
Independent work for advanced students in field of special interest. Prerequisites: must have exhausted other courses in particular field or written consent of instructor; student must make arrangements in advance of registration with instructor of choice.

ART 415 ADVANCED STUDIO (2-3)
Independent work for advanced students in field of special interest. Prerequisites: must have exhausted other courses in particular field or written consent of instructor. Student must make arrangements in advance of registration with instructor of choice.

ART 416 ADVANCED STUDIO (2-3)
Independent work for advanced students in field of special interest. Prerequisites: must have exhausted other courses in particular field or written consent of instructor. Student must make arrangements in advance of registration with instructor of choice.

ART 417 GRAPHIC DESIGN II (3)
Communication graphics synthesizing formal, conceptual and technical skills. Emphasis on creative concept development using type and image. Prerequisite: Must have completed Graphic Design screening. Lab/Class fee will be assessed.

ART 419 METALS + JEWELRY III (3)
Advanced lecture, demonstration, directed studio problems in hollow forming techniques including hydraulic die forming, hinge making, innovative design, and intermediate stone setting. Prerequisite: ART 318.

ART 421 GRAPHIC DESIGN III (3)
Experience designing and manufacturing multiples. Historical and contemporary object production and production methodologies. Various aspects of business, pricing, market analysis. Prerequisites: ART 318, Jewelry II or Metals + Jewelry II and ART 319.

ART 425 FABRIC DESIGN: DYING II (3)
Directed and independent studio problems in fabric, design, batik, tie-dye, stencilwork, and handpainting. Prerequisite: ART 326 or consent of instructor.

ART 431 WATERCOLOR II (3)
Intermediate studio experience: landscape, still life, figure and photographic imagery. Prerequisite: ART 331. Lab/Class fee will be assessed.

ART 435 PHOTO IMAGING - PORTFOLIO (3)
Advanced research into the aesthetic of Photo Imaging portfolio organization, construction and representation through the use of print and electronic imaging technology. May be repeated for up to 9 units. Prerequisites: ART 334 and ART 335 and ART 357. Lab/Class fee will be assessed.

ART 436 PERSONAL DIRECTION IN PAINTING (3)
Continued studio experience for advanced students with emphasis on personal direction. May be repeated for a maximum of 9 units. Prerequisites: Two of the following: ART 323, ART 324, ART 325, ART 344.

ART 438 HOLLOWWARE AND FORGING (3)
Advanced lecture, demonstration, and directed studio problems in hollowware and flatware focusing on raising, seaming, fabrication, and forging techniques for silver and non-ferrous metals. Prerequisite: ART 319. Lab/Class fee will be assessed.

ART 441 ADVANCED SCULPTURE I (3)
Lecture and directed studio problems in advanced sculpture media and concepts. Prerequisite: any 300-level sculpture course. Lab/Class fee will be assessed.

ART 443 ADVANCED SCULPTURE (3)
Continued lecture and directed studio problems in advanced sculptural media and concepts. Prerequisite: ART 441 or ART 414/ART 415/ART 416.

ART 445 EXPERIMENTAL DIRECTIONS (3)
Lecture and directed studio problems: recent sculptural trends, concepts and technologies, including installation, performance, environments, computers, etc. Prerequisite: ART 241 or consent of instructor.

ART 446 NEW DIRECTIONS IN PAINTING, EXPERIMENTAL MEDIA AND ART II (3)
Continued studio experience for advanced students with emphasis on personal direction. Prerequisite: ART 346.

ART 447 SCREEN PROCESS II (3)
Advanced color projects using direct photo emulsion emphasizing integration of hand drawn images with photo and computer-generated images with non-toxic inks. Prerequisite: ART 347 or consent of instructor.

ART 449 RELIEF PROCESS II (3)
Traditional and experimental processes. Advanced color assignments using oil and water-based inks. Prerequisite: ART 349 or consent of instructor.

ART 450 INTAGLIO PROCESS II (3)
Multiple plate color and simultaneous color/relief techniques and collagraph using experimental materials. Prerequisite: ART 350. Lab/Class fee will be assessed.

ART 453 LITHOGRAPHY PROCESS II (3)
Personal expression; advanced printing including stone-plate and photo plate. Multiple color printing. Prerequisite: ART 353.

ART 456 TYPOGRAPHY II (3)
Advanced research and exploration of type solutions. Prerequisite: ART 417. Lab/Class fee will be assessed.

ART 457 GRAPHIC DESIGN III (3)
Problems in graphic communication on the Macintosh, emphasizing individual portfolio development. Prerequisite: ART 417. Lab/Class fee will be assessed.
ART 461 DIGITAL OBJECT DESIGN II (3)
Studio problems in digital 3D modeling and rendering. Introduction to computer-aided machining and rapid prototyping. Course can be repeated for a maximum of 6 units. Prerequisite: ART 361. Lab/Class fee will be assessed.

ART 462 DIGITAL ILLUSTRATION (3)
Studio experience in producing illustration on the computer. Prerequisites: ART 360 and ART 373. Lab/Class fee will be assessed.

ART 463 INTERACTIVE MEDIA: EXPERIMENTAL (3)
Experimental processes in interactive media. Emphasis on developing conceptual art that explores interactive media in relation to contemporary practices. Prerequisite: ART 363. Lab/Class fee will be assessed.

ART 465 GRAPHIC DESIGN SOCIAL ISSUES (3)
Examination and production of graphic design as an agent of social and political expression. Prerequisites: ART 317 and ART 355. Lab/Class fee will be assessed.

ART 466 DESIGN FOR THE WWW II (3)
Advanced web authoring techniques and research as related to interactivity, information design, and web usability. Prerequisites: ART 365 and ART 355. Lab/Class fee will be assessed.

ART 468 INDUSTRIAL DESIGN II (3)
Product solutions and idea development related to operation and manufacturing, including human factors and ergonomics analysis. Prerequisite: ART 368.

ART 469 INDUSTRIAL DESIGN III (3)
Advanced issues in product design, including experimentation in group projects and individual designs. Prerequisites: ART 366, ART 367, ART 468.

ART 471 PROGRAMMING FOR DESIGNERS (3)
Introduction to programming for design applications. Script language projects with a focus on current art and design concept and theory. Prerequisite: ART 365.

ART 472 ADVANCED DRAWING II (3)
Continued studio experience in drawing for advanced students. Emphasis on conceptual approaches, independent problems, and personal direction. May be repeated for a maximum of 6 units but not in the same semester. Prerequisite: ART 372.

ART 473 ILLUSTRATION CONCEPTS FOR DESIGNERS AND ILLUSTRATORS (3)
Developing contextual understanding of imagery in design through problem solving skills and visual/verbal vocabulary. Prerequisite: ART 373. Lab/Class fee will be assessed.

ART 474 ADVANCED ILLUSTRATION (3)
Advanced studio experience utilizing a variety of contemporary and experimental media, emphasizing creative exploration and building a professional portfolio. Prerequisite: ART 473.

ART 475 SIMULATION DESIGN (3)
Introduction to the concept and theory of simulation design including applied projects designing simulation objects, virtual environments, and scripted content. Prerequisite: ART 365.

ART 476 ANIMATION I (3)
Exploration of animation techniques and processes including character / narrative development, 3D environments, and creative process. Lab application related to drawing / 3D modeling for animation, visual effects and interactive media. Prerequisite: ART 462 [ART 460].

ART 477 ANIMATION II (3)
Exploration of advanced animation techniques and processes including character / narrative development, 3D environments, and creative processes. Lab application related to drawing / 3D modeling for animation, visual effects and interactive media. Prerequisite: ART 476.

ART 478 ELEMENTS OF GAME DESIGN (3)
Exploration of game development and processes including terminology, history, genres/platforms, concept art, character development and illustration techniques. Lab application related to design, concept art, illustration, animation, and interactive media. Prerequisite: ART 362.

ART 480 INFORMATION + INTERFACE DESIGN II (3)
Advanced projects in information architecture, user interface design and usability for interactive media design applications. Prerequisites: Art+Design major; ART 380; consent of instructor.

ART 483 PACKAGE DESIGN (3)
Designing packages with understanding of marketing, social, ethical and environmental impact. Prerequisites: ART 317 and ART 355. Lab/Class fee will be assessed.

ART 490 INTERNSHIP IN ART (2-3)
A non-paid work experience with cooperating businesses and organizations. A daily log and 100 hours of participation are required. Graded S/U. Prerequisite: consent of instructor.

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A non-paid work experience with cooperating businesses and organizations. A daily log and 100 hours of participation are required. Graded S/U. Prerequisite: consent of instructor.

ART 492 INTERNSHIP IN ART (2-3)
A non-paid work experience with cooperating businesses and organizations. A daily log and 100 hours of participation are required. Graded S/U. Prerequisite: consent of instructor.

ART 494 TRAVEL AND STUDY ABROAD (3-6)
Countries and topics to be selected by the department and instructors sponsoring the program. For information, contact the Department of Art early in the semester preceding the semester of travel study. Prerequisites: consent of instructor and interview.

ART 496 GRAPHIC DESIGN: PORTFOLIO (3)
Directed studio. Critiques and professional development culminating in a presentation / portfolio. Prerequisites: ART 456 & ART 457, senior standing; consent of instructor. Lab/Class fee will be assessed.

ART 497 SENIOR PROJECT (3)
Directed studio. Critiques culminating in a presentation/portfolio. Prerequisite: consent of instructor.

ART 498 BFA PROJECT (3)
Directed studio for BFA students. Critiques culminating in presentation of work. Prerequisites: ART 456, ART 457 and consent of instructor.

ART 499 HONORS THESIS IN ART (4)
Honors in studio art. An exhibition of work resulting from Independent Study and Honors studio courses, accompanied by a supporting paper defining the philosophy and purpose of the project, under the direction of a thesis adviser. Prerequisite: approval of adviser and admittance to department Honors Program.

Art Education (ARED)

Courses

ARED 371 ART AND THE CHILD (3)
Major considerations of art education appropriate to the work of the elementary teacher; experiences with art materials. Lab/Class fee will be assessed.

ARED 373 ART FOR EARLY CHILDHOOD EDUCATION (2)
Lectures, demonstrations, and workshops based on special needs as students experience art in nursery schools, day care centers, kindergartens and the primary grades. Corequisites: concurrent registration for Block I, ECED 341. Lab/Class fee will be assessed.
ARED 381 MEDIA AND TECHNIQUES FOR ART TEACHERS: ELEMENTARY (3)
Introduction to art education. Exploration of media and processes; planning and instructional strategies. Corequisite: Taken concurrently with ARED 383. Lab/Class fee will be assessed.

ARED 383 MEDIA AND TECHNIQUES FOR ART TEACHERS: SECONDARY (3)
Introduction to studio activities, planning, and instructional strategies. Corequisite: Taken concurrently with ARED 381. Lab/Class fee will be assessed.

ARED 406 COMMUNITY-BASED ARTS TEACHING (3)
Theoretical, philosophical, and practical consideration for community-based arts teaching. Students develop service learning partnerships and projects among community-based organizations and programs with sensitivity to underserved populations. Prerequisite: Junior standing.

ARED 463 AUTHOR-ILLUSTRATOR: INTERGRATION OF VISUAL AND LANGUAGE ARTS AT THE ELEMENTARY LEVEL (3)
Children's fiction is examined as illustration and text to develop strategies for enhancing reading and writing skills applicable within art education programs at the elementary level. Prerequisites: minimum 2.75 overall GPA and a 3.00 GPA in major; consent of Art Education Program advisor. Lab/Class fee will be assessed.

ARED 464 AUTHOR-ILLUSTRATOR: INTEGRATION OF VISUAL AND LANGUAGE ARTS AT THE SECONDARY LEVEL (3)
Children's non-fiction is examined as illustration and text to develop strategies for enhancing reading and writing skills in art education at the middle and high school levels. Prerequisite: Consent of instructor. Lab/Class fee will be assessed.

ARED 465 ADVANCED ART EDUCATION (3)
Art education problems at all levels; materials and skills in relation to classroom needs. Prerequisite: ARED 371 or equivalent.

ARED 467 FIELD EXPERIENCE IN ART EDUCATION: ELEMENTARY (2)
Analysis of instruction in selected elementary teaching situations; preparation and teaching of units in elementary schools. Corequisite: Taken concurrently with ARED 468, ARED 475, and ARED 479.

ARED 468 FIELD EXPERIENCE IN ART EDUCATION: SECONDARY (2)
Analysis of instruction in selected secondary teaching situations; preparation and teaching of units in secondary schools. Corequisite: Taken concurrently with ARED 467, ARED 475, and ARED 479.

ARED 475 METHODS OF TEACHING ART: ELEMENTARY (3)
Theoretical and practical aspects of teaching art: selection, design and implementation. Corequisite: Taken concurrently with ARED 467, ARED 468, and ARED 479.

ARED 479 METHODS OF TEACHING ART: SECONDARY (3)
Theoretical, practical, philosophical and historical aspects of art education: content and methods of planning and instruction. Corequisite: Taken concurrently with ARED 467, ARED 468, and ARED 475.

ARED 481 INTERNSHIP IN ELEMENTARY EDUCATION- ART (6)
Practical experiences in observation, participation, and internship in a public elementary school under the guidance of a cooperating teacher and a university supervisor. Corequisites: ARED 483 and ARED 485. Prerequisites: all art foundation requirements, all ARED courses, PSYC 101, PSYC 201 and SCED 319 (or SCED 341). Graded S/U.

ARED 483 INTERNSHIP IN SECONDARY EDUCATION - ART (6)
Practical experiences in observation, participation and internship in public secondary schools under guidance of a cooperating teacher and a university supervisor. Prerequisites: all art foundation requirements, all ARED courses, PSYC 101, PSYC 201 and SCED 319 (or SCED 341). Graded S/U.

ARED 485 PRO-SEMINAR IN TEACHING OF ART (3)
A professional seminar for Art Education majors. Discussion of problems in the current teaching experience. Corequisite: taken concurrently with internship. Prerequisite: permission of art education faculty.

ARED 497 INTERNSHIP IN ITALIAN (3)
Training and experience using Italian with government, business, and industry in Maryland or Washington, D.C., under professional supervision. Graded S/U. Prerequisites: 6 units of Italian at the 300 level and written consent of the program coordinator; Italian minors only.

Art History (ARTH)

Courses

ARTH 105 ART IN CULTURE (3)
Forms of art in relation to world culture. GenEd II.D or Core: Arts & Humanities.

ARTH 107 ART: THEMES DREAMS & VISIONS (3)
Artists' ideas, subjects and motifs across time and place. GenEd II.D or Core: Global Perspectives.

ARTH 108 INTRODUCTION TO NON-WESTERN ART (3)
Non-Western arts of the Americas, Africa, Oceania, Islam, India, China, and Japan. GenEd II.D or Core: Diversity & Difference.

ARTH 109 ART AND THE HUMAN BODY (3)
Depictions of the human body in Western art. GenEd II.C.1 or Core: Arts & Humanities.

ARTH 113 MYTHS AND STORIES IN AMERICAN ART (3)
Myths, stories, folk tales and narratives depicted through American art. GenEd II.B.1 or Core: The United States as a Nation.

ARTH 207 HONORS ART HISTORY (3)
Specific historical period/movement or artist with presentations, critiques, directed readings, and a research paper. Repeatable for a maximum of 6 units provided a different topic is offered. GenEd II.C.1 or Core: Arts & Humanities.

ARTH 221 SURVEY OF WESTERN ART I (3)
Survey of the art and architecture of the Western world from prehistory through the fourteenth century CE. GenEd II.C.1 or Core: Arts & Humanities.

ARTH 222 SURVEY OF WESTERN ART II (3)
Survey of the art and architecture of the Western world from the fourteenth century through the twenty-first century. GenEd II.C.1 or Core: Arts & Humanities.

ARTH 300 INTRODUCTION TO MUSEUM STUDIES (3)
Introduction to the history and methods of museum work. Prerequisites: ARTH 221 and ARTH 222 or Junior/Senior standing.

ARTH 301 ORIGINS OF WESTERN ART (3)
Historical survey concentrating on Paleolithic, Egyptian, Mesopotamian, and Aegean art and architecture. Prerequisite: ARTH 221 or Junior/Senior standing.

ARTH 302 MUSEUM AND COMMUNITY (3)
The role of museums as cultural and educational resources within the public sphere with respect to the needs of a community. Prerequisites: ARTH 221 and ARTH 222 or Junior/Senior standing.

ARTH 303 MYTHS AND LEGENDS IN GREEK ART (3)
Survey of Greek iconography, pictorial strategies, and representations of Greek myths and legends. Prerequisite: ARTH 221 or Junior/Senior standing.

ARTH 305 IMAGES OF WOMEN IN ANCIENT EGYPTIAN, GREEK, AND ROMAN ART (3)
Survey of images of women in ancient Egyptian, Greek, and Roman art. Prerequisite: ARTH 221 or Junior/Senior standing.

ARTH 306 ART & ARCHITECTURE OF THE CLASSICAL WORLD (3)
History of the art and architecture of Ancient Greece and the Roman Empire. Prerequisite: ARTH 221 or Junior/Senior standing.

ARTH 307 MEDIEVAL ART (3)
History of the art and architecture of the Romanesque and Gothic periods. Prerequisite: ARTH 221 or Junior/Senior standing.
ARTH 309 ITALIAN RENAISSANCE ART AND ARCHITECTURE (3)
History of the architecture, painting and sculpture of the Italian Renaissance. Prerequisite: ARTH 222 or Junior/Senior standing.

ARTH 311 NORTHERN RENAISSANCE ART AND ARCHITECTURE (3)
History of the architecture, painting, and sculpture of France, Germany and Flanders. Prerequisite: ARTH 222 or Junior/Senior standing.

ARTH 313 BAROQUE ART & ARCHITECTURE (3)
History of the art and architecture of the 17th century in Italy, France, Spain, Holland, and Flanders. Prerequisite: ARTH 222 or Junior/Senior standing.

ARTH 323 MODERN ART I (3)
History of the painting and sculpture of Europe from the Rococo to Post-Impressionism. Prerequisite: ARTH 222 or Junior/Senior standing.

ARTH 324 MODERN ART II (3)
History of 20th century art concentrating on painting and sculpture from Europe and the United States. Prerequisite: ARTH 222 or Junior/Senior standing.

ARTH 325 HISTORY OF MODERN ARCHITECTURE (3)
History of European and American architecture of the 20th and 21st centuries. Prerequisite: ARTH 222 or Junior/Senior standing.

ARTH 326 A HISTORY OF MODERN INTERIORS (3)
A history of interiors from the late 19th century to the present. Prerequisite: ARTH 222 or Junior standing.

ARTH 327 HISTORY OF MODERN DESIGN (3)
Twentieth-century graphic, furniture, industrial, product, textile, and domestic design. Prerequisite: ARTH 222 or Junior/Senior standing.

ARTH 328 ART, CULTURE AND POLITICS (3)
Social, political, and cultural aspect of modern and contemporary art. Prerequisite: ARTH 222 or Junior/Senior standing.

ARTH 329 RACE, SEXUALITY, AND GENDER IN ART (3)
Images of race, sexuality, and gender in modern and contemporary art. Prerequisite: ARTH 222 or junior standing.

ARTH 330 EAST ASIAN ART AND ARCHITECTURE (3)
A cross-cultural analysis of Chinese, Japanese, and Korean art and architecture. Prerequisite: ARTH 108 or Junior/Senior standing.

ARTH 331 ART OF CHINA (3)
History of painting, sculpture, craft, and architecture of China and peripheral regions. Prerequisite: ARTH 108 or Junior/Senior standing.

ARTH 333 ART OF JAPAN (3)
History of the painting, sculpture, and architecture of Japan. Prerequisite: ARTH 108 or Junior/Senior standing.

ARTH 335 AFRICAN-AMERICAN ART (3)
African-American art and artists in the context of American Art. Prerequisite: ARTH 222 or Junior/Senior standing.

ARTH 337 ART AND ARCHITECTURE OF THE UNITED STATES I: COLONIAL TO 1900 (3)
History of American architecture, art, and crafts from the colonial period to 1900. Prerequisites: ARTH 222 or Junior/Senior standing.

ARTH 338 ART AND ARCHITECTURE OF THE U.S. II: 1900 TO PRESENT (3)
History of architecture, art, and crafts of the United States from 1900 to present. Prerequisite: ARTH 222 or Junior/Senior standing.

ARTH 339 LATIN AMERICAN ART: 1800 TO PRESENT (3)
History of Latin American art, architecture, art, and crafts from 1800 to present. Prerequisite: ARTH 222 or Junior/Senior standing.

ARTH 341 WOMEN IN ART (3)
Images of women and images made by women in western cultures of the 20th and 21st centuries. Prerequisite: ARTH 222 or Junior/Senior standing.

ARTH 350 HISTORY OF PRINTS IN AMERICA (3)
A theoretical and hands-on examination of the history of printmaking techniques and American print culture. Prerequisites: ARTH 221 and ARTH 222 or Junior/Senior standing.

ARTH 351 HISTORY OF PHOTOGRAPHY (3)
World photography from the early 19th century to the present. Prerequisite: ARTH 222 or Junior/Senior standing.

ARTH 352 HISTORY OF NEW MEDIA (3)
A study of new media forms of art ranging from installation to digital photography and virtual reality. Prerequisite: ARTH 222 or Junior/Senior standing.

ARTH 370 SPECIAL TOPICS IN ART HISTORY (3-6)
In-depth study of a selected period, theme, or artist. May be repeated for a maximum of 6 units when different topics are covered. Prerequisite: ARTH 222 or Junior/Senior standing.

ARTH 371 SPECIAL TOPICS IN ART HISTORY (3-6)
In-depth study of a selected period, theme, or artist. May be repeated for a maximum of 6 units when different topics are covered. Prerequisite: ARTH 222.

ARTH 391 RESEARCH METHODS OF ART HISTORY (3)
Bibliographic research and procedures. History of scholars and writing in the field. Prerequisites: ARTH 221, ARTH 222 and two upper-division art history courses.

ARTH 403 CARE AND HANDLING OF OBJECTS (3)
The care and handling of artifacts and works of art of a wide variety of materials, covering the basic principles about artifact deterioration and strategies for proper handling, storage, and exhibition. Prerequisite: ARTH 300 or ARTH 302.

ARTH 404 MUSEUM EDUCATION (3)
The history, theory, and practice of museum education as a discipline in conjunction with an educational outreach project that students design, prepare, and implement. Prerequisite: ARTH 300 or ARTH 302.

ARTH 405 EXHIBITION DESIGN HISTORY AND THEORY (3)
An examination of the history and theory of exhibition design. Prerequisite: ARTH 300 or ARTH 302.

ARTH 406 MUSEUM MANAGEMENT (3)
An examination of the organization, structure, and ethical issues of managing museums. Prerequisite: ARTH 300 or ARTH 302.

ARTH 407 COLLECTIONS MANAGEMENT (3)
The registration and movement of museum collections through database design, records management, photo documentation, and exhibition proposals. Prerequisite: ARTH 300 or ARTH 302.

ARTH 408 CURATORIAL VISION AND PLANNING (3)
The planning, research, funding, and controversies involved in curatorial work through case studies, grant writing, and virtual design. Prerequisite: ARTH 300 or ARTH 302.

ARTH 409 MARKETING AND PUBLIC RELATIONS FOR CULTURAL INSTITUTIONS (3)
Examination of the principles of marketing and public relations for cultural institutions. Prerequisite: Completion of either ARTH 300 or ARTH 302 or by permission of the instructor.

ARTH 410 DEVELOPMENT AND GRANTWRITING FOR CULTURAL INSTITUTIONS (3)
Examination of the methods and techniques of fundraising for cultural institutions. Prerequisite: Completion of either ARTH 300 or ARTH 302 or permission of the instructor.

ARTH 485 SEMINAR IN ART HISTORY (3)
Intensive analysis of a single artist, a defined historical period, or a stylistic development in art. Directed reading, discussions, and museum tours. Variable content. May be repeated under a different topic for a maximum of 9 units, including attempts of ART 485. Prerequisites: ARTH 221, ARTH 222 and completion of two upper division art history courses or consent of instructor.

ARTH 494 STUDY ABROAD (3-9)
Travel and study abroad. Various topics in the history of art.
Asian Studies (ASST)

Courses

ASST 270 SPECIAL TOPICS IN ASIAN STUDIES (1-4)
An examination of topics in Asian Studies at the lower level. The content of the course will vary and depend upon faculty and student interest and program needs. May be repeated for a maximum of 6 units provided a different topic is covered each time. Prerequisite: Consent of the instructor.

ASST 470 ADVANCED TOPICS IN ASIAN STUDIES (1-4)
An examination of topics in Asian Studies at the upper level. The content of the course will vary and depend upon faculty and student interest and program needs. May be repeated for a maximum of 6 units provided a different topic is covered each time. Prerequisite: Consent of the instructor.

ASST 490 DIRECTED READINGS IN ASIAN STUDIES (1-3)
Directed readings in Asian Studies selected by the student in consultation with the instructor. Readings may focus on one topic across several nations, or may focus more intensely on one nation or time period. May be repeated for up to 6 units if a different topic is covered each time. Prerequisites: Consent of the instructor and the Director of Asian Studies, and 9 units of coursework on the Asian Studies program (excluding language study).

ASST 492 INDEPENDENT STUDY IN ASIAN STUDIES (1-3)
Supervised independent study in Asian Studies on one topic, culminating in one research paper or project. Topics selected by the student in consultation with the instructor. May be repeated for a maximum of 6 units if a different topic is covered each time. Prerequisites: Consent of the instructor and the Director of Asian Studies, 9 units of coursework in Asian Studies (excluding language study).

ASST 494 INTERNSHIP IN ASIAN STUDIES (1-3)
Off-campus experience to familiarize students with institutions involved with Asian Studies, including museums, government, think tanks, and business organizations. May be repeated for a maximum of 12 units if a different topic is covered each time. Prerequisites: 18 units of Asian Studies courses, a GPA of 2.5 or greater, consent of the instructor and the Director of Asian Studies, junior/senior standing.

Astrophysics (ASTR)

Courses

ASTR 161 GENERAL ASTRONOMY I (4)
Observational astronomy, telescopes, Earth as a planet, the Moon, Solar System, Sun, general properties of stars. Development of enough basic physics to understand these topics as a non-technical level. Not open to students who have successfully taken PHSC 161. Three lecture hours and one two-hour laboratory period. High school algebra suggested. GenEd II.A or Core: Biological & Physical Sciences.

ASTR 162 GENERAL ASTRONOMY II (4)
Non-calculus based course for non-science majors that examines stars, stellar systems, galaxies, cosmology, and possibly other topics including life elsewhere in the universe. Emphasizing determination of the distance scale and modern trends in astronomy. Prerequisite: High school algebra suggested. Not open to students who have successfully completed PHSC 361 or ASTR 361. GenEd II.A. or Core: Biological & Physical Sciences.

ASTR 301 COSMIC ORIGINS (3)
Origin and evolution of the universe, stars, and planets; the rise of life on Earth; social, technological and ethical issues raised by the scientific search for extraterrestrial life and its possible discovery on other worlds. Prerequisite: One Core 7 or 8 science course. Core: Ethical Issues & Perspectives or GenEd II.A.

ASTR 303 ASTROPHYSICAL TECHNIQUES (3)
Observational astronomy using the department's telescope and NASA archival data, emphasizing equipment operating principles, scientific methods, signal statistics, data reduction. Includes imaging and photometry with Charge-Coupled Devices in addition to spectroscopy, space observations, radio astronomy. Prerequisites: ASTR 161 and ASTR 162.

ASTR 331 INTRODUCTION TO STELLAR ASTROPHYSICS (3)
Applications of physics in astronomy, spectroscopy, stellar interiors and evolution, the interstellar medium. Not open to students who have successfully completed PHSC 231 or PHYS 231. Prerequisites: ASTR 161 and ASTR 162; PHYS 242 or PHYS 252 at least concurrently.

ASTR 371 PLANETARY ASTRONOMY (3)
Non-calculus course for science majors and minors focusing on methods of scientific inquiry as well as specific topics. Planetary formation both around our Sun and around other stars, planetary interiors and surface processes, and atmospheres. Primitive surfaces, cratering, volcanism, tectonism, origin and evolution of planetary atmospheres. The course may include an observational segment (e.g., sketching the planets through a telescope) and field trips to local site of geological interest. Prerequisites: ASTR 161 or GEOL 121 or GEOL 123.

ASTR 385 ASTROPHYSICS SEMINAR (1)
Students learn to present technical material orally by attending and discussing presentations given by others and by giving presentations themselves on topics of current interest in astrophysics. Prerequisites: At least junior standing as a Physics Major.

ASTR 432 GALAXIES AND COSMOLOGY (3)
Stellar populations and the general properties of galaxies, including the Milky Way; galaxy formation and evolution; active galaxies; dark matter and dark energy; current topics in the study of the early universe; special and general relativity. Prerequisites: ASTR 162; PHYS 243; PHYS 311 may be taken concurrently.

ASTR 470 SELECTED TOPICS IN CONTEMPORARY ASTROPHYSICS (3)
Special topics in the area of astrophysics. Special topics will be determined by current interests of the faculty and the needs of the curriculum. Special permission from the department is required. Prerequisites: ASTR 161 & ASTR 162.

ASTR 491 DIRECTED READINGS IN ASTROPHYSICS (1-4)
Directed readings required some advanced coursework in physics and/or astronomy. May be repeated for a maximum of six units. Prerequisites: At least junior status; one 300- or 400-level ASTR course; permission of instructor.
ASTR 495 CAPSTONE PROJECT IN ASTROPHYSICS (1-3)
Individual project in observational or theoretical astrophysics. May be completed over two semesters. Prerequisite: senior standing in Astrophysics Track or consent of instructor.

ASTR 496 RESEARCH PROBLEMS IN ASTROPHYSICS (1-3)
Individual projects in any branch of astrophysics, to be taken after a student has completed the Capstone Research course, ASTR 495. At the completion of a project, students must write a formal research paper on the work done. May be repeated for a maximum of six units. Prerequisite: permission of the instructor who will direct the proposed work. Prerequisite: Permission of instructor.

ASTR 499 HONORS THESIS IN ASTRONOMY (1-4)
Writing of an honors thesis based on independent research done under the direction of a staff member. May be repeated for a maximum of 6 units. Prerequisites: Consent of instructor and open only to advanced honors candidates.

Audiology and Speech-Language Pathology (SPPA)

Courses

SPPA 101 INTRODUCTION TO HUMAN COMMUNICATION DISORDERS (3)
Introduction to variations in speech, language and hearing processes. Students will learn the scope of clinical practice.

SPPA 200 ANATOMY AND PHYSIOLOGY OF THE AUDITORY AND VOCAL MECHANISM (3)
Anatomical structures involved in the communication processes of speech, language, and hearing. Analysis of the functioning of these structures. Lectures and laboratory sessions will be required. Prerequisite: BIOL 221/ BIOL 221L (BIOL 213), major status, or consent of department.

SPPA 210 PHONETICS OF AMERICAN ENGLISH (3)
Analysis of speech sounds of American English and the use of phonetic symbols to record them. Emphasizes ear training, phonetic transcription, and language recordings. Prerequisites: major status or consent of the department.

SPPA 215 LANGUAGE DEVELOPMENT IN CHILDREN (3)
Analysis of normal speech and language development, including the phonetic, semantic, and syntactic elements. Prerequisites: SPPA major status or consent of the department.

SPPA 302 ARTICULATION AND PHONOLOGICAL DISORDERS (3)
Developmental, linguistic, and physiological aspects of the English sound system. Assessment, analysis, and treatment of sound system disorders in children. Prerequisites: SPPA 210, SPPA 215, major status, or consent of the department.

SPPA 303 HEARING SCIENCE (3)
Introduction to study of acoustics and psychoacoustics. Utilization of models and instrumentation. Prerequisite: BIOL 221/BIOL 221L (BIOL 213), major status, or consent of department.

SPPA 304 LANGUAGE DISORDERS IN CHILDREN (3)
Study of developmental and neurologically based disorders of language in children. Assessment, analysis, and treatment of language disorders. Prerequisites: SPPA 215, major status, or consent of the department.

SPPA 306 NEUROLOGICAL AND FUNCTIONAL DISORDERS OF SPEECH, LANGUAGE, AND VOICE (3)
Etiology, differential diagnosis and therapeutic management in the area of organic and functional voice problems, cleft lip and palate, adult aphasia, cerebral palsy and mental retardation. Prerequisites: SPPA 302, SPPA 304, major status, and/or consent of the department.

SPPA 310 INTRODUCTION TO STUTTERING (3)
Introduction to the etiology, diagnosis, and treatment of stuttering across the lifespan. Focus on clinical applications, research, and theory. Prerequisites: SPPA 101, SPPA 215, and major status.

SPPA 313 SPEECH SCIENCE (3)
Biological, linguistic, and acoustic aspects of speech processes. Strategies for the scientific study of speech and speech disorders including models and instrumentations. Prerequisites: SPPA 210, SPPA 200, major status, or consent of the department.

SPPA 321 INTRODUCTION TO AUDIOLOGY (3)
Anatomy, physiology and pathologies of the hearing mechanism. Instrumentation and techniques for the identification and management of hearing disorders inclusive of pure-tone and speech audiometrics and screening methods. Prerequisites: SPPA 303, major status or department consent.

SPPA 325 INTRODUCTION TO AURAL REHABILITATION (3)
Information on options available for managing children and adults who are deaf or hard of hearing. Early intervention, communication strategies, amplification options and psychosocial issues. Prerequisite: SPPA 321 or consent of department.

SPPA 341 CLINICAL AUDIOLOGY (3)
Basic audiometry; audiogram interpretation; basic principles of audiological habilitation including school hearing conservation. Prerequisite: SPPA 321 or consent of department.

SPPA 350 LANGUAGE DEVELOPMENT AND DISORDERS IN EDUCATIONAL SETTINGS (3)
Review of neurological, structural, cognitive, and perceptual bases of normal and disordered language and their relationship to language, literacy, and learning in children. Prerequisites: PSYC 101 or PSYC 102 and not open to SPPA majors.

SPPA 416 CLINICAL OBSERVATION AND TECHNIQUES (3)
Methods and materials in clinical practice. Planning and implementation of treatment protocols. 25 hours of supervised observation in a variety of clinical settings. Prerequisites: SPPA 302, 304, 321 or consent of department.

SPPA 417 RESEARCH AND CLINICAL WRITING IN COMMUNICATION DISORDERS (3)
Develops writing skills in disciplines of speech-language pathology and audiology. Requires grade of C or better to fulfill Core or GenEd requirement. Prerequisites: ENGL 102 or ENGL 190; SPPA 304, SPPA 321, major status, and/or consent of the department. Core: Advanced Writing Seminar or GenEd I.D.

SPPA 470 SPECIAL TOPICS SEMINAR IN SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY (3)
Investigation of particular topics in the fields of speech and language pathology and audiology. The topic will vary each semester the course is offered. May be repeated for a maximum of six units provided a different topic is covered. Prerequisite: varies with topic.

SPPA 471 SPECIAL TOPICS SEMINAR IN SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY (3)
Investigation of particular topics in the fields of speech and language pathology and audiology. The topic will vary each semester the course is offered. May be repeated for a maximum of six units provided a different topic is covered. Prerequisite: varies with topic.

SPPA 472 SPECIAL TOPICS SEMINAR IN SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY (3)
Investigation of particular topics in the fields of speech and language pathology and audiology. The topic will vary each semester the course is offered. May be repeated for a maximum of six units provided a different topic is covered. Prerequisite: varies with topic.

SPPA 473 SPECIAL TOPICS SEMINAR IN SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY (3)
Investigation of particular topics in the fields of speech and language pathology and audiology. The topic will vary each semester the course is offered. May be repeated for a maximum of six units provided a different topic is covered. Prerequisite: varies with topic.
SPPA 474 SPECIAL TOPICS SEMINAR IN SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY (3)
Investigation of particular topics in the fields of speech and language pathology and audiology. The topic will vary each semester the course is offered. May be repeated for a maximum of six units provided a different topic is covered. Prerequisite: varies with topic.

SPPA 475 SPECIAL TOPICS SEMINAR IN SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY (3)
Investigation of particular topics in the fields of speech and language pathology and audiology. The topic will vary each semester the course is offered. May be repeated for a maximum of six units provided a different topic is covered. Prerequisite: varies with topic.

SPPA 476 SPECIAL TOPICS SEMINAR IN SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY (3)
Investigation of particular topics in the fields of speech and language pathology and audiology. The topic will vary each semester the course is offered. May be repeated for a maximum of six units provided a different topic is covered. Prerequisite: varies with topic.

SPPA 477 SPECIAL TOPICS SEMINAR IN SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY (3)
Investigation of particular topics in the fields of speech and language pathology and audiology. The topic will vary each semester the course is offered. May be repeated for a maximum of six units provided a different topic is covered. Prerequisite: varies with topic.

SPPA 478 SPECIAL TOPICS SEMINAR IN SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY (3)
Investigation of particular topics in the fields of speech and language pathology and audiology. The topic will vary each semester the course is offered. May be repeated for a maximum of six units provided a different topic is covered. Prerequisite: varies with topic.

SPPA 485 CLINICAL INTERNSHIP (3)
Clinical practice in therapeutic procedures with various types of speech, language and/or hearing disorders in the Towson University Speech/Language/Hearing Clinic. Students must attend weekly class. Prerequisites: Minimum 3.50 GPA in prerequisite major courses, 25 documented hours of observation, SPPA 416, completed communication screening, or consent of department; and SPPA 417 (may be taken concurrently).

SPPA 496 INDEPENDENT STUDY IN SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY (1-4)
Independent study in selected areas of speech-language pathology and audiology. May be repeated for a maximum of 6 units. Prerequisites: junior/senior status, faculty/mentor agreement and/or consent of department.

SPPA 497 DIRECTED READINGS IN SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY (1-4)
Directed readings in selected areas of speech-language pathology and audiology. May be repeated for a maximum of 6 units. Prerequisites: junior/senior status, faculty/mentor agreement and/or consent of department.

SPPA 498 PROCTORING IN SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY (3)
Students assist faculty in a course which they have already completed in the department. Prerequisites: Grade equivalent of 3.33 GPA or higher in the course which students will proctor, admission to the SPPA major, junior or senior status, and consent of the instructor or department.

Courses

BIO 100 HUMANISTIC BOTANY (3)
Selected botanical topics of interest to the non-science major. Topics will include poisonous plants, medicinal plants, plant hallucinogens, tree-ring dating, botanical genetics, bonsai and commercial uses of major plant groups. Not for biology major credit. No credit will be given to those who have successfully completed BIOL 205.

BIO 103 HUMAN BIOLOGY (3)
Basic principles of human body processes in normal and certain abnormal conditions for non-science majors. The emphasis will be on physiology with sufficient anatomy for its understanding. Not for biology major credit. Not open to those who successfully completed BIOL 221/ BIOL 221L (BIOL 213), BIOL 222/ BIOL 222L (BIOL 214) , or BIOL 325.

BIO 105 ENVIRONMENTAL BIOL (3)
Introduction of the relationships between humans and the environment. Fundamentals of ecology, hydrology, demography, energy, and nutrient cycling will be covered, as well as the human impact on the use of the Earth's land, water and air resources. An emphasis is placed on five key themes: Human Population; Sustainability; Global Perspective; Urban World; and Values and Knowledge. GenEd II.A or Core: Biological & Physical Sciences.

BIO 117 HONORS BIOLOGY: THE SCIENCE OF LIFE (4)
A broad-based, investigative course designed to introduce important issues in the biological sciences to the non-scientist. Major topics include human genetics, evolution, ecology, and environmental issues. Three hours of lecture and two hours of laboratory per week. Not for students intending to pursue additional coursework in Biology nor for students from the College of Health Professions who require BIOL 221/ BIOL 221L (BIOL 213) & BIOL 222/ BIOL 222L (BIOL 214) and/or BIOL 315. Not for credit toward Biology major or minor. Not open to those who successfully completed BIOL 110, BIOL 112, BIOL 201. Prerequisite: Admission to the Honors College. GenEd II.A or Core: Biological & Physical Sciences.

BIO 120 PRINCIPLES OF BIOLOGY [Lecture] (3)
Biological principles common to plants and animals. Topics include scientific investigation, genetics, evolution, ecology and ethical issues in contemporary biology. Not for credit toward Biology major or minor. Not open to those who have successfully completed BIOL 110, BIOL 115, or BIOL 201. Corequisite: BIOL 120L.Core: Biological and Physical Sciences or GenEd II.A.

BIO 120L PRINCIPLES OF BIOLOGY [Lab] (1)
Biological principles common to plants and animals. Topics include scientific investigation, genetics, evolution and ecology. Not for credit toward Biology major or minor. Not open to those who have successfully completed BIOL 110, 115, or 201. Corequisite: BIOL 120 (lecture). Successful completion of both satisfies GenEd II.A. or Core: Biological and Physical Sciences. Lab/Class fee will be assessed.

BIO 190 INTRODUCTORY BIOLOGY FOR THE HEALTH PROFESSIONS (4)
Basic principles of biology including process of scientific investigation, cells, macromolecules, metabolism, DNA, genetics, evolution, and ecology. Intended for College of Health Professions majors who will take additional biology courses. Not for Biology major/minor credit. Not open to those who successfully completed BIOL 201. GenEd II.A or Core: Biological & Physical Sciences. Lab/Class fee will be assessed.

BIO 192 HONORS INTRODUCTORY BIOLOGY FOR THE HEALTH PROFESSIONS (4)
Basic principles of biology including process of scientific investigation, cells, macromolecules, metabolism, DNA, genetics, evolution, and ecology. Intended for College of Health Professions majors who will take additional biology courses. Not for Biology major/minor credit. Not open to those who successfully completed BIOL 201. GenEd II.A or Core: Biological & Physical Sciences. Honors College course. Lab/Class fee will be assessed.
BIOL 201 INTRODUCTION TO CELL BIOLOGY AND GENETICS (4)
An introduction to biology, including biologically important molecules, cell and tissue structure, respiration, photosynthesis, mitosis, meiosis and genetics. Average of three laboratory hours per week. Course designed for BIOL and related science majors; taking this course to fulfill Core credit generally not advised (see BIOL 120/BIOL 120L as alternative). Core/GenEd credit not given for both BIOL 201 and BIOL 120/BIOL 120L. Prerequisite: CHEM 131/CHM 131L [CHEM 110] (may be taken concurrently) or one year high school chemistry. GenEd II.A or Core: Biological & Physical Sciences. Lab/Class fee will be assessed.

BIOL 202 INTRODUCTION TO ECOLOGY AND EVOLUTION (4)
Population dynamics, community patterns and processes, origin and diversity of species, natural selection, speciation, and population genetics; emphasis on developing testable hypotheses and quantitative analysis of biological data. Three laboratory hours per week. Course designed for BIOL and related science majors; taking this course to fulfill GenEd credit generally not advised (see BIOL 120 and BIOL 120L as alternative). Prerequisite: BIOL 117, BIOL 120 / BIOL 120L, BIOL 190 or BIOL 201, or high school General Biology. GenEd II.A or Core: Biological & Physical Sciences. Lab/Class fee will be assessed.

BIOL 203 HONORS BIOL I: CELL & GENETICS (4)
An introduction to biology, including biologically important molecules, cell and tissue structure, respiration, photosynthesis, mitosis, meiosis and genetics. Average of three laboratory hours per week. Major credit not given for BIOL 201. Honors College Course. Prerequisite: CHEM 131/CHM 131L [CHEM 110] (may be taken concurrently) or one year high school chemistry. GenEd II.A.

BIOL 204 EDUCATIONAL AND CAREER PLANNING FOR THE BIOLOGIST (1)
Exploration of undergraduate educational opportunities, graduate and professional education, career options, and career preparation in the Biological Sciences. Prerequisites: BIOL major or minor. Online 7-week course.

BIOL 205 GENERAL BOTANY (4)
Plant structure, development, reproduction and diversity of life forms by interrelating hormones, physiological processes and environmental relationships with respect to the whole plant. Emphasis on flowering plants. Average of three laboratory or discussion hours per week. Prerequisite: BIOL 190 or BIOL 201. Lab/Class fee will be assessed.

BIOL 207 GENERAL ZOOLOGY (4)
Major animal phyla. A comparative approach to the structure, function, development and ecology of the animal kingdom. Average of three laboratory hours per week. Prerequisite: BIOL 202. Lab/Class fee will be assessed.

BIOL 208 BIODIVERSITY (3)
Phylogenetics and the evolution of major groups of organisms: brief survey of representatives of the five kingdoms; development and the evolution of form; case studies on form and function; the biodiversity crisis. Three lecture hours a week. Prerequisites: BIOL 201 and BIOL 202.

BIOL 215 ESSENTIALS OF MICROBIOLOGY (4)
Pathogenesis of bacteria and viruses, their interactions with the human body, and methods of treatment and prevention. Three hours of laboratory per week. Recommended for Health Science majors. Not for Biology major credit. Prerequisites: BIOL 190 and CHEM 121/CHEM 121L (CHEM 105), Lab/Class fee will be assessed.

BIOL 221 HUMAN ANATOMY & PHYSIOLOGY I [LECTURE] (3)
Cell biology, histology skeletal, muscular, and nervous systems. Corequisite: BIOL 221L (lab). Prerequisite: BIOL 190 or BIOL 201. Not open to students who have successfully completed BIOL 213. To receive major Biology credit, BIOL 214 or BIOL 222/BIOL 222L must also be completed.

BIOL 221L HUMAN ANATOMY & PHYSIOLOGY I [LAB] (1)
Cell biology, histology skeletal, muscular, and nervous systems. Average of three laboratory hours per week. To receive major Biology credit, BIOL 222/BIOL 222L [BIOL 214] must also be completed. Corequisite: BIOL 221 (lecture). Prerequisite: BIOL 190, BIOL 192, or BIOL 201. Lab/class fee will be assessed.

BIOL 222 HUMAN ANATOMY & PHYSIOLOGY II [LECTURE] (3)
Cardiovascular, respiratory, digestive, excretory, endocrine and reproductive systems. Not open to those who have successfully completed BIOL 214. Students who successfully completed BIOL 225 may not take this course without departmental approval. To receive Biology major credit, BIOL 222/BIOL 222L [BIOL 213] must also be completed. Corequisite: BIOL 222L (lab). Prerequisites: BIOL 221/BIOL 221L [BIOL 213].

BIOL 222L HUMAN ANATOMY & PHYSIOLOGY II [LAB] (1)
Cardiovascular, respiratory, digestive, excretory, endocrine and reproductive systems. Average of three laboratory hours per week. To receive Biology major credit. BIOL 222/BIOL 222L [BIOL 213] must also be completed. Corequisite: BIOL 222 (lecture). Prerequisites: BIOL 221 / BIOL 221L [BIOL 213]. Lab/class fee will be assessed.

BIOL 301 FIELD AND NATURAL SCIENCE (3)
Physical and biological components of various environments and their interrelationships with each other and humans. Emphasis on field studies observation with the application of findings to classroom teaching and learning in the elementary and middle school classroom. Not for credit towards BIOL major, minor, or MS degree in Biology. Prerequisite: BIOL 190, BIOL 201 or BIOL 202.

BIOL 303 LIFE SCIENCES (3)
Living organisms in the environment, emphasizing modes of scientific inquiry and the utilization of living organisms in the classroom. Not for credit toward the Biology major or minor, or M.S. degree in Biology. Prerequisite: BIOL 120 and BIOL 120L, BIOL 190 or BIOL 201.

BIOL 304 NATURAL HISTORY INTERPRETATION AND PUBLIC ENVIRONMENTAL EDUCATION (3)
Overview of public education in the biological sciences at local organizations such as zoos, parks, and aquaria. Emphasis in placed on basic ecological concepts and how these concepts are presented to the general public, especially those of school age. Field experience at a local nature center outside of class time is required. Biology majors choosing the secondary school biology and general science teaching concentration or the organismal biology and ecology concentration may enroll for biology major credit. Prerequisites: Consent of instructor.

BIOL 305 ELECTRON MICROSCOPY (4)
Theory, preparation, and application of the electron microscope, including light microscopy. Average of three laboratory hours per week. Prerequisites: 12 credits of biology, PHYS 211, PHYS 212 recommended, and consent of instructor.

BIOL 306 HUMAN ECOLOGY AND SUSTAINABILITY (3)
Relationships and sustainability of human society and natural ecosystems. Relevant scientific, socioeconomic and ethical issues will be examined in such current events as climate change, energy policy and urban planning. Cannot be taken for Biology major credit. Prerequisite: BIOL 105, 110, 112, 115, 190, 201, 202 or CHEM 104. GenEd II.A or Core: Ethical Issues & Perspectives.

BIOL 307 INTRO PALEONTOLOGY (4)
Examination of major forms of life with the emphasis on appearances, diversification, and extinctions during the different geologic periods. Prerequisites: minimum 10 credits in Biology.

BIOL 309 GENETICS (4)
Problem-based genetics: Mendelian genetics, genetic linkage and mapping, nucleic acid structure, replication and function, protein synthesis and the genetic code, gene expression and regulation, mutation, repair, and recombination, recombinant DNA technology, and population genetics. Prerequisite: BIOL 201.

BIOL 310 ENVIRONMENTAL CONSERVATION (4)
Application of ecological theory to conservation of biological diversity. Exploration of past and present processes leading to and maintaining diversity and how such processes are impacted by human disturbance. Average of three laboratory hours per week. Prerequisites: BIOL 190, BIOL 201 or BIOL 202 and 10 units of biology, geography or physical science coursework.
BIOL 312 GENETICS LABORATORY (2)
Laboratory and computer-based applications of Mendelian, Molecular, and Population Genetics. Prerequisite: BIOL 309.

BIOL 313 BIOLOGY OF AGING (3)
Age-related changes in the human body at the cellular through organ system levels. Emphasis on changes in structure and function that alter the ability to maintain homeostasis or a high quality of life. Not for credit toward a Biology major or minor, or M.S. program. Prerequisite: BIOL 103 or BIOL 221/ BIOL 221L (BIOL 213) & BIOL 222/ BIOL 222L (BIOL 214).

BIOL 315 MEDICAL MICROBIOLOGY (4)
Pathogenesis of bacterial, viral, rickettsial and fungal diseases with emphasis on medically important bacteria and microbiological techniques. Recommended for students pursuing a career in medical sciences. Either this course or BIOL 318, but not both, may count toward Biology major or M.S. degree in Biology. Prerequisites: BIOL 190 or BIOL 201; and CHEM 121/ CHEM 121L (CHEM 105) or CHEM 131/ CHEM 131L (CHEM 110). Lab/Class fee will be assessed.

BIOL 317 MICROTECHNIQUE (4)
Techniques used in preparation of plant and animal tissues for histological examination. Average of three laboratory hours per week. Prerequisites: BIOL 120/BIOL 120L, CHEM 132/ CHEM 132L [CHEM 111] (may be taken concurrently).

BIOL 318 MICROBIOLOGY (4)
Biological classification of microorganisms with emphasis on bacteria. Microbial morphology, physiology and genetics and the role of microorganisms in natural processes and disease. Laboratory includes methods of observing, isolating, and identifying bacteria. Average of three laboratory hours per week. Either this course or BIOL 315, but not both, may count toward Biology major or M.S. degree in Biology. Prerequisite: BIOL 201 and CHEM 132/ CHEM 132L (CHEM 111). Lab/Class fee will be assessed.

BIOL 321 BIOLOGY OF WOMEN (3)
Anatomy and physiology, evolution of reproduction, health related issues, gestation, lactation and child care; the role of women in the work force and sciences, including health issues; contribution of women to global initiatives, including ecofeminism. Not for credit towards the Biology major or minor or M.S. degree in Biology. Prerequisite: one course fulfilling GenEd II.A. GenEd II.A.

BIOL 322 BIOTECH & SOCIETY (3)
Use of biotechnology in medicine, agriculture, and ecology; applications, ethics and future implications. Not for credit toward Biology major, minor, or M.S. degree in Biology. Prerequisite: BIOL 190 or BIOL 201. Gen Ed II.A.

BIOL 323 GENES,EVOL,MORAL (3)
Biological basis of morality and how those principles can be applied for a better understanding of historical events, current issues facing society, and future perspectives. Prerequisite: BIOL 190 or BIOL 201. GenEd II.A.

BIOL 325 ANIMAL PHYSIOLOGY (4)
Animal structure and function from molecular to organismic levels. Emphasizing comparative strategies and adaptations of various animal groups in their environments; response of integrated systems to changes in the physical and chemical environment; environmental physiology. Will not count toward Biology major credit for those who successfully completed BIOL 221/ BIOL 221L (BIOL 213) & BIOL 222/ BIOL 222L (BIOL 214). Prerequisites: BIOL 207 or BIOL 208 and CHEM 132/ CHEM 132L (CHEM 111). Lab/Class fee will be assessed.

BIOL 327 DANGEROUS DISEASES (3)
Microorganisms and their roles in diseases. Human impact on the environment relating to emerging disease; biotechnological techniques; ethical issues. Not for credit toward Biology major, minor, or MS in Biology. Prerequisites: BIOL 110, 112, 115, 190 or BIOL 201. GenEd II.A.

BIOL 334 HUMANS, SCIENCE AND THE CHESAPEAKE BAY (3)
Conflicts between human use of the Chesapeake Bay watershed, Bay water quality and effects on Bay natural resources; emphasis on understanding the dynamics of this ecosystem and the role science plays in political decisions affecting the Bay. Prerequisites: BIOL 205 or BIOL 207 or BIOL 208 and BIOL 202.

BIOL 347 MARINE BIOLOGY (3)
Major features of the marine environment emphasizing biological aspects and specific adaptations of marine organisms. Prerequisites: BIOL 205 or BIOL 207 or BIOL 208.

BIOL 353 INVERT ZOOLOGY (4)
Aquatic and terrestrial species of phyla from the Protozoa through the Echinodermata with special emphasis on local forms. Economic, ecological, and taxonomic considerations. Average of three laboratory hours per week. Prerequisite: BIOL 207 or BIOL 208. Lab/Class fee will be assessed.

BIOL 360 HISTOLOGY (4)
Tissues of the vertebrate body. Prerequisite: BIOL 222/ BIOL 222L (BIOL 214) or BIOL 325. Lab/Class fee will be assessed.

BIOL 367 ENDOCRINOLOGY (3)
Endocrine mechanisms regulating homeostasis and functional integrity of animals with emphasis on vertebrates. Prerequisites: BIOL 222/ BIOL 222L (BIOL 214) or BIOL 325, and CHEM 132/ CHEM 132L (CHEM 111).

BIOL 371 ANIMAL BEHAVIOR (4)
Introduction to modern study of behavior including the development and control of behavior as well as the evolution and adaptive value of behavior. Two recitation hours per week. Prerequisite: BIOL 207 or BIOL 208; BIOL 202 also strongly recommended.

BIOL 372 ANIMAL BEHAVIOR LAB (1)
Observational and experimental investigations of the development, control and adaptive value of animal behavior in both laboratory and field. Average of three laboratory hours per week. Prerequisite: BIOL 371 (may be taken concurrently).

BIOL 381 WRITING IN THE BIOLOGICAL SCIENCES (3)
Practicum on writing in the scientific style appropriate for biology. Includes detailed analysis and critical written summation of primary research literature in biology. Not for major or minor credit or M.S. degree in Biology. Requires grade of C or better to fulfill Core or GenEd requirement. Prerequisites: 60 completed units including a minimum of 16 units completed in biology, or permission of the instructor. Core: Advanced Writing Seminar or GenEd I.D.

BIOL 382 ENVIRONMENTAL EDUCATION AND SERVICE LEARNING IN THE TROPICS (3)
Designed for majors in Science or Education with an interest in Environmental Education; course work will take place in Costa Rica; emphasis on tropical forest ecology concepts applicable to K-12 environmental education and management of tropical natural resources. Cross-listed as ENVS 382. Prerequisites: minimum Junior status and consent of the instructor.

BIOL 389 CURRENT DEVELOPMENTS IN BIOLOGY (1-4)
Current directions of research in a major area of the biological sciences. Sufficient background will be studied for the appreciation of the significance of these developments. May not be repeated for major credit when offered under a different topic. Prerequisite: BIOL 205 or BIOL 207 or BIOL 208, or consent of the instructor.

BIOL 402 GENERAL ECOLOGY (4)
Effects of the abiotic environment on distribution and abundance of organisms; organization of biological communities; ecosystems and global change; application of ecological principles to natural resource management. Some daylong trips required. Prerequisites: BIOL 202; and BIOL 205, BIOL 207, or BIOL 208. Lab/Class fee will be assessed.

BIOL 403 ADV GENETICS (3)
Emphasis on the molecular basis of gene action. Discussion of current work and methods related to the problem of gene structure, function, and mutation including the translation and regulation of genetic information. Prerequisite: BIOL 309.
BIOL 405 MOLECULAR ECOLOGY, EVOLUTION AND CONSERVATION (4)
Examination of applications of modern molecular techniques in ecology, evolution, behavior, and conservation biology. Emphasis will be on how application of these techniques provides greater insight in these areas of study. Prerequisite: BIOL 309.

BIOL 406 LIMNOLOGY (4)
Ecology of streams and lakes: physical, chemical, and biological factors that affect communities of freshwater organisms; laboratory and field experience in methods used to analyze aquatic systems. Prerequisites: BIOL 205, BIOL 207 or BIOL 208; and CHEM 132'/CHEM 132L (CHEM 111). Lab/Class fee will be assessed.

BIOL 408 CELL BIOLOGY (4)
The molecular and morphological organization of the cell in relationship to cellular activities with emphasis on eukaryotic cells. Average of three laboratory or discussion hours per week. Prerequisites: BIOL 309.

BIOL 409 MOLECULAR BIOLOGY (4)
Molecular basis of genetic inheritance and gene expression. DNA and RNA structure, DNA replication, sources and mechanisms of mutation and repair. Genome structure and organization in viruses, prokaryotes, and eukaryotes. Average of two discussion hours per week. Prerequisite: BIOL 309.

BIOL 410 MOLECULAR BIOLOGY LABORATORY (2)
Modern molecular genetic research techniques. The theoretical and practical considerations of the organisms and enzymes used in molecular biology, gene cloning strategies, DNA sequencing and analysis, analysis of genome structure and gene expression, gene subcloning, and transgenic organisms. Prerequisite: BIOL 309 (may be taken concurrently). Lab/Class fee will be assessed.

BIOL 411 CANCER BIOLOGY (3)
Current concepts and knowledge of cancer, including cancer research and treatment. Will utilize lecture, review of journal articles to examine both the clinical and molecular aspects underlying cancer development with the aim of understanding how changes in the normal growth and division processes lead to tumorigenesis. Topics of discussion include cancer development and progression, oncogenes and tumor suppressor genes, effects of chemicals and radiation, cell cycle control, cellsignaling, apoptosis, angiogenesis, cell migration/metastasis, cancer prevention, and the immune response to cancer. Prerequisite: BIOL 309.

BIOL 413 EVOLUTION (3)
Concepts of biological evolution, the history of the development of these concepts, and current topics in revolutionary biology. Prerequisites: BIOL 202 and BIOL 205, BIOL 207 or BIOL 208.

BIOL 415 BIOTECHNOLOGY (3)
Application of molecular biology in the areas of agriculture, medicine, and ecology/environmental biology. Government regulations, ethical implications and patent issues will also be addressed. Prerequisite: BIOL 309.

BIOL 420 MICROBIOLOGY OF INFECTIOUS DISEASE (3)
Cell and molecular biology of microorganisms that cause life-threatening disease. Topics include in-depth explorations of bacteria, protozoa, helminths, viruses, and fungi that infect humans, plants, and animals. Prerequisites: BIOL 315 or BIOL 318 and BIOL 309 or consent of instructor.

BIOL 421 IMMUNOLOGY (4)
Cells and organs of the immune system, antibody-antigen interactions, immunoglobulin gene organization, B-cell maturation and activation, Major Histocompatibility Complex, cytokines, complement, inflammation, hypersensitivity, vaccines, autoimmunity, immunodeficiencies with recitation section for problem solving and demonstrations. Prerequisites: BIOL 309 or BIOL 315; Recommended: BIOL 408 or BIOL 409.

BIOL 425 DISSECTION OF THE UPPER EXTREMITY (2)
Gross anatomical dissection of the human upper extremity including the muscles, nerves and blood vessels which supply the appendage. Special emphasis will be placed on development of techniques which assure careful and accurate dissection. Offered only in minimester. Prerequisites: BIOL 221'/BIOL 221L (BIOL 213) and consent of instructor. Lab/Class fee will be assessed.

BIOL 427 NEUROMUSCULAR MECHANISMS OF THE UPPER BODY (2)
Gross anatomy of the human upper extremity and cranial nerves. Upper extremity includes muscle action, innervation, and major spinal cord pathways. Olfactory, optic, auditory, and vestibular functions of cranial nerves are stressed. One lecture and two laboratory periods per week. Prerequisites: BIOL 221'/BIOL 221L (BIOL 213) and consent of the instructor. Lab/Class fee will be assessed.

BIOL 428 VIROLOGY (3)
Cell and molecular biology of viruses. General virology, including pathogenesis and mortality, interaction with the immune system, and some medically relevant viruses. Prerequisite: BIOL 315, BIOL 408, BIOL 409 or BIOL 410.

BIOL 431 HORTICULTURE (4)
Plant culture and application to developing desirable plantings on home grounds or in public places with examples of appropriate types of plants for specific situations. Average of three laboratory hours per week. Prerequisite: BIOL 205 or BIOL 208.

BIOL 432 VASCULAR PLANT TAXONOMY (4)
A study of the history and principles of vascular plant systematics with laboratory time devoted to collection and identification of plants in the local flora. An average of three laboratory hours per week. Prerequisite: BIOL 205 or BIOL 208 or consent of instructor.

BIOL 435 PLANT ECOSYSTEMS (4)
Environmental factors and processes which control plant distribution, plant communities, and vegetational biomes of North America. An average of 3 laboratory hours per week with 2 required 3-day weekend field trips and a Saturday field trip emphasizing examples from Maryland and the Mid-Atlantic states. Prerequisites: BIOL 202 and BIOL 205 or BIOL 208. Lab/Class fee will be assessed.

BIOL 436 PLANT PHYSIOLOGY (3)
Life functions of plants as related to structure at all levels: cells, organs, and the complete organism. Consideration of the interaction of environmental and genetic factors on plant metabolism. Prerequisites: BIOL 205 or BIOL 208 and CHEM 131'/CHEM 131L (CHEM 111); CHEM 330 recommended.

BIOL 444 WILDLIFE MANAGEMENT (3)
Comprehensive introduction to the management, ecology, and behavior of wildlife species. Although regional species will often be used as examples, the course will emphasize principles that can be applied on a world-wide basis. Prerequisites: BIOL 202 or consent of the instructor; BIOL 309 and 402 strongly recommended.

BIOL 446 TROPICAL ECOLOGY AND CONSERVATION (3)
Evolution and ecology of tropical ecosystems. Mechanisms that maintain tropical diversity, species interactions, anthropogenic impacts, and conservation strategies. Prerequisites: BIOL 202; either BIOL 205 or BIOL 207 or BIOL 208 or consent of instructor.

BIOL 447 TROPICAL FIELD ECOLOGY (4)
Field course set in the tropical rainforest. Includes exploration of different tropical ecosystems and training in techniques to carry out independent field research projects. Prerequisite: BIOL 202 and BIOL 207 or BIOL 208 or consent of instructor.

BIOL 450 ECOLOGICAL BIOCHEMISTRY (3)
Examining diversity of natural products involved in biochemical interactions between plants, animals (including insects, humans, and other herbivores) and microbial flora. Effects that changes in the chemistry of these compounds have on function in ecological systems. Not open to students who have taken CHEM 450. Prerequisites: CHEM 330 or CHEM 331, and BIOL 201 or BIOL 202.

BIOL 452 WETLAND ECOSYSTEMS (4)
Wetland ecology and wetland management, with special focus on wetlands of the Mid-Atlantic region. Emphasis is on biological, physical, chemical, and ecological aspects of wetlands. Course also deals with valuation, classification, delineation and management of wetlands for biotic resources and water management. Average of three laboratory hours per week. Five mandatory Saturday field trips. Prerequisites: BIOL 202; and BIOL 205 or BIOL 207 or BIOL 208. Lab/Class fee will be assessed.
BIOL 455 FISH BIOLOGY (4)
Evolutionary history, functional biology, ecology, and conservation of fishes. Weekend field trips required. Prerequisites: BIOL 207 or BIOL 208 and CHEM 132/ CHEM 132L (CHEM 111); BIOL 325 recommended. Lab/Class fee will be assessed.

BIOL 456 ORNITHOLOGY (4)
Evolutionary history, morphology, physiology, behavior and ecology of birds. One day-long weekend field trip and several early morning weekday field trips required. Prerequisites: BIOL 202 and BIOL 207 or BIOL 208 or consent of the instructor. Lab/Class fee will be assessed.

BIOL 458 MAMMALOGY (4)
Evolution, comparative morphology, systematics, and distribution of mammals. Representative life histories are considered. Average of three laboratory hours per week. Prerequisite: BIOL 207 or BIOL 208. Lab/Class fee will be assessed.

BIOL 461 ENTOMOLOGY (4)
Laboratory and field course in insects. Identification and recognition of the more common families and orders, and a study of their structure, behavior, ecology, economic importance, and control. Average of three laboratory hours per week. Prerequisite: BIOL 207 or BIOL 208 or consent of instructor. Lab/class fee will be assessed.

BIOL 463 DEVELOPMENTAL BIOLOGY (3-4)
Embryonic development of animals, including differentiation, morphogenesis, pattern formation, and organogenesis. Emphasis on cellular and molecular mechanisms governing these processes. Average of three laboratory hours per week. Prerequisites: BIOL 309 and either BIOL 222/ BIOL 222L (BIOL 214) or BIOL 325.

BIOL 465 MAMMAL PHYSIOL (4)
An advanced physiology course that draws heavily upon knowledge gained in earlier courses to understand the aspects of organismal function unique to mammals. The course attempts to integrate all levels of organismal processes, ranging from molecular phenomena to whole animal function. The laboratories emphasize hands-on learning and experiences with live animals. Minimum of three laboratory hours per week. Prerequisites: BIOL 222/222L (BIOL 214) or BIOL 325, and CHEM 132/ CHEM 132L (CHEM 111). CHEM 332 and CHEM 351 recommended. Lab/Class fee will be assessed.

BIOL 467 HERPETOLOGY (4)
Systematic survey of the modern reptiles and amphibians. Emphasis is placed on the evolution of morphological and behavioral traits which have enabled the reptiles and amphibians to successfully exploit their individual habitats. Laboratory includes systematic classification, student seminars and field work. Average of three laboratory hours per week. Prerequisite: BIOL 207 or BIOL 208. Lab/Class fee will be assessed.

BIOL 469 COMPARATIVE ANIMAL PHYSIOLOGY (4)
Functions, interactions, and regulation of organ systems in animals and their roles in sensory perception and integration, movement, oxygen utilization, energy procurement, temperature regulation, and water metabolism. Prerequisites: BIOL 207 or BIOL 208; and BIOL 222/ BIOL 222L (BIOL 214) or BIOL 325; and CHEM 132/ CHEM 132L (CHEM 111).

BIOL 470 ADVANCED PHYSIOLOGY (4)
Physiological topics discussed at the molecular, cellular, organ, organ system, and whole organism levels. Emphasis on integrating knowledge gained in prerequisite physiology courses and recent discoveries. The recitation component will emphasize the scientific method, data interpretation, and quantitative skills. Topics may include: osmoregulation, gas exchange, general and specific metabolism, thermoregulation, locomotion and regulation via the neural and endocrine systems. Not open to those who have successfully completed BIOL 465 or BIOL 469. Prerequisites: BIOL 222/ BIOL 222L (BIOL 214) or BIOL 325, CHEM 132/ CHEM 132L (CHEM 111) [CHEM 332 and BIOL 207 or BIOL 208 recommended]. Lab/Class fee will be assessed.

BIOL 481 DIR READ-BIOL (1-3)
Independent reading in an area selected by the student in consultation with the instructor. May not be applied toward the Biology major or Biology minor, or M.S. degree in biology. May be repeated for a maximum of 3 credits. Prerequisite: a minimum of 10 credits in biology and prior written consent of instructor.

BIOL 483 WORKSHOP IN BIOL (2)
Intensive study of a specific topic or technique in the biological sciences. Topic varies with instructor. May be repeated once provided a different topic is covered. Prerequisite: one biology course and consent of instructor.

BIOL 484 SEMINAR IN ECOLOGY, EVOLUTION AND BEHAVIOR (1)
Discussion and analysis of current research in ecology, conservation biology, environmental science, evolution and animal behavior. May be repeated for a maximum of 2 units. Prerequisite: 12 credit hours in Biology, including BIOL 202 and at least one of the following: BIOL 310; BIOL 347; BIOL 371; BIOL 402; BIOL 411; BIOL 413; BIOL 435 or consent of instructor.

BIOL 485 SEMINAR IN APPLIED BIOTECHNOLOGY (1)
Current research articles in cell biology and microbiology are reviewed. May be repeated for a maximum of 2 credits. Prerequisites: 12 hours in biology, including one of the following: BIOL 309, BIOL 315, BIOL 318, BIOL 408 or BIOL 409.

BIOL 486 BIOLOGY MAJORS SEMINAR (1)
Specific topic examined at the molecular, cellular, organismic and ecological levels of organization. Students will be required to present an oral and written report on an aspect of the topic. Prerequisites: BIOL 202, and (BIOL 205, BIOL 207 or BIOL 208); Junior/Senior standing.

BIOL 490 INDEPENDENT RESEARCH (1-3)
Active student participation in original investigation / research project with a faculty mentor. Not for Major or Minor credit. May be repeated for a maximum of 9 units. Prerequisite: Consent of the instructor. Graded S/U.

BIOL 491 ELECTIVE IN INDEPENDENT RESEARCH (3)
Active student participation in original investigation / research project with a faculty mentor. Project culminates in public oral or poster presentation or equivalent. Repeatable for up to 6 units, 3 of which may be used as the equivalent of a 3-unit Biology elective. May not be used toward Biology Minor. Prerequisite: Consent of instructor.

BIOL 493 INTERNSHIP IN BIOLOGY (3)
Practical application of biology in businesses, industries, and public and private agencies. Not for major or minor credit. May be repeated once for credit to a maximum of 6 units. Prerequisites: 2.75 GPA, junior or senior standing, major in Biology, and consent of the biology internship coordinator. A minimum of 11 credits in Biology completed at Towson University is recommended. Special permit and co-op fee required. Graded S/U.

BIOL 494 TRAVEL STUDY (1-3)
A detailed investigation of field-oriented problems in biology away from the Towson University campus. Locations and topics to be selected by the department and instructors sponsoring the program. May be repeated for a maximum of 3 units. Prerequisite: BIOL 117, BIOL 120, BIOL 190, BIOL 201 or equivalent and consent of instructor.

BIOL 499 HONORS SENIOR THESIS IN BIOLOGY (3)
Writing of an honors thesis based on individual research done under the direction of a faculty member. Public presentation and defense of thesis required. May not be used toward a Biology Minor or M.S. degree in Biology. Honors College. Prerequisites: BIOL 491 and consent of instructor.

Business, Communication and Liberal Arts (BCLA)
Courses

BCLA 421 INTEGRATING MANAGEMENT SKILLS (3)
Business, Communications and Liberal Arts Capstone course integrating the student's major with principles of entrepreneurship and business management. Prerequisite: All other courses in the minor.

Business Excellence (BUSX)

Courses

BUSX 201 FOUNDATIONS OF BUSINESS (3)
An integrated view of business organizations: study of the structure and organization of businesses, common business processes, and the interrelationships among business functions. Prerequisites: Pre-business or business major, ENGL 102 or equivalent.

BUSX 301 BUSINESS COMMUNICATIONS (3)
Seminar designed to enable students to gain the written and oral communication skills needed in professional business situations. Requires grade of C or better to fulfill Core requirement. Prerequisites: ENGL 102 and ECON 202. Core: Advanced Writing Seminar.

BUSX 460 PROFESSIONAL EXPERIENCE (3)
Application of business knowledge, skills, and attitudes (KSA's) through professional responsibilities in employment, internship, or comparable experience. Prerequisites: senior status, completion of BUSX 301, MNGT 361, MKTG 341, and FIN 331, successful completion of an information session (milestone); internship approval.

Chemistry (CHEM)

Courses

CHEM 100 CHEMISTRY AND CURRENT PROBLEMS (3)
Chemistry concepts and their application to current topics such as environment, energy, food, and health-related chemistry. Three lecture demonstration hours. Gen Ed II.A or Core: Biological & Physical Sciences.

CHEM 103 FOUNDATIONS OF CHEMISTRY (3)
Development of reasoning and quantitative skills for problem solving. Introduction to atomic structure, chemical reactions, chemical nomenclature, formulas, symbols and equations, basic skills of laboratory work. Three lecture hours. Not for credit toward Chemistry major or minor. Does not satisfy University Core requirement. S/U grading.

CHEM 104 INTRODUCTION TO ENVIRONMENTAL CHEMISTRY (4)
Principles of chemistry that are relevant to environmental issues, including water quality, nutrient pollution, air pollution, and specific classes of environmental contaminants. Three lecture hours and three laboratory hours. Prerequisite: three years of high school mathematics. Gen Ed II.A or Core: Biological & Physical Sciences. Lab/Class fee will be assessed.

CHEM 112 HONORS CHEMISTRY AND CURRENT PROBLEMS (3)
Discussion of a selected aspect of chemistry and its applications to technology, environment and society. Topics will vary. Three lecture-demonstration hours. Prerequisites: high school chemistry recommended. Honors College. GenEd II.A.

CHEM 115 HONORS CHEMISTRY FOR ALLIED HEALTH PROFESSIONS I (4)
An introduction to the concepts of general chemistry, including states of matter, atomic structure and periodic table, molecular structure, chemical reactions, intermolecular forces, solutions, buffers and pH and radio activity. Laboratory includes data handling and chemical and instrumental techniques. May not be used as a prerequisite for the Chemistry major program. Three lecture hours and one three hour laboratory. Prerequisite: MATH 115 or MATH 119 (either may be taken concurrently). Must be admitted to the Honors College. Gen Ed II.A or Core: Biological & Physical Sciences. Lab/Class fee will be assessed.

CHEM 121 ALLIED HEALTH CHEMISTRY I LECTURE (3)
Atomic and molecular structure, stoichiometry, chemical reactions, states of matter, solutions, intermolecular forces, acids, bases and buffers, chemical equilibrium, reaction energies and rates. Not open to those who successfully completed CHEM 105/ CHEM 115. CHEM 121 is a quantitative course and students are expected to be proficient in algebraic manipulations, exponentials, logarithms and graphical interpretation. Corequisite: CHEM 121L. Core: Biological and Physical Sciences or GenEd II.A.

CHEM 121L ALLIED HEALTH CHEMISTRY I LABORATORY (1)
Laboratory experiments to support concepts of Allied Health Chemistry I Lecture. Not open to those who successfully completed CHEM 105/ CHEM 115. Corequisite: CHEM 121. Core: Biological and Physical Sciences or GenEd II.A. Lab/class fee will be assessed.

CHEM 122 ALLIED HEALTH CHEMISTRY II LECTURE (3)
Introduction to organic chemistry and biochemistry using a functional group approach, physical properties and important reactions, enzyme catalysis, chemistry and biology of nucleic acids. Not open to those who successfully completed CHEM 106. Corequisite: CHEM 122L (Allied Health Chemistry II Laboratory); CHEM 122L must be taken concurrently. Prerequisite: CHEM 121/ CHEM 121L. Core: Biological & Physical Sciences or GenEd II.A.

CHEM 122L ALLIED HEALTH CHEMISTRY II LABORATORY (1)
Laboratory experiments to support concepts of Allied Health Chemistry II Lecture. Not open to those who successfully completed CHEM 106. Corequisite: CHEM 122 (Allied Health Chemistry I Lecture); CHEM 122 must be taken concurrently. Core: Biological & Physical Sciences or GenEd II.A. Lab/class fee will be assessed.

CHEM 131 GENERAL CHEMISTRY I LECTURE (3)
Atomic and molecular structure; theories of bonding, stoichiometry; chemical reactions; gases; solutions. Open to science/math majors/minors only. Not open to those who successfully completed CHEM 110. CHEM 131 is a quantitative course and students are expected to be proficient in algebraic manipulations and graphical interpretation. Corequisite: CHEM 131L. Core: Biological & Physical Sciences or GenEd II.A Lab/Class fee will be assessed.

CHEM 131L GENERAL CHEMISTRY I LABORATORY (1)
Laboratory experiments to support concepts of General Chemistry I Lecture. Not open to those who successfully completed CHEM 110. Corequisite: CHEM 131. GenEd II.A or Core: Biological & Physical Sciences. Lab/class fee will be assessed.

CHEM 132 GENERAL CHEMISTRY II LECTURE (3)
Physical properties of liquids, solids and solutions, kinetics, equilibrium, acids and bases, chemical thermodynamics and electrochemistry. Not open to those who successfully completed CHEM 111. CHEM 132 is a quantitative course and students are expected to be proficient in algebraic manipulations, exponentials, logarithms and graphical interpretation. Corequisite: CHEM 132L. Prerequisites: CHEM 131 & CHEM 131L. Core: Biological & Physical Sciences or GenEd II.A.

CHEM 132L GENERAL CHEMISTRY II LABORATORY (1)
Laboratory experiments to support concepts of General Chemistry II Lecture. Not open to those who successfully completed CHEM 111. Corequisite: CHEM 132. GenEd II.A or Core: Biological & Physical Sciences. Lab/class fee will be assessed.

CHEM 210 INTRODUCTION TO ANALYTICAL CHEMISTRY (5)
Theory and practice of chemometrics, gravimetry, titrimetry, chromatography, electrochemistry, and spectrophotometry. Three lecture hours, one laboratory-lecture hour, and three hours of laboratory. Not open to students who have successfully completed CHEM 213/ CHEM 215. Prerequisite: CHEM 132 and CHEM 132L. Lab/class fee will be assessed.
CHEM 301 PROFESSIONAL ETHICS FOR SCIENTISTS (3)
Integrity of scientific literature and the responsibilities of scientists to associates and the public. Discussion of principles and case studies emphasizing the physical sciences. Not open to those who have successfully completed WRIT 335, CHEM 335 or IDNM 305. Does not count toward Chemistry major or minor. Requires grade of C or better to fulfill Core or GenEd requirement. Prerequisites: three courses in ASTR, BIOL, CHEM, ENVS, GEOL, PHYS, or PHSC and at least two courses with laboratory; ENGL 102. Core: Advanced Writing Seminar or GenEd I.D.

CHEM 310 INSTRUMENTATION IN ANALYTICAL CHEMISTRY (4)
Theory and practice of spectroscopic, chromatographic, and electrochemical instruments, their design and modification to solve practical problems. Not open to students who have successfully completed CHEM 374 and CHEM 413. Three lecture hours and four laboratory hours. Prerequisite: CHEM 210. Lab/Class fee will be assessed.

CHEM 323 INORGANIC CHEMISTRY (4)
Atomic Structure; Valence-bond, Molecular orbital, and crystal-field theories of bonding; structure and bonding in ionic and metallic solids; chemistry of main-group and transition-metal compounds; acid-base theories; organometallic compounds; syntheses and characterizations of main-group and transition-metal compounds. Three lecture hours and three laboratory hours. Not open to students who successfully completed CHEM 321. Prerequisites: CHEM210 and CHEM331 or CHEM330. Lab/Class fee will be assessed.

CHEM 330 ESSENTIALS OF ORGANIC CHEMISTRY (5)
A one-semester course in organic chemistry for non-chemistry majors taught on a conceptual basis. Emphasis will be on principles, mechanisms, and modern techniques. Laboratory will include synthesis and identification of organic compounds. Three lecture hours, one recitation hour and one three hour laboratory period. Prerequisite: CHEM 132 and CHEM 132L. Lab/Class fee will be assessed.

CHEM 331 ORGANIC CHEMISTRY I (5)
Structure, stereochemistry, reactions and their mechanisms, preparation and properties of alkanes, alkenes, alkyanes, aromatic compounds, alkyl halides and alcohols. Laboratory techniques include purification, spectroscopic (IR, NMR) and chromatographic (GLPC) methods of identification, and synthesis. Three lecture hours, one hour of laboratory lecture, and one three-hour laboratory period. Prerequisite: CHEM 132 and CHEM 132L. Lab/Class fee will be assessed.

CHEM 332 ORGANIC CHEMISTRY II (5)
Structure, reactions and their mechanisms, preparation and properties of alcohols, ethers, aldehydes, ketones, carboxylic acids and their derivatives, amines, carbohydrates, etc. Laboratory emphasizes synthetic techniques and modern qualitative organic analysis using chemical reactions and IR, UV, and NMR. Three lecture hours, one hour of laboratory lecture and one three-hour laboratory period. Prerequisite: CHEM 331. Lab/Class fee will be assessed.

CHEM 345 PRINCIPLES PHYSICAL CHEM (3)
Empirical derivations of the unifying physical principles of chemistry. Emphasis on applications including environmental chemistry and biochemistry. Not open to students who successfully completed CHEM 340 or CHEM 341. Prerequisites: CHEM 132 and CHEM 132L and (MATH 211 or MATH 273) and (PHYS 211 or PHYS 241).

CHEM 346 THEORETICAL FOUNDATIONS OF PHYSICAL CHEMISTRY (3)
Theoretical principles unifying the vast body of chemical observations. Extensive use of differential and integral calculus in developing mathematical models describing the behavior of chemical systems. Prerequisites: CHEM 345, MATH 274, PHYS 212 or PHYS 242.

CHEM 351 BIOCHEMISTRY I (3)
An overview of the chemistry of proteins, nucleic acids, carbohydrates, and lipids. Basic enzyme catalysis and kinetics, biochemical genetics, membrane structure, bioenergetics, and analytical methods. General principles of metabolism applied to several major pathways. Three lecture hours. Prerequisite: CHEM 330 or CHEM 332.

CHEM 356 BIOCHEMISTRY LAB (2)
Physical methods in biochemistry including spectrophotometry, centrifugation and ultra-centrifugation, electrophoresis, and chromatography. Isolation and purification of proteins and nucleic acids. Enzyme kinetics and the binding of small molecules to macromolecules. One lecture hour and three laboratory hours. Prerequisite: CHEM 351 (may be taken concurrently). Lab/Class fee will be assessed.

CHEM 357 BIOCHEMISTRY II (3)
Carbohydrate and lipid metabolism and their regulation, overview of amino acid and nucleotide metabolism, membrane structure and function, DNA-protein interactions and regulation of gene expression, and other topics in biochemistry. Prerequisite: CHEM 351.

CHEM 361 CHEM & BACTERIOLOGICAL STUDIES ON WATER POLLUTION (3)
Deals mainly with water pollution: causes, effects, and cures. Considers details of water. Concerns standards of water purity and variables involved. Demonstration of analytical methods to be given. Case studies and applications are viable approaches to this topic. Three lecture hours. Prerequisites: CHEM 132/ CHEM 132L (CHEM 111) and BIOL 110.

CHEM 372 INTERMEDIATE LABORATORY I (2)
Introductory experiments in physical and analytical chemistry applying spectroscopic, calorimetric and electrochemical techniques to characterize properties of materials and chemical systems. One laboratory-lecture and three laboratory hours. Not open to students who have completed CHEM 343. Prerequisites: CHEM 210 and CHEM 345 (CHEM 345 may be taken concurrently). Lab/Class fee will be assessed.

CHEM 373 INTERMEDIATE LABORATORY II (1)
A series of experiments in physical and analytical chemistry applying mass spectrometry, NMR spectroscopy, IR spectroscopy and molecular modeling to problems in molecular structure, chemical composition, reaction kinetics and reaction equilibrium. Three laboratory hours. Prerequisites: CHEM 332 and CHEM 372.

CHEM 383 MODERN CHEMISTRY FOR TEACHERS: PRINCIPLES AND APPLICATIONS I (3)
Survey of principles and applications of chemistry for secondary school teachers. Lecture: chemical reactions, stoichiometry, atomic structure, and theories of chemical bonding. Laboratory: an examination of experiments suitable for the secondary school curriculum with emphasis on laboratory safety. Two lecture hours and two hours of laboratory-discussion. Prerequisites: high school algebra, experience as secondary school teacher, and consent of the instructor.

CHEM 391 SPECIAL PROBLEMS IN CHEMISTRY I (1-3)
A laboratory or library problem in chemistry to be selected by the student in consultation with the instructor. Students are required to submit a written report. May be repeated for a maximum of 6 units provided a different topic is taken. Prerequisite: consent of the instructor.

CHEM 392 SPECIAL PROBLEMS IN CHEMISTRY II (1-3)
A laboratory or library problem in chemistry to be selected by the student in consultation with the instructor. Students are required to submit a written report. May be repeated for a maximum of 6 credits. Prerequisite: consent of the instructor.

CHEM 393 SPECIAL PROBLEMS IN CHEMISTRY III (1-3)
A laboratory or library problem in chemistry to be selected by the student in consultation with the instructor. Students are required to submit a written report. May be repeated for a maximum of 6 credits. Prerequisite: consent of the instructor.

CHEM 394 SPECIAL PROBLEMS IN CHEMISTRY IV (1-3)
A laboratory or library problem in chemistry to be selected by the student in consultation with the instructor. Students are required to submit a written report. May be repeated for a maximum of 6 credits. Prerequisite: consent of the instructor.
CHEM 395 INTERNSHIP IN CHEMISTRY (3)
Students will be given credit in this cooperative education program for approved experience in chemistry in the private or public sector. A portfolio of their work will be submitted by students and evaluated by the Chemistry Faculty. May be repeated once as CHEM 396 for a maximum of 6 credits. Graded S/U. Prerequisites: CHEM 332 and CHEM 210, 3.0 GPA overall and junior class standing.

CHEM 396 INTERNSHIP IN CHEMISTRY (3)
Students will be given credit in this cooperative education program for approved experience in chemistry. A written final report will be submitted by students. May be repeated for credit as CHEM 396 for a maximum of 6 units. Graded S/U. Prerequisite: CHEM 395.

CHEM 401 SEMINAR IN CHEMISTRY (1)
An introduction to chemical literature. Attendance at all seminars and presentation of seminars to the Chemistry Department on topics selected by the Chemistry faculty or selected by the student and approved by the faculty. One and one-half hour seminar period. Prerequisites: CHEM 210, CHEM 332, and CHEM 345 (CHEM 345 may be taken concurrently).

CHEM 450 ECOLOGICAL BIOCHEMISTRY (3)
Examining diversity of natural products involved in biochemical interactions between plants, animals (including insects, humans, and other herbivores), and microbial flora. Effects that changes in the chemistry of these compounds have on function in ecological systems. Not open to students who have taken BIOL 450. Prerequisites: CHEM 330 or CHEM 331, and BIOL 201 or BIOL 202.

CHEM 461 ADVANCED LECTURE TOPICS (1-3)
Advanced studies in one of the major topics in chemistry. Content will depend on instructor. This course may be repeated for a maximum of 9 units with a different topic. Prerequisites: CHEM 345, CHEM 332 and consent of instructor.

CHEM 462 ADVANCED LABORATORY TECHNIQUES (1-2)
An advanced, focused laboratory in chemistry. Content will depend on the instructor. This course may be repeated for a maximum of 6 units as a laboratory experience with a different focus. Prerequisites: CHEM 332, CHEM 372 and consent of instructor.

CHEM 472 APPLICATIONS OF ENVIRONMENTAL CHEMISTRY (3)
Fate and transport of chemical contaminants; physico-chemical processes controlling pollutant partitioning and distribution; implications of chemical speciation on toxicity to biota. Prerequisites: CHEM 210; CHEM 330 or CHEM 332; or consent of instructor.

CHEM 480 CHEMICAL TOXICOLOGY (3)
Study of the fate, effects, and mechanisms of action of toxicants; physical and biological factors affecting transport, transformation and toxicity of chemical stressors; emphasis on forensic and environmental applications. Prerequisites: CHEM 351, BIOL 201, or consent of instructor.

CHEM 491 INTRODUCTION TO RESEARCH IN CHEMISTRY I (1-3)
An original experimental or theoretical investigation to be conducted under the supervision of a faculty member. May be repeated for a total of 6 units as CHEM 492, etc. CHEM 491 may not be taken in student's final semester. Formal written report and/or oral presentation required. Prerequisite: consent of instructor.

CHEM 492 INTRODUCTION TO RESEARCH IN CHEMISTRY II (1-3)
An original experimental or theoretical investigation to be conducted under the supervision of a faculty member. May be repeated for a total of 6 units as CHEM 492, etc. CHEM 492 may not be taken in student's final semester. Formal written report and/or oral presentation required. Prerequisite: consent of instructor.

CHEM 493 INTRODUCTION TO RESEARCH IN CHEMISTRY III (1-3)
An original experimental or theoretical investigation to be conducted under the supervision of a faculty member. May be repeated for a total of 6 units as CHEM 491, 492, etc. CHEM 493 may not be taken in student's final semester. Formal written report and/or oral presentation required. Prerequisite: consent of instructor.

CHEM 494 INTRODUCTION TO RESEARCH IN CHEMISTRY IV (1-3)
An original experimental or theoretical investigation to be conducted under the supervision of a faculty member. May be repeated for a total of 6 units as CHEM 491, 492, etc. CHEM 494 may not be taken in student's final semester. Formal written report and/or oral presentation required. Prerequisite: consent of instructor.

CHEM 499 HONORS THESIS IN CHEMISTRY (2)
Writing of an honors thesis based on independent research done under the direction of a faculty member. Oral presentation of the work in a public seminar. Prerequisites: consent of instructor, and open only to students who have been approved as departmental honors candidates.

Chinese (CHNS)

Courses

CHNS 101 ELEMENTARY CHINESE I (3)
An introduction to standard modern Mandarin Chinese, with focus on Pinyin, the Chinese phonetic system and Hanzi, the writing system of Chinese characters. Building fundamental skills of listening, speaking, reading and writing in Chinese. GenEd II.D or Core: Arts & Humanities.

CHNS 102 ELEMENTARY CHINESE II (3)
Review and building fundamental skills of listening, speaking, reading and writing in Mandarin Chinese. Prerequisite: CHNS 101. GenEd II.D or Core: Global Perspectives.

CHNS 201 INTERMEDIATE CHINESE I (3)
Review of Elementary Chinese, enhancing skills of listening, speaking, reading and writing in Mandarin Chinese. Prerequisite: CHNS 102. GenEd II.D or Core: Arts & Humanities.

CHNS 202 INTERMEDIATE CHINESE II (3)
Review of Elementary Chinese, introducing some advanced grammar structures, with continuing enhancement of the skills of listening, speaking, reading and writing in Mandarin Chinese. Prerequisite: CHNS 201. GenEd II.D or Core: Global Perspectives.

CHNS 301 CHINESE COMPOSITION AND CONVERSATION I (3)
Intensive exercises in Chinese conversation and composition beyond the intermediate level. Conducted in Chinese. Prerequisite: CHNS 202 or equivalent. GenEd II.D or Core: Arts & Humanities.

CHNS 302 CHINESE COMPOSITION AND CONVERSATION II (3)
Intensive exercises in Chinese conversation and composition beyond the intermediate level. Conducted in Chinese. Prerequisite: CHNS 301 or equivalent. GenEd II.D or Core: Global Perspectives.

CHNS 311 CHINESE CULTURE AND CIVILIZATION (3)
Value-system and way of life as embodied in the language, history, arts and customs of China. Conducted in Chinese. Prerequisite: CHNS 202 or equivalent.

CHNS 370 SPECIAL TOPICS IN CHINESE (3)
Specialized topics in language and culture. Content varies. May be repeated once for a total of 6 units provided a different topic is covered. Prerequisite: CHNS 202 or equivalent.

CHNS 491 DIR READ CHINESE I (3)
Intensive reading under the supervision of a departmental advisor. Conducted in Chinese. Prerequisites: CHNS 301 or CHNS 302; consent of department chair.

CHNS 492 DIR READ CHINESE II (3)
Intensive reading under the supervision of a departmental advisor. Conducted in Chinese. Prerequisites: CHNS 301 or CHNS 302; consent of department chair.
CHNS 494 CHNS STUDY ABROAD (3-16)
The study of Chinese language, culture, and/or literature at a university in China, Taiwan or Hong Kong. Available fall/spring/summer. (See department chair and Office of International Education.) Prerequisite: consent of the Foreign Languages Department program coordinator and department chair.

Communication Studies (COMM)

Courses

COMM 100 USING INFORMATION EFFECTIVELY IN PUBLIC POLICY DEBATE (3)
Basic skills in gathering, processing and using information to critically evaluate and debate questions of public policy. Emphasizing research using print, human, and electronic sources and presentation of argument through written briefs and oral advocacy. GenEd I.B.

COMM 131 FUNDAMENTALS OF SPEECH COMMUNICATION (3)
Perspectives of rhetoric and public speaking, investigating contemporary American experiences, delivering and critiquing speeches. GenEd II.B.3 or Core: Arts & Humanities.

COMM 132 HONORS FUNDAMENTALS OF SPEECH COMMUNICATION (3)
Instruction in various kinds of public speaking (e.g., informative, persuasive, introductory, and impromptu); doing research, developing ideas with evidence, preparing outlines, delivering and critiquing speeches with emphasis on rhetorical criticism and ethical issues in speech communication. GenEd II.B.3 or Core: Arts & Humanities.

COMM 201 COMMUNICATION THEORY (3)
Foundation for theories focusing specifically in relational, group, public, and cultural communication contexts. Not open to students who have successfully completed COMM 101. Prerequisite: ENGL 102 or ENGL190.

COMM 215 INTERPERSONAL COMMUNICATION (3)
Examination and application of core concepts, advanced theories, and current research. Prerequisite: ENGL 102 or ENGL190.

COMM 231 NONVERBAL COMM (3)
Examination of the elements of nonverbal communication: environment, personal space, physical appearance, body movement, gestures, touching behavior, facial expression, and vocal cues. Course will investigate the effects of these on interpersonal and public communication. Prerequisite: COMM 201 [COMM 101] or consent of instructor.

COMM 249 SPEECH AND DEBATE I (1.5)
Practical skill development and participation within Towson’s Speech and Debate Program: preparation, practice and competition in debate and/or individual speaking events; researching controversial issues, preparing and delivering speeches, participating in on-campus and intercollegiate events. Course is repeatable for a maximum of 3.0 units. Prerequisite: Consent of instructor.

COMM 250 SPEECH AND DEBATE II (1.5)
Practical skill development and participation within Towson’s Speech and Debate Program: preparation, practice and competition in debate and/or individual speaking events; researching controversial issues, preparing and delivering speeches, participating in on-campus and intercollegiate events. Course is repeatable for a maximum of 3.0 units. Prerequisite: Consent of instructor.

COMM 300 RESEARCH METHODS (3)
Survey of methods and uses of research in communication studies fields. Not open to students who have successfully completed COMM 480. Prerequisite: COMM 101 or COMM 201 and COMM 215; majors and minors only.

COMM 303 ADV PUBL SPEAKING (3)
Principles and application of evidence, composition, organization, analysis, and criticism. Manuscript, persuasive, and impromptu speaking. Prerequisite: COMM 131 or COMM 132.

COMM 304 PERSUASION (3)
Theory and practice of linguistic and symbolic persuasion; applications of rhetorical principles in social sciences and formal and informal communication; analysis of rhetoric through discussion. Prerequisite: junior/senior standing or consent of instructor.

COMM 311 RHETORICAL THEORY & CRITICISM (3)
Foundation in the theories and practice of rhetorical studies with emphasis on the historical development of rhetorical theories and ideas, from Antiquity to the contemporary period, the application of theories to contemporary issues, and the scholarly process of studying rhetoric. Not open to students who have successfully completed COMM 211. Prerequisites: COMM 300 or COMM 480 or MCOM 390 or MCOM 490.

COMM 315 BUSIN & PROF COMM (3)
Professional interview and other dyadic encounters, curriculum vitae preparation, and exploration of communication in business structures: agendas, briefings, meetings, conferences, and strategies of attributional and communicative techniques. Prerequisite: COMM 131/COMM 132.

COMM 331 ADVOC & ARGUMNT (3)
Essentials of argumentation; research, analysis, evidence, reasoning, case construction, and refutation. Applications in fact, value, and public policy settings. Prerequisite: COMM 201 [COMM 101] and COMM 215, Majors/Minors only or consent of instructor.

COMM 349 SPEECH AND DEBATE III (1.5)
Practical skill development and participation within Towson’s Speech and Debate Program: preparation, practice and competition in debate and/or individual speaking events; researching controversial issues, preparing and delivering speeches, participating in on-campus and intercollegiate events. Course is repeatable for a maximum of 3.0 units. Prerequisite: Consent of instructor.

COMM 350 SPEECH AND DEBATE IV (1.5)
Practical skill development and participation within Towson’s Speech and Debate Program: preparation, practice and competition in debate and/or individual speaking events; researching controversial issues, preparing and delivering speeches, participating in on-campus and intercollegiate events. Course is repeatable for a maximum of 3.0 units. Prerequisite: Consent of instructor.

COMM 351 SPEC TPC/SPCH DEB (3)
In-depth study of selected areas dependent on student and faculty interest. May be repeated for a maximum of 6 credits provided a different topic is covered. Prerequisite: COMM 249.

COMM 377 INTERCULTURAL COMMUNICATION (3)
Principles, research and applications of cross-cultural discourse. Not open to students who have successfully completed COMM 378 or COMM 379. Prerequisite: COMM 300 [COMM 480].

COMM 418 COMMUNICATION TRAINING AND DEVELOPMENT (3)
Instructional strategies for implementing objectives, specifying and evaluating results. Prerequisite: COMM 300 [COMM 480].

COMM 419 ORGANIZATIONAL COMMUNICATION (3)
Theories and processes of decision making in organizations including classical, human resources, culture, systems, and critical approaches. Emphasis is on the role communication plays in assimilation, conflict, diversification, and crisis management. Prerequisites: COMM 300 or COMM 480 or MCOM 390 or MCOM 490.

COMM 420 COMM/LEGAL PROC (3)
Focus on communication questions and skills by lawyers, judges, litigants, and juries in criminal and civil justice. Survey of research related to verbal and nonverbal aspects of communication as they apply to the legal concerns of interview, negotiation, and litigation. Prerequisite: COMM 201 [COMM 101] and Junior/senior standing.

COMM 422 CONFERENCE AND MEETING MANAGEMENT (3)
Communicative details in preparing for and conducting events. Prerequisites: COMM 201 [COMM 101] and junior/senior standing.
COMM 470 SPECIAL TOPIC COMM (3)
In-depth study of a selected area dependent on student and faculty interest. May be repeated for a maximum of 6 credits provided a different topic is covered. Prerequisites: COMM 201 [COMM 101] or MCOM 101 [MCOM 102].

COMM 490 INTERN COMM STUDY (1-6)
Practical field experiences. Under faculty and I/CE supervision, the student works as an intern with a working professional in some field of communication. May be repeated for a maximum of 6 credits. Graded S/U. Prerequisite: junior/senior standing; minimum overall GPA of 2.5 and 2.75 in the major; consent of the instructor; completion of appropriate courses determined by the department; please check with the Career Center for specifics.

Computer Information Systems (CIS)

Courses

CIS 211 FUNDAMENTALS OF INFORMATION SYSTEMS & TECHNOLOGY (3)
An introduction to information systems and technology in today's organizations. Topics include hardware, software and communications fundamentals, systems development, information management, work force considerations, and related societal, legal, and ethical issues. Prerequisite: COSC 111 (may be taken concurrently).

CIS 212 INTRO TO BUSINESS PROG (3)
A study of computer programming for business applications using a language such as COBOL. Students will design, implement, test and document programs in application areas such as payroll, accounting, inventory and file maintenance. Not open to those who successfully completed COBOL programming. Prerequisite: COSC 111 or programming experience.

CIS 239 ENTERPRISE SYSTEMS AND ARCHITECTURE (3)
Key concepts of ERP systems and approaches to business process improvement through the use of Information Technology (IT) infrastructures including IT infrastructure frameworks, information architecture, the design, implementation, and management of enterprise IT Solutions, and related theoretical and practical issues. Prerequisites: COSC 236, MATH 263, and CIS 211.

CIS 265 VISUAL BASIC PROGRAMMING (3)
Concepts, tools and techniques of software development using an event-driven language that supports a graphical user interface and an object-oriented environment. Two lecture hours and two laboratory hours. Prerequisite: Programming experience required.

CIS 334 DATA ORGANIZATION (3)
Information abstraction, representation and organization, including realization of data and the logic to manipulate it, concepts of levels of abstraction, and information organization, particularly within organization. Not open to students who successfully completed COSC 336. Prerequisite: COSC 237.

CIS 341 ADV CONCEPTS INFO SYST (3)
Relationships among information systems, objectives and systems structure, covering human aspects, systems models and applications. Prerequisites: COSC 237 and COSC 111 or CIS 115.

CIS 458 ORGANIZATIONAL DATABASE MANAGEMENT (3)
The database environment in an organization. Database development, analysis, design, implementation, and administration. Applications of database programs for organizational information processing. Students cannot earn credit for both COSC 457 and CIS 458. Prerequisite: CIS 334 or COSC 336.
COSC 468 APPLIED DATA MINING AND VISUAL ANALYTICS (3)
Provides students with a background in traditional data mining approaches using computational models as well as visual analytic approaches which map data onto a visual model enabling knowledge discovery through human perception. Prerequisites: MATH 231 and (CIS 334 or COSC 336), or consent of the instructor.

COSC 475 ANLYSIS AND DESIGN FOR WEB SITES (3)
Information architecture; conceptual design of the web page interface, HTML, Javascript, CSS, usability testing, implementation, and management. Prerequisite: CIS 379 or ITEC 411.

COSC 479 SOFTWARE PROJECT MNGT (3)
Technical and behavioral aspects of project management: concepts, needs identification, software project manager, software teams, software project organizations, project communications, software project planning, scheduling, control, associated costs, using management software tools. Prerequisite: CIS 379.

COSC 495 INDEPENDENT STUDY IN COMPUTER INFORMATION SYSTEMS (3)
Directed study in selected areas of Computer Information Systems for which there is no regular course offered. The use of a proposal and well-defined objectives as well as a formal paper or project report are required. Prerequisites: Senior standing in CIS and consent of instructor.

Computer Science (COSC)

Courses

COSC 109 COMPUTERS AND CREATIVITY (3)
Creative activities involving symbolic manipulation and computer graphics; animation, dynamic story telling, computer music, visual effects, Web publishing, computer games, artwork and multimedia. Additional laboratory time required. GenEd I.E or Core: Creativity & Creative Development.

COSC 111 INFORMATION AND TECHNOLOGY FOR BUSINESS (3)
Retrieve, process, classify, sort and evaluate data and information. Problem solving techniques, creative thinking skills, communication skills, team building, and professional ethics. Laboratories covering the Internet, spreadsheets, and databases. Additional laboratory time required. Students cannot earn credit for both this course and IDNM 101. GenEd I.B.

COSC 112 HONORS INFORMATION AND TECHNOLOGY FOR BUSINESS (3)
Introduction to the use of information technology to retrieve, filter, process, classify, sort, and evaluate data and information in a business environment. Problem solving, creative thinking, effective communication, team building, and professional ethics within an information systems framework. Labs covering library information systems, the Internet, word processing, presentation software, spreadsheets, and databases will be emphasized. Students cannot earn credit for both this course and IDNM 101. Honors College course. GenEd I.B.

COSC 119 UIE:INFORMATION EFFECTIVELY IN THE COMPUTING SCIENCES (3)
Identifying, retrieving, filtering, storing, processing, classifying, sorting, evaluating and presenting data and information in a technology and computing environment. Emphasis will be placed on problem solving techniques with the computing field. Team-based case studies will be utilized and hands-on labs will be an important component of the course. Two hours lecture and one hour lecture in the lab. GenEd I.B.

COSC 175 GEN COMPUTER SCI (4)
Computer systems overview, algorithm development, data representation, software design and testing methodologies, and brief overview of advanced topics.

COSC 210 INTRODUCTION TO DIGITAL SECURITY AND DIGITAL FORENSICS (3)
Introduction to digital security and digital forensics for computer science and non-computer science majors. Topics include the history and scope of digital crime, characteristics of various types of digital crime, the interrelationship of the fields of forensic science, behavioral science and computer science, and societal, legal and ethical issues related to digital security and forensics. GenEd II.B.3.

COSC 225 HONORS INTRODUCTION TO LEGO ROBOTICS (3)
Basic mechanical, electronics and control issues in Robotics using the LEGO Mindstorms platform. Design, implement and program robotic systems of interdisciplinary nature. Prerequisite: Honors students only. GenEd I.E or Core: Creativity & Creative Development.

COSC 236 INTRO TO COSC I (4)
Introduction to structured problem solving, algorithm development and computer programming with a modern high-level structured programming language. Three lecture hours and two laboratory hours. Prerequisite: demonstrable programming knowledge and experience and MATH 119 or equivalent.

COSC 237 INTRODUCTION TO COMPUTER SCIENCES II (4)
Development of programming and problem-solving skills, with a focus on object-oriented programming and design. Students will design and develop programs using encapsulation and information hiding, inheritance, polymorphism, and generics. Introduction to data structures and their implementations (lists, stacks, queues, and trees), recursion, and searching and sorting algorithms. Includes two laboratory hours per week. Corequisite: MATH 211 or MATH 273. Prerequisite: COSC 236.

COSC 280 ASSEMBLY LANGUAGE & COMPUTER ARCHITECTURE (3)
Digital logic and digital systems, combinational and sequential logic, computer arithmetic, the central processing unit, assembly level machine organization, principles and concepts of assembly language programming. Prerequisites: COSC 236 and MATH 263.

COSC 290 PRINCIPLES OF COMPUTER ORGANIZATION (4)
Computer organization and architecture including computer arithmetic, digital logic, principles of assembly language, memory system organization, computer interfacing, CISC and RISC architecture. Three hours per week of laboratory work required. Prerequisites: COSC 236 and (MATH 263 or MATH 267).

COSC 301 PROB SOLV/PROGRAM (6)
Designed for graduate students with deficiencies in programming concepts. Topics include: Structured problem solving, algorithm development, data representation, basic data structures, sort and search techniques, computer structures. Not open to undergraduate students.

COSC 302 COMPUTER SYS ARCH (4)
Architecture. The topics covered: assembly language, introduction to computer architecture, internal representation of data and instruction, memory organization, microprogramming, multi-

COSC 304 FUNDAMENTALS OF COMPUTER SCIENCES (6)
Designed for graduate students to learn programming and computer architecture. Software topics include: structured problem solving, algorithm development, basic data structures and their implementations, sort and search techniques, and introduction to software development. Hardware topics include: digital logic and digital systems, combinatorial and sequential logic, computer arithmetic, the central processing unit, assembly level machine organization, memory system organization, interfacing, and communications. Corequisite: MATH 363.

COSC 310 SPECIAL TOPICS: ADVANCED PROGRAMMING (3)
Advanced programming concepts within the context of a specific programming language for computer science and related majors. It does not count towards the major. The course may be repeated up to 6 units when a different programming language is offered. Programming languages offered may include C, C++, C#, Python, Ruby, and others. Prerequisites: COSC 237 and COSC 290.
COSC 311 DIGITAL TECH SOCI (3) Foundations and impacts of computing and digital technologies, including history, applications, and societal impacts. Prerequisite: junior status and two science courses or one math course and one science course. GenEd II.A.

COSC 314 INTRODUCTION TO CRYPTOGRAPHY (3) A broad introduction to cryptography and its mathematical foundations, including applications to computer-network security services and mechanisms (confidentiality, integrity, authentication, electronic case and others) and to various protocols in distributed computation. Prerequisites: COSC 236, either MATH 263 or MATH 267, and junior standing or permission of the instructor.

COSC 321 COMPUTERIZATION AND ITS IMPACTS (3) Computer technology and its social and economic impacts on organizations and individuals. Prerequisites: Junior/senior status and completion of two science courses or one math and one science course. GenEd II.A.

COSC 336 DATA STRUCTURES AND ALGORITHM ANALYSIS (4) Fundamental data structures used in programming and the basic techniques used to design and analyze algorithms. Topics include: complexity analysis of elementary algorithms, linear data structures, trees, heaps, graphs, search algorithms (balanced binary trees, B-trees, hashing), sorting algorithms, basic graph algorithms (graph traversal, topological sorting, shortest path, minimum spanning trees), and paradigms in the design of algorithms (divide and conquer, dynamic programming, greedy). Prerequisite: COSC 237; MATH 274 (may be taken concurrently).

COSC 338 COMPUTER ORGANIZATION (4) Integration of functional components, including memory system organization, interfacing and communications, RISC architecture, multiprocessing, performance enhancements, network and distributed systems. 3 hours per week of laboratory work required. Prerequisite: COSC 280.

COSC 350 DATA COMMUNICATIONS AND NETWORKING (3) Networks, topologies, architectures and protocols, circuit and packet switching, TCP/IP suite, network management and security, and network programming. Prerequisites: COSC 336 and COSC 290.

COSC 378 SCIENTIFIC MODELING & SIMULATION (3) Interdisciplinary introduction to scientific simulation. Mathematical modeling, numerical analysis, and object oriented computer programming. Not open to students who have successfully completed MATH 378. Prerequisites: MATH 274, COSC 236.

COSC 397 INTERNSHIP/COSC (3) Students work in local computing facility under on-site and faculty supervision. May be repeated for a maximum of 6 units. Only 3 units can be applied to the major. Graded S/U. Prerequisites: 6 units of upper division Computer Science or Computer Information Systems courses and consent of the instructor.

COSC 412 SOFTWARE ENGINEERING (3) Methodology of designing and programming for a wide area of applications with a high degree of modifiability, efficiency, reliability, and understanding. Prerequisite: COSC 336.

COSC 415 COMPILER DESIGN (3) Principles, techniques, algorithms and structures involved in the design and construction of compilers. Topics include: lexical analysis, formal grammars, syntax and semantics analysis, error recovery, code generation and optimization. Prerequisite: COSC 336.

COSC 417 INT THEORY COMP (3) A general introduction to the theory of computation, including finite automata, compatibility, formal languages and their relation to automata, algorithms, and algorithmic complexity. The major emphasis will be on developing formal descriptions of computers and computational processes, and practical implications of theoretical results. Prerequisite: COSC 336.

COSC 418 ETHICAL AND SOCIETAL CONCERNS OF COMPUTER SCIENTISTS (3) Ethical questions and societal concerns related to the widespread use of computers and the resulting responsibilities of computer scientists. Prerequisites: Junior/Senior Standing; ENGL 317; must have previously taken a computing class. GenEd II.A or Core: Ethical Issues & Perspectives.

COSC 431 SELECTED TOPICS COMPUTER SCIENCE (1-3) Independent studies in selected areas of computer science. A maximum of 4 units may be earned in selected topics. Prerequisite: consent of the instructor and 9 units of computer science.

COSC 432 REQUIREMENTS ANALYSIS & MODELING (3) Introduces the basic concepts as well as the principles of software requirements development. Students will learn how to elicit, analyze, and model requirements and gain practical knowledge of tools and techniques related to these requirements activities. Develops theoretical knowledge and practitioner skills critical for real world applications. Prerequisite: COSC 412.

COSC 436 OBJECT-ORIENTED DESIGN & PROGRAMMING (3) Introduction to object-oriented design and programming technology (OOD/OOP). Main phases in object-oriented design and techniques in object-oriented programming. Programming language design and implementation issues for object-oriented languages. Prerequisite: COSC 336.

COSC 439 OPERATING SYSTEMS (3) Operating systems as resource managers with emphasis on file processor, memory and device management and processes. Design and implementation of a simulated multiprogramming operating system. Prerequisite: COSC 336.

COSC 440 OPERATING SYSTEMS SECURITY (3) an in-depth discussion of security concepts in operating systems. This course examines some of the security issues in current operating systems and discusses the existing tools and technologies for setting up a secure system. Prerequisite: COSC 439.

COSC 442 SOFTWARE QUALITY ASSURANCE AND TESTING (3) A comprehensive study of concepts, techniques, and tools for software quality assurance and testing. Software testing at the unit, subsystem and system levels; test models and test design techniques; integration, regression, and system testing methods; static and dynamic analysis; security and reliability testing and assessment. Prerequisite: COSC 412.

COSC 450 NETWORK SECURITY (3) Network security principles and applications, including authentication applications. IP security, Web security, network management security, wireless security and system security. Prerequisites: COSC 314 or MATH 314, and COSC 350.

COSC 455 PROGRAMMING LANGUAGES: DESIGN & IMPLEMENTATION (3) Underlying concepts in high-level programming languages and techniques for their implementation, a survey of a selected group of such languages along with a discussion of the interrelationship between programming and programming languages. Prerequisite: COSC 336.

COSC 457 DATABASE MNGT SYS (3) Data models and sublanguages; security and integrity problems; functions of the database administrator; implementation and use of a database management system; a comparison of widely used DBMS packages. Prerequisite: COSC 336.

COSC 458 APPLICATION SOFTWARE SECURITY (3) A study of security concepts in developing software applications. Discusses design principles for secure software development, and some of the security issues in current programming and scripting languages, database systems and Web servers. Corequisite: COSC 457. Prerequisite: COSC 455.

COSC 459 COMPUTER SIMULATION & MODELING (3) Simulation models and languages, data collection and output analysis, random number generation and Monte Carlo integration, model verification and validation, variance reduction techniques, optimization, the implementation and use of simulation techniques in problem solving. Prerequisites: COSC 336 and MATH 330 or CIS 334 and MATH 231.

COSC 461 ARTIFICIAL INTELLIGENCE (3) A survey of the problems and techniques involved in producing or modeling intelligence in computers. Particular emphasis will be placed on representation of knowledge and basic paradigms of problem solving. Topics include game playing, theorem proving, natural language, and learning systems. Prerequisite: COSC 336 or CIS 334.
COSC 465 ROBOTICS (3)
Physical mechanisms of robotics, issues of modeling, planning control and programming. Principles underlying the design and analysis of robotic systems, with emphasis on the autonomous, and behavior-based systems. Prerequisites: COSC 336.

COSC 471 COMPUTER GRAPHICS (3)
An introduction to the field of computer generated and/or displayed graphics data. Covers the topics of representation, transformations, curve and 3-D problems, graphics hardware, and programming considerations. Prerequisite: COSC 336.

COSC 481 CASE STUDIES IN COMPUTER SECURITY (3)
An in-depth study of the practical aspects of computer security, including the study of common computer security vulnerabilities in a laboratory setting. Prerequisites: COSC 440 and COSC 450.

COSC 483 DESIGN & ANALYSIS ALGORITHMS (3)
Algorithm design methods such as heuristics, backtrack programming, branch and bound, recursion, simulation, divide-and-conquer, balancing, and dynamic programming. Efficiency of algorithms - NP-complete problems. Prerequisite: COSC 336.

COSC 484 WEB-BASED PROGRAM (3)
Applications executing on a client-server system, emphasizing client side. Technologies include HTTP protocol, dynamic HTML, common gateway interface (CGI) programming and Java applets. Prerequisites: COSC 336.

COSC 485 REVERSE ENGINEERING AND MALWARE ANALYSIS (3)
Provides students with effective conceptual as well as hands-on knowledge in the areas of Reverse Engineering and Malware Analysis. It follows a progressive approach that introduces relevant concepts and techniques while preparing students to become effective reverse engineering and malware analysts able to use standard methodologies for detecting, analyzing, reverse engineering and eradicating malware in computing systems. Prerequisites: COSC 310, COSC 450.

COSC 490 SOFTWARE PROJECT PRACTICUM (3)
A project-based course for computer science majors that provides students with the experience of working as part of a project team using current software design and development tools and environments. Projects will consist of all aspects of software development, including requirements analysis, design, and implementation. Prerequisites: COSC 412; majors only; senior standing.

COSC 493 DIRECTED READINGS IN COMPUTER SCIENCE (3)
Individual readings and background research, under the direction of a faculty member, in preparation for writing an honors thesis. (Restricted to students in the departmental honors program). Prerequisite: admission to the departmental honors program.

COSC 495 INDEPENDENT STUDY (1-3)
Directed study in selected areas of Computer Science for which there is no regular course offered. The use of a proposal and well-defined objectives as well as a formal paper or project report are required. Prerequisites: senior standing in Computer Science and consent of instructor.

COSC 499 HONORS THESIS IN COSC (3-6)
Writing of an honors thesis based on individual research. (Open only to advanced honors candidates). Prerequisite: permission of Departmental Honors Committee.

Criminal Justice (CRMJ)

Courses

CRMJ 201 INTRODUCTION TO CRIMINOLOGY (3)
Overview of types of crime that occur in society; common explanations of crime; common misconceptions of crime; characteristics of offenders and victims; measurement of crime; social costs of crime and various social responses.

CRMJ 254 INTRODUCTION TO CRIMINAL JUSTICE (3)
The history, the present structure, the functions, and the contemporary problems of the police, prosecution, courts, corrections system, probation and parole. A brief introduction to law as an element of social control will be given. GenEd II.B.3 or Core: The United States as a Nation.

CRMJ 307 ISSUES IN DOMESTIC VIOLENCE (3)
Identification, treatment and prevention of home-based abuse or violence focusing on children, spouses/partners, and elders. Prerequisite: CRMJ 254 or SOCI 101.

CRMJ 309 ISSUES IN CAMPUS VIOLENCE (3)
Micro-level examination of issues of crime and violence, including prevention, treatment and punishment on the college campus. Prerequisite: CRMJ 254 or SOCI 101.

CRMJ 311 CRIME AND PUNISHMENT CROSS-NATIONALLY (3)
Examination of differences and similarities between U.S. and other nations' experiences of and responses to crime. Prerequisite: CRMJ 201, CRMJ 254, or SOCI 101.

CRMJ 313 BIOCRIME AND SECURITY (3)
Contemporary issues and controversies in criminal justice policy and practice related to biocrimes and other major security threats. Prerequisite: CRMJ 254.

CRMJ 315 MENTAL HEALTH, CRIME, AND CRIMINAL JUSTICE (3)
Examination of the link between mental illness and crime as well as the treatment of mentally ill offenders within the criminal justice system, from a sociological perspective. Prerequisite: CRMJ 254 or SOCI 101.

CRMJ 317 JUSTICE AND CRIME (3)
Critical investigation of the meaning of justice and the implications it has for our society, the perpetration of crime, and the operation of the criminal justice system. Prerequisites: SOCI 101 and CRMJ 201 or CRMJ 254, and 6 additional hours of CRMJ.

CRMJ 331 CRIMINAL JUSTICE AND FILM (3)
Critical analysis of media portrayals of crime and the criminal justice system; consideration of related crime myths, wider images of justice, and other consequences for society; primary emphasis on visual media. Prerequisite: CRMJ 254.

CRMJ 332 CONFLICT RESOLUTION AND CRIMINAL JUSTICE (3)
Introduction to conflict analysis and resolution in the context of the criminal justice system; understanding, assessing, and remedying the causes and dynamics of social conflict particularly in the realm of law enforcement and corrections, such as hostage standoffs or prison riots. Prerequisite: CRMJ 254.

CRMJ 333 RESTORATIVE JUSTICE (3)
Theory and research of restorative justice practice including victim-offender mediation, community conferencing, and peacemaking circles; how restorative justice reframes traditional notions of justice in the criminal context. Prerequisite: CRMJ 254.

CRMJ 337 CONTROVERSIES IN CRIMINAL JUSTICE (3)
Contemporary issues and controversies in criminal justice philosophy, policy, and practice from the counting and reporting of crime to the rights of citizens, the dilemmas of victims, and the punishment of the perpetrator; implications of criminal justice policy upon the community. Prerequisite: CRMJ 254.

CRMJ 345 RACE AND CRIME (3)
Structural and cultural dimensions of race-specific patterns of criminal offending and victimization. Focus on urban development, social construction of race, and the political–economy of crime and social control in America. Prerequisite: CRMJ 244 or SOCI 101.

CRMJ 348 WOMEN AND CRIME (3)
Women as offenders, victims and workers in the criminal justice system. Theories of female criminality. Discrimination and sexism in juvenile and adult systems. Prerequisite: CRMJ 244 or SOCI 101.

CRMJ 352 COMMUNITY CORRECTIONS (3)
CRMJ 353 THEORIES OF CRIME (3)
Evolution of criminological theory; crime rates and trends; social profile of criminal offenders and victims; societal responses. Prerequisites: SOCI 101, CRMJ 201, or CRMJ 254; and 9 additional units of CRMJ, SOCI, and/or ANTH.

CRMJ 354 WRITING FOR CRIMINAL JUSTICE (3)
The components of the criminal justice system; police, courts, corrections. Theories of criminal justice applied to operations. Does not fulfill GenEd I.D when completed as SOCI 354. Prerequisite: SOCI 101 and ENGL 102 or ENGL 190. GenEd I.D.

CRMJ 355 DELINQUENCY AND JUVENILE JUSTICE (3)
Nature, distribution, and causes of youth crime; youth gangs; the juvenile justice system. Prerequisite: SOCI 101.

CRMJ 356 PRISONS IN AMERICA (3)
Purposes of punishment; incarceration, and death penalty; inmate subculture; administration and staff issues. Prerequisites: CRMJ 254.

CRMJ 358 INTERPERSONAL VIOLENCE (3)
Face-to-face violent crime; perpetrators and victims; strategies for response. Prerequisites: SOCI 101.

CRMJ 368 RESEARCH METHODS IN CRIMINAL JUSTICE (3)
Various steps in conducting research projects, from statement of the problem to final analysis of data, with focus on procedures used to study crime and criminal justice. Emphasis on the research techniques and the ethical issues involved. Prerequisites: CRMJ 254 and PSYC 212 or MATH 231 or ECON 205.

CRMJ 370 TOPICS IN CRIMINOLOGY (3)
Current topics in criminology designed for non-majors as well as majors. May be repeated for a maximum of six units provided a different topic is taken. Prerequisite: SOCI 101.

CRMJ 375 TOPICS IN CRIMINAL JUSTICE (3)
Current topics in criminal justice designed for non-majors as well as majors. May be repeated for credit provided a different topic is covered. Prerequisite: CRMJ 254.

CRMJ 384 ADVANCED CRIMINAL LAW (3)
Concepts of substantive criminal law through the case method approach; role of common law in the development of criminal law; examination of elements and types of crime, criminal actions, and defenses in relation to criminal law doctrines. Prerequisite: CRMJ 254.

CRMJ 385 POLICE ADMINISTRATION (3)
Law enforcement and organization structure; management of departments, including deployment, recruitment, training, specialization, budget and research. Prerequisite: CRMJ 254.

CRMJ 387 ISSUES IN POLICING (3)
Individual and system-related problems facing police personnel. Prerequisite: CRMJ 254.

CRMJ 393 ETHICS IN CRIMINAL JUSTICE (3)
Analysis of the ethical dilemmas that confront law enforcement, criminal law, and corrections professionals in the course of their daily work. Focus on both macro and micro level solutions. Prerequisite: CRMJ 254.

CRMJ 431 CRIMINAL JUSTICE OUTSIDE THE CLASSROOM (3)
Integrates criminal justice issues related to reducing crime, reintegrating offenders, or responding to criminal victimization with real world projects designed by students in an external learning framework. Involves visiting and networking with community agencies in the criminal justice field. Prerequisites: CRMJ 254; SOCI 353 or CRMJ 353.

CRMJ 470 SPECIAL TOPICS IN CRIMINOLOGY (3)
An examination of current topics in criminology designed for junior and senior majors. May be repeated for a maximum of six units provided a different topic is taken. Prerequisites: SOCI 101 or CRMJ 244; and 6 additional units of CRMJ.

CRMJ 475 SPECIAL TOPICS IN CRIMINAL JUSTICE (3)
An examination of current topics in criminal justice designed for junior and senior majors. May be repeated for a maximum of six units provided a different topic is taken. Prerequisites: SOCI 101 or CRMJ 254; and 6 additional units of CRMJ.

CRMJ 485 SEMINAR IN CRIMINAL JUSTICE (3)
Capstone application of ideas, methods, and facts learned in previous criminology and criminal justice courses. Prerequisites: CRMJ 254; CRMJ 244; CRMJ 353 or SOCI 353; CRMJ 368 or SOCI 391; and Senior Standing; or consent of instructor.

CRMJ 491 INTERNSHIP IN CRIMINAL JUSTICE I (3)
Supervised experience in work setting which facilitates understanding of roles and relationships relevant to inquiry in criminal justice and criminology and application of knowledge in field. Students may elect to take one term for 3 units (CRMJ 491) or two terms for 3 units each (CRMJ 491 - CRMJ 492), in one agency both terms or in a different agency each term. No more than 3 units may be earned in a term without consent of the chair, which will be granted only when agency requirements and student needs make it appropriate. Prerequisites: SOAN majors only; CRMJ concentration; Junior Standing; and consent of instructor.

CRMJ 492 INTERNSHIP IN CRIMINAL JUSTICE II (3)
Supervised experience in work setting which facilitates understanding of roles and relationships relevant to inquiry in criminal justice and criminology and application of knowledge in field. Students may elect to take one term for 3 units (CRMJ 491) or two terms for 3 units each (CRMJ 491 and CRMJ 492), in one agency both terms or in a different agency each term. No more than 3 units may be earned in a term without consent of the chair, which will be granted only when agency requirements and student needs make it appropriate. Prerequisites: SOAN majors only; CRMJ concentration; Junior Standing; and consent of instructor.

CRMJ 495 INDEPENDENT RESEARCH (3)
Supervised research in criminology and criminal justice involving library and/or field experiences, and culminating in a written report. May be repeated for a maximum of 6 units. Prerequisites: CRMJ 353 or SOCI 353; CRMJ 368 or SOCI 391; and consent of instructor.

CRMJ 497 HONORS SEMINAR IN CRIMINAL JUSTICE (3)
Exploring and analyzing major areas in criminology and criminal justice. Prerequisite: Consent of CRMJ Honors Coordinator.

CRMJ 498 HONORS READINGS IN CRIMINAL JUSTICE (4)
A survey of the relevant scholarly literature in criminology and criminal justice under the guidance of a faculty member who will direct the student's research. Prerequisite: Consent of CRMJ Honors Coordinator.

CRMJ 499 HONORS THESIS IN CRIMINAL JUSTICE (4)
Supervised research and investigation in criminology and/or criminal justice involving library and/or field experience and culminating in a written report. Prerequisite: Consent of CRMJ Honors Coordinator.

Cultural Studies (CLST)

Courses

CLST 201 INTRODUCTION TO CULTURAL STUDIES (3)
Culture's effect on science, identity, and behavior and on what we hear, see, value and ignore. GenEd II.B.3 or Core: The United States as a Nation.

CLST 202 HONORS INTRODUCTION TO CULTURAL STUDIES (3)
Culture's effect on science, identity, and behavior and on what we hear, see, value and ignore. GenEd II.B.3 or Core: The United States as a Nation.

CLST 300 METHODS OF CULTURAL INQUIRY (3)
Multi-method approach to the critical investigation of complex formations of culture and interpretations of culture. Topics include ethnography; literary theory; cultural historiography; and textual, spatial, and semiotic analysis. Prerequisite: ENGL 102 or ENGL 190. GenEd I.D.
DANCE (DANC)

COURSES

DANC 101 THE ALEXANDER TECHNIQUE (3)
An examination of the psychophysical pressures of contemporary American life and the application of the Alexander Technique as a method to investigate issues of body/mind disciplines and alleviate tension and stress. May be repeated for a maximum of 6 units. GenEd II.B.3 or Core: Arts & Humanities.

DANC 104 AERIAL DANCE TECHNIQUE (2)
A study of the basic technique skills in aerial dance on single point low-flying trapeze. Additional skills include choreographic techniques, improvisation and a historical overview of aerial dance. Can be repeated for additional credit for a maximum of 8 units.

DANC 105 MOVEMENT SKILLS ENHANCEMENT FOR MEN (3)
Using movement techniques to improve athletic and movement skills. Core: Arts & Humanities or GenEd II.B.3.

DANC 106 FUNDAMENTALS OF DANCE MOVEMENT FOR NON-MAJORS (3)
Floor and standing work to develop upper/lower connectivity, increased rotation, efficient movement patterns, and proper support for dance movement. GenEd II.B.3 or Core: Creativity.

DANC 107 BEGINNING MODERN DANCE I (2)
An introduction to modern dance technique as derived in part from the principles of some of its American founders such as Graham, Humphrey, Weidman, and Holm. Course includes floorwork, body alignment, and studies which develop the potentials of modern dance as an expressive medium.

DANC 109 JAZZ DANCE I (2)
American jazz dance as traced historically through movement from Afro-Caribbean and vaudeville forms to Broadway show styles from the 1920’s through the 1950’s. May be repeated for a maximum of 6 units.

DANC 111 TAP DANCE I (2)
A beginning study of the technical fundamentals of tap dance. Includes basic one and two sound movements performed at the barre and simple rhythmical combinations in center. Also includes time steps and simple turns. May be repeated for a maximum of 6 units.

DANC 122 DANCE IN THE EUROPEAN COURT (3)
European court concert dance as a cultural phenomenon, methods of training, evolution of ballet aesthetics, and building a world view through movement.

DANC 124 BALLET FOR NON-MAJORS (2)
Classical ballet class with emphasis on placement and alignment of the body, turn-out, footwork, barre work, simple allegro movements, adagio, and grande allegro movements required in the establishment of a basic technical foundation. May be repeated for a maximum of 6 units.

DANC 125 INTRODUCTION TO DANCE: GLOBAL PERSPECTIVE (3)
Dance as a global cultural phenomenon, methods of training, evolution of dance aesthetics, and building a worldview through movement. Field experiences may be required. Core: Global Perspectives or GenEd II.C.1.

DANC 126 MUSICAL CONCEPTS FOR DANCERS (3)
An introduction to basic music skills and concepts of rhythm and its appropriate application to dance composition, movement, performance and education environments. Students will explore, perform, analyze, create, evaluate and respond to musical experiences for the purpose of developing musical skills and concepts. An awareness and understanding of varied genres of music will be developed as appropriate to the expectations of becoming a dance professionals and/or a dance educator. Prerequisites: Pre-Dance status only, special perm required.

DANC 127 INTRODUCTION TO DANCE: AMERICAN EXPERIENCE (3)
American concert modern dance as a cultural phenomenon, methods of training, evolution of modern dance aesthetics, and building a world view through movement. Field experiences may be required. GenEd II.B.1 or Core: The United States as a Nation.
DANC 128 MODERN DANCE FOR NON-MAJORS (2)
Course work in modern dance technique as derived in part from principles of the American founders of modern dance. May be repeated for a maximum of 6 units.

DANC 130 DANCE AND MYTH (3)
Historical survey of mythological themes in dance in the Western tradition through readings, videos, and movement experiences. Emphasis on the hero cycle and individuation. GenEd II.C.1 or Core Category: Arts & Humanities.

DANC 133 HONORS INTRODUCTION TO DANCE: EUROPEAN COURT (3)
European court concert dance as a cultural phenomenon, methods of training, evolution of ballet aesthetics, and building a world view through movement. Field experiences may be required. GenEd II.C.1.

DANC 200 OUR DANCE CORRIDOR: A BALTIMORE/WASHINGTON SAMPLER (3)
Experiencing American culture through theatrical dance performances in Baltimore and the surrounding area. Field trips are required. GenEd II.B.1.

DANC 201 DEVELOPMENTAL MOVEMENT (3)
Movement-based experiences in developmental stages of children; motor actions, personality development, spatial organization, and emerging literacy. Prerequisite: PSYC 201.

DANC 209 JAZZ DANCE II (2)
A continuation of Broadway show styles from the early 1960's to the present day. Includes study of contemporary jazz technique with emphasis on rock, funky, lyric and percussive movement. May be repeated for a maximum of 6 units. Prerequisites: DANC 109 or consent of instructor.

DANC 210 THE GENDER DANCE (3)
Historical survey of gender roles in dance in the Western tradition through readings, videos, and movement experiences. Emphasis is on the cultural lenses of audience members and transformations of stereotypes over time. Prerequisite: ENGL 102. Core: Diversity.

DANC 211 TAP II (2)
A continued study of tap dance including complex rhythms, tempi, barre and center work. New movements include wings, trenches, riffs and advanced turns. May be repeated for a maximum of 6 units. Prerequisite: DANC 111.

DANC 216 SOPHOMORE CREW (1)
Informal crew work, including experiential training in the set-up, operation and strike for the TU Dance Company mainstage productions. Prerequisite: DANC 263.

DANC 220 USING INFORMATION EFFECTIVELY IN DANCE (3)
Gathering, evaluating, and communicating information from traditional and electronic sources germane to dance.

DANC 223 LEVEL I BALLET (2)
Elementary classical ballet technique: classical form, static and dynamic alignment, rotation, weight shift, breath support, and level change with application to classical ballet vocabulary. May be repeated for a maximum of 6 units.

DANC 224 LEVEL I BALLET (2)
Elementary classical ballet technique: classical form, static and dynamic alignment, rotation, weight shift, breath support, and level change with application to classical ballet vocabulary. May be repeated for a maximum of 6 units.

DANC 227 LEVEL I MODERN (2)
Study of elementary modern dance technique: level change, weight shift, dynamic alignment, breath support and expression, and application of modern dance vocabulary. May be repeated for a maximum of 6 units.

DANC 228 LEVEL I MODERN (2)
Study of elementary modern dance technique: level change, weight shift, dynamic alignment, breath support and expression, and application of modern dance vocabulary. May be repeated for a maximum of 6 units.

DANC 235 DANCE COMPOSITION I (3)
Introduce interdisciplinary relationships with movement invention; improvisation and personal exploration and performance form will help investigate personal idiosyncratic ways of moving with effort and body preference. GenEd I.E or Core: Creativity & Creative Development.

DANC 245 SCIENTIFIC BASIS FOR MOVEMENT I (3)
Introduction to anatomical, physiological and biomechanical principles of human movement and applying these principles to body alignment and movement for dance. Majors only, special permit required. Not open to students who have successfully completed DANC 106.

DANC 251 METHODS OF TEACHING DANCE (3)
A developmental approach to the teaching of creative movement and dance to children grades K-12. Includes lesson and unit planning, observation, peer teaching, assessment and reading and writing in the content area. Prerequisite: DANC 201.

DANC 263 DANCE DESIGN AND PRODUCTION (3)
Costume, lighting, make-up, management, scenery, safety, sound and rigging techniques and practices. Not open to students who successfully completed THEA 263.

DANC 304 MODERN AERIAL REPERTORY (3)
Students learn original aerial repertory (a dance) from the instructor, collaborate on the creation, and perform this work during the semester. Prerequisite: DANC 104.

DANC 310 JAZZ DANCE III (2)
A continued study of contemporary jazz technique with emphasis on performance of styles used on the concert stage, television and motion pictures. May be repeated for a maximum of 6 units.

DANC 316 JUNIOR CREW (1)
Informal crew work, including experiential training in the set-up, operation and strike for non-TU Dance Company mainstage productions. Prerequisite: DANC 216.

DANC 321 RESPONDING TO DANCE (3)
Advanced writing course using a variety of dance eras, genres, and cultures. Requires grade of C or better to fulfill Core or GenEd requirement. Prerequisites: junior/senior standing; ENGL 102 or ENGL 190; TSEM 102. Core: Advanced Writing Seminar or GenEd I.D.

DANC 322 LEVEL II BALLET (3)
Continued study of classical ballet technique: emphasis on exploring and embodying a particular world view; including intermediate level enchainments, shifting weight, physically and musically connecting movement sequences, sequencing combinations designed to develop both strength and flexibility. May be repeated for a maximum of 9 units. Prerequisite: dance majors only, special permit required.

DANC 324 LEVEL II BALLET (3)
Continued study of classical ballet technique: emphasis on exploring and embodying a particular world view; including intermediate level enchainments, shifting weight, physically and musically connecting movement sequences, sequencing combinations designed to develop both strength and flexibility. May be repeated for a maximum of 9 units. Prerequisite: Dance majors only, special permit required.

DANC 327 LEVEL II MODERN (3)
Continued study of intermediate modern dance technique: emphasis on exploring and embodying a particular world view, including expanded movement vocabulary involving sequences of greater complexity-kinesthetically, spatially and musically. May be repeated for a maximum of 9 units. Prerequisite: Dance majors only, special permit required.

DANC 328 LEVEL II MODERN (3)
Continued study of intermediate modern dance technique: emphasis on exploring and embodying a particular world view, including expanded movement vocabulary involving sequences of greater complexity-kinesthetically, spatially and musically. May be repeated for a maximum of 9 units. Prerequisite: Dance majors only, special permit required.
DANC 335 DANCE COMPOSITION II (2)
Focuses on metaphor and memory embodiment with an introduction to compositional structures. Attention to showing artistic works that support craft concepts while interviewing choreographers and introducing risk taking. Prerequisites: DANC 235 and Department Consent required.

DANC 336 DANCE COMPOSITION III (2)
Focuses on content/intent/form: Metaphor and memory embodiment continues with activity on the construction/deconstruction/reconstruction of material in an atmosphere of risk taking and collaborative investigation. Prerequisites: DANC 335 and Dance Department Consent required.

DANC 341 POINTE TECHNIQUE I (2)
Basics of pointe (toe) work essential to students whose interest is in total comprehension of the elements necessary to the performance of classical ballet. Includes work to strengthen the ankles and insteps, and acclimation of body weight and placement sur les pointes. May be repeated for a maximum of 6 units. Prerequisite: DANC 223, DANC 224.

DANC 342 POINTE TECHNIQUE II (2)
Continuum of Pointe Technique I with emphasis on tempi, allegro combinations, enchainments au milieu, and barre supported adage. May be repeated for a maximum of 6 units.

DANC 343 MEN'S BALLET TECHNIQUE (2)
Continued study of classical ballet through the lens of male technique: emphasis on exploring and embodying a particular world view, including skills and vocabulary. Can be repeated for a maximum of 8 units.

DANC 345 SCIENTIFIC BASIS FOR MOVEMENT II (2)
Continued study of the anatomical, biomechanical, developmental and qualitative principles of human movement and applying these principles to increase movement function and expression for dance. Not open to students who have successfully completed DANC 421. Prerequisites: Majors only, special permit required.

DANC 346 SCIENTIFIC BASIS OF ANALYSES OF MOVEMENT III (1)
Designed to reintroduce and reinforce the student's somatic principles learned in DANC 345 and enhance the integration of this material into the student's intermediate/advanced technique course work. Prerequisites: DANC 245 and DANC 345.

DANC 351 TEACHING DANCE TECHNIQUE (3)
Organization, sequencing, and teaching techniques for studio dance classes in ballet, modern, jazz and tap dance.

DANC 370 SPECIAL TOPICS IN DANCE (1-3)
Workshops and courses designed for study of special topics in dance not available in existing courses. Examples: Principles and Practices of Auditioning, Dance Repertory, Seminar in Dance Education, etc. Will be offered depending on student and faculty interest and availability. May be repeated for a maximum of 6 credits provided a different topic is covered.

DANC 383 MODERN DANCE REPERTORY (3)
Concentrated study of historical and current repertory in modern dance, culminating in (a) performance(s). May be repeated for a maximum of 12 units.

DANC 384 BALLET REPERTORY (3)
Concentrated study of historical, current, or new repertory in ballet, culminating in (a) performance(s). May be repeated for a maximum of 12 units.

DANC 391 INTERNSHIP IN ELEMENTARY SCHOOL (6)
Ten to twelve weeks, full-time, in public school classrooms under the guidance of master teachers. Conferences with the university supervisor. Graded S/U.

DANC 392 INTERNSHIP IN SECONDARY SCHOOL (6)
Practical experience in observation, participation, and student teaching in public school situation. Graded S/U.

DANC 423 LEVEL III BALLET (3)
Continued study of classical ballet technique; advanced level enchainments, standard classical divertissement and style distinctions including progression of technical complexities and approaches to contemporary ballet stylizations. May be repeated for a maximum of 9 units.

DANC 424 LEVEL III BALLET (3)
Continued study of classical ballet technique; advanced level enchainments, standard classical divertissement and style distinctions including progression of technical complexities and approaches to contemporary ballet stylizations. May be repeated for a maximum of 9 units.

DANC 427 LEVEL III MODERN (3)
Continued study of advanced modern dance technique utilizing complex movement and sequences. Focus on interpretation and performances. May be repeated for a maximum of 9 units.

DANC 428 LEVEL III MODERN (3)
Continued study of advanced modern dance technique utilizing complex movement and sequences. Focus on interpretation and performances. May be repeated for a maximum of 9 units.

DANC 436 DANCE COMPOSITION IV: FOR THE PROSCENIUM (2)
Focuses on the creation and production of a collaborative work for the stage: attention to risk-taking and combining movement with sound/text/light. Not open to students who have successfully completed DANC 435. Prerequisites: DANC 336 and Department Consent.

DANC 437 DANCE COMPOSITION V: FOR THE CAMERA (3)
Focuses on the creation and production of an interdisciplinary and collaborative work specific to movement for the camera. Not open to students who have successfully completed DANC 435. Prerequisites: DANC 336 and Department Consent. Lab/Class fee will be assessed.

DANC 451 DANCE EDUCATION ON PUBLIC POLICIES (3)
Examination of strategies for dance arts advocacy and dance education policies in public school contexts with emphasis on project-based and field experiences. Prerequisite: DANC 251, Dance majors only, special permit required.

DANC 480 SENIOR PROJECT: SEMINAR (2)
Focuses compositional tools that create choreography on dancer(s). The students draft a product for adjudicated feedback from the dance faculty. Preparation for producing a dance concert or lecture-demonstration includes planning, programming, technical production, box office management, budgeting, publicity, and documentation. Graded S/U. Prerequisites: DANC 263, DANC 316, DANC 336; senior Dance major standing; and Department Consent.

DANC 481 DANCE COMPANY (3)
Study and performance of advanced compositions, including works by professional guest choreographers in ballet, modern, and jazz/musical theatre style culminating in a performance(s). Course may be repeated for a maximum of 24 units.

DANC 491 SENIOR PROJECT: CONCERT/LECTURE DEMONSTRATION (3)
Student-directed concert and/or lecture-demonstration production; publicly produced in the spring semester of the senior year. Students are required to perform and choreograph as part of their senior capstone experience. Graded S/U. Prerequisites: DANC 480, Dance Majors only, and Department Consent.

DANC 492 PRACTICUM IN DANCE TECHNIQUE (1-6)
Student directed studio course work in dance technique at a departmentally approved professional training school or program. May be repeated for a maximum of 12 hours.

DANC 493 PRO-SEMINAR IN THE TEACHING OF DANCE (1)
Critical analysis of curriculum, instruction, and assessment procedures related to the promotion of literacy with movement and dance education in the context of the student internship. Prerequisites: Taken concurrently with DANC 391 and DANC 392; Dance majors only; special permit. Graded SU.

DANC 495 INDEPENDENT STUDY IN DANCE (1-3)
Self-directed study of an academic or creative project designed to focus on a specialized area of dance. May be repeated for a maximum of 9 units.
Courses

**DFST 101 INTRODUCTION TO DEAF STUDIES (3)**
Multidisciplinary introduction to concepts and issues in Deaf culture and the Deaf community. GenEd II.B.3 or Core: Diversity & Difference.

**DFST 104 AMERICAN SIGN LANGUAGE I (3)**
Emphasizes receptive and expressive conversational skills in American Sign Language. Class will be conducted in a silent classroom (no use of voice allowed). Non-verbal communication skills and basic interpretive practice will be provided. Not open to students who have successfully taken DFST 107.
GenEd II.C.1 or Core: Arts & Humanities.

**DFST 105 AMERICAN SIGN LANGUAGE II (3)**
Continued skill development in expressive and receptive American Sign Language begun in ASL I. Prerequisite: DFST 104 with grade of B- (2.67) or higher. GenEd II.C.1.

**DFST 111 HONORS INTRODUCTION TO DEAF CULTURE (3)**
Multidisciplinary introduction to concepts and issues in Deaf culture and the Deaf community. Not open to students who have successfully taken DFST 102. Prerequisite: admission to the Honors College. GenEd II.B.3.

**DFST 114 HONORS AMERICAN SIGN LANGUAGE I (3)**
Receptive and expressive conversational skills in American Sign Language. Class will be conducted in a silent classroom (no voices allowed). Non-verbal communication skills and basic interpretive practice will be provided. Honors College course. Prerequisite: Honors College status. Core: Arts and Humanities or GenEd II.C.1.

**DFST 204 AMERICAN SIGN LANGUAGE III (3)**
Intermediate grammatical features of ASL, vocabulary, conversational skills, as well as information on the culture of the Deaf Community. Class will be conducted in ASL only. Not open to students who successfully completed DFST 205 or DFST 303. Prerequisite: DFST 105 with grade of B- (2.67) or higher, or consent of the department.

**DFST 205 AMERICAN SIGN LANGUAGE IV (3)**
Advanced grammatical features of ASL, vocabulary, conversational skills, and involvement with the Deaf Community. Class will be conducted in ASL only. Prerequisite: DFST 204 with a grade of B- (2.67) or higher, or consent of the department.

**DFST 210 CAREER EXPLORATION IN DEAF STUDIES (3)**
Careers using signed languages and working with Deaf people. Prerequisite: DFST 101 and DFST 104.

**DFST 220 INTRODUCTION TO INTERPRETING (3)**
Introduction to the art and profession of interpreting for deaf and hearing people, designed for students with some knowledge of sign language and the Deaf community. Prerequisites: DFST 101, DFST 104, Majors only or permission of department.

**DFST 304 AMERICAN SIGN LANGUAGE V (3)**
Advanced ASL vocabulary and conversational skills. Class will be conducted in ASL only. Prerequisites: DFST 205 with grade of B- (2.67) or higher, or consent of the department; majors only or permission of the department.

**DFST 306 CLASSIFIERS IN ASL (3)**
An in-depth study of the use of classifiers, a unique class of nouns that incorporates hand and body articulators to become verbs of motion and location, and to describe size and shape. Prerequisite: DFST 204 with a grade of B- or better (may be taken concurrently).

**DFST 308 FINGERSPELLING AND NUMBER USAGE (3)**
Development and refinement of expressive and repetitive fingerspelling skills and number usage skills through the use of classroom activities, media resources, and assignments. Prerequisite: DFST 105 with grade of B- (2.67) or higher, or consent of instructor or chairperson.

**DFST 309 INTRODUCTION TO DEAFBLIND CULTURE AND COMMUNICATION (3)**
Orientation to the lives of people with both hearing and vision loss. Including methods of communicating, techniques for guiding, information on assistive technology, and Deafblind culture and community. Prerequisites: DFST 101, 104.

**DFST 311 FUNDAMENTALS OF HEARING (3)**
Acoustics, psychoacoustics, anatomy, physiology and pathologies of the hearing mechanism. Assessment of auditory function. Demographic and cultural considerations, management and social impact of deafness and hearing loss. Not open to students who have taken SPPA 321. Prerequisite: One course fulfilling a Core course in Lab and Non-Lab Sciences.

**DFST 318 SOCIAL SERVICES IN THE DEAF COMMUNITY (3)**
Examines a variety of social service delivery systems providing support to the Deaf Community. Off-campus service learning experience required. Prerequisites: DFST 101, DFST 204. Majors only or permission of the department.

**DFST 345 DEAF CULTURE (3)**
Cultural perspectives on the lives of Deaf and Hard of Hearing persons who use American Sign Language. Historical evolution of educational, legal, political and philosophical influences affecting the Deaf community. Prerequisites: DFST 101, DFST 205, major status or consent of department. Class will be taught in ASL.

**DFST 375 DEAF HISTORY (3)**
Examines the history of the creation and cultural construction of the Deaf community in a transatlantic context. Prerequisites: DFST 101, 205. Majors only or permission of the department. Class will be taught in ASL.

**DFST 400 INTERNSHIP IN DEAF STUDIES (3)**
Supervised field experience with children and/or adults who are deaf or hard of hearing. One hour per week of class time and 90 hours of field placement. Prerequisites: DFST 404, DFST 345 and DFST 210; major GPA 2.50 or higher; criminal background check completed within two years if required by internship site; and/or consent of the department.

**DFST 401 LITERATURE AND FILM IN THE DEAF COMMUNITY (3)**
Explores the rich traditions of deaf persons and their experiences through novels, stories, drama, poetry, folklore, humor, and other forms of literature and film. Prerequisites: DFST 101, DFST 205. Majors only or permission of the department. Class will be taught in ASL.

**DFST 430 LINGUISTICS OF AMERICAN SIGN LANGUAGE (3)**
An analysis of the major structural features of American Sign Language: phonology, morphology, syntax, semantics and discourse. Prerequisites: DFST 205 (ASL IV) Majors only or permission of the department. Class will be taught in ASL.

**DFST 435 DEVELOPMENT OF SIGNED LANGUAGE AND READING SKILLS FOR DEAF CHILDREN (3)**
Integrates signed language development and reading skills in the area of research and education for deaf children. Prerequisites: DFST 101 and DFST 205.

**DFST 475 DFST SPECIAL TOPIC (1-3)**
Special Topics in Deaf Studies.

**DFST 494 SPECIAL TOPICS IN DEAF STUDIES (3)**
Special format elective course to be offered periodically for junior and senior majors. May be repeated for a maximum of 6 units provided a different topic is covered. Prerequisites: DFST 205, DFST 345 or DFST 422, or consent of instructor.

**DFST 495 SERVICE LEARNING IN DEAF STUDIES (3)**
Service learning opportunity in a specific area of the student's interest approved by the sponsoring faculty member. 90-hour on-site experience in an agency serving Deaf and hard-of-hearing individuals under the supervision of a qualified supervisor. Can be repeated for a maximum of 6 units. Prerequisites: DFST 101, DFST 205, DFST 210, DFST 318.
**Developmental Mathematics (DVMT)**

**Courses**

**DVMT 101 DEVELOPMENTAL MATHEMATICS (4)**
A review of elementary and intermediate algebra including equations and inequalities, graphing linear equations, exponents and polynomials. Placement based on competency test scores. No credit toward graduation. Graded S/U. Prerequisite: departmental placement.

**Developmental Reading (DVRD)**

**Courses**

**DVRD 101 DEV/LPMTL READ II (3)**
Reviews the basic reading skills and stresses the development of intermediate reading skills important for effective college reading, including inferential comprehension, critical reading, and varied reading rates. No credit toward graduation. Graded S/U. Prerequisite: departmental placement.

**Early Childhood Education (ECED)**

**Courses**

**ECED 101 YOUNG CHILD AS A LEARNER (3)**
Key components and aspects of the Early Childhood profession; examination of current trends and issues. Initiates professional portfolio. Not available to students who have completed Young Child as a Learner.

**ECED 103 INTRODUCTION TO EARLY CHILDHOOD EDUCATION (3)**
Key components and aspects of the Early Childhood profession; examination of current trends and issues. Initiates professional portfolio. Not available to students who have successfully completed ECED 101, Young Child as a Learner.

**ECED 121 LAB EXP/YNG CHILD (3)**
Practical application of educational theory through observation of and participation with young children in classroom situations. Corequisite: Concurrent with ECED 303.

**ECED 201 EARLY CHILDHOOD DEVELOPMENT AND INTERVENTION (3)**
An introduction to the theories and practice of child development from the prenatal period through the primary years. Emphasis on understanding the physical, socio-emotional, and cognitive/language development of young children. Implications for learning and interventions will be explored in class and through a series of observational experiences. Prerequisites: ECED 103. Not open to students who have completed ECED 101.

**ECED 301 MATERIALS AND EXPERIENCES FOR THE YOUNG CHILD (3)**
Stimulating the intellectual, physical, social and emotional development of young children through the use of varied instructional materials and activities.

**ECED 303 CURRICULUM FOR YOUNG CHILDREN (3)**
Curriculum content and methods of teaching in programs for children under six. Emphasis on the integrated curriculum of language arts, social studies, nutrition, health and safety. Not open to students required to enroll in ECED 341 and ECED 342.

**ECED 315 INFANCY AND TODDLERHOOD DEVELOPMENT AND INTERVENTION (3)**
Psychological, social, and physiological growth and development of infants and toddlers. Introduces individual Family Service Plans and Head Start. Prerequisites: 6 units in early childhood education.

**ECED 321 FOUNDATION OF READING & LANGUAGE ARTS (3)**
Theories, processes, and acquisition of reading and language arts; cognitive, linguistic, social, and physiological factors involved in oral and written language development.

**ECED 341 PRE-PRIMARY CURRICULUM (3)**

**ECED 342 PRIMARY CURRICULUM (3)**
Emphasis is on the developmentally appropriate objectives, materials, activities and methods for teaching grades 1-3 language arts, social studies, mathematics and science. Extensive field placement. Corequisites: concurrent enrollment in ECED 429, MATH 321, and KINES 324.

**ECED 343 PRE-PRIMARY PRACTICUM (3)**
This field-based practicum course integrates the theory and best practice teaching pre-kindergarten and kindergarten children in a public school with supervision and guidance from the classroom mentor-teacher and university supervisor. 15 weeks one day per week from 7:30am-4:30pm with additional evening hours. Prerequisites: ECED 201, SPED 301.

**ECED 344 PRIMARY PRACTICUM (3)**
This field-based practicum course integrates the theory and best practice for primary aged children in grades 1, 2, or 3 in a public school with supervision and guidance from the classroom mentor-teacher and university supervisor. 15 weeks one day per week from 7:30am-4:30pm with additional evening hours. Prerequisites: ECED 103, ECED 201, SPED 301, ECED 341.

**ECED 351 INTERNSHIP: PRIMARY (6)**
Integration of theory and practice in public school grades 1-3 with guidance from the classroom cooperating teacher and university supervisor. Approximately seven weeks. Corequisite: Concurrent seminar session on campus to analyze, synthesize, and reflect on the internship experience. Graded S/U.

**ECED 352 INTERNSHIP III: PREPRIMARITY (6)**
Integration of theory and practice in a public school preschool, pre-kindergarten or kindergarten setting with guidance from the classroom cooperating teacher and university supervisor. Approximately seven weeks. Corequisite: concurrent seminar session on campus to analyze, synthesize, and reflect on the internship experience. Graded S/U.

**ECED 355 DIFFERENTIATED INTERNSHIP IN EARLY CHILDHOOD EDUCATION (1-8)**
Internship experiences different from those provided in ECED 351 and ECED 352 based upon the needs of individual students (Note: This is not a substitute for ECED 351 or ECED 352.) Experiences may be in public and private settings such as day-care centers, parent-child or infant programs, hospitals, or early intervention programs for young children who are developmentally disabled or at-risk, and their families. May be taken for a maximum of 8 units. Graded S/U.

**ECED 360 EARLY LITERACY: BEST PRACTICES AND MATERIALS (3)**
Emerging literacy process in children, birth to age five. Examination of strategies, materials, and experiences for literacy development.
ECED 361 TEACHING READING IN THE PRIMARY GRADES (1-3): BEST PRACTICES AND MATERIALS (3)
Examination of best practices, research, and materials, emphasizing developmentally appropriate active learning related to the process for beginning reading through grade three. Prerequisites: junior standing, admittance into the major, taken with ECED 342, ECED 417, ECED 429, MATH 321.

ECED 403 THE CURRICULUM IN PRIMARY EDUCATION (3)
The child, curriculum, content, methods and materials of teaching, and program organization in the primary school years. Emphasis is on the integrated curriculum of language arts, social studies, science, and mathematics. Not open to students required to enroll in ECED 341 and ECED 342. Prerequisites: ECED 103 and ECED 201 or equivalents.

ECED 407 INTERACTIVE TECHNOLOGY AND THE YOUNG CHILD (3)
Emerging issues on interactive technology and early childhood education. Availability and use of interactive technology in schools. Prerequisite: ISTC 201, admission to major. Lab/Class fee will be assessed.

ECED 411 PARENTS & TEACHERS: PARTNERS IN EARLY CHILDHOOD EDUCATION (3)
The development of a rationale for improved parent-teacher relationships in Early Childhood Education programs. The role of paraprofessionals, specialists, and volunteers. Observation, participation in school work with parents, and building the parent and school team are covered in the course. Prerequisite: 6 units of early childhood education or equivalent course work.

ECED 415 DAY CARE CENTER (3)
Interdisciplinary course designed to prepare day care personnel. Resource persons from related agencies will participate. Topics include purposes of day care, problems of organization, administration and supervision, records, programs, community interaction, and parent relations. Field trips and observation of day care centers.

ECED 417 ASSESSMENT IN EARLY CHILDHOOD EDUCATION (3)
Developmentally appropriate methods of assessing young children, including methods for identifying disabilities using formal and informal assessment. Prerequisites: ECED 201; ECED 315; ECED 321. Lab/Class fee will be assessed.

ECED 418 TEACHING THINKING SKILLS TO YOUNG CHILDREN (1)
Focuses on current theories of teaching thinking skills with emphasis on methods, activities and questioning techniques appropriate in early childhood education. Infrequently offered. Prerequisites: ECED 342 and ECED 342 or equivalents, concurrent with internship or consent of department chairperson.

ECED 421 PROBLEMS IN EARLY CHILDHOOD EDUCATION (3)
Research findings used as a basis for program planning in nursery school, kindergarten and primary grades; current trends and issues are considered. Prerequisites: admission into the major, internship and/or teaching experience in preschool or primary grades; junior standing.

ECED 422 WRITING TECHNIQUES FOR TEACHERS IN EARLY CHILDHOOD EDUCATION (3)
Applied techniques of written communication for classroom teachers and professional educators. Focus on developing the ability to write thoughtful, well-organized letters, reports, critiques and other professional papers. Requires grade of C or better to fulfill Core or GenEd requirement. Prerequisites: ENGL 102 or ENGL 190, admission to major, and 6 units of education course work. Core: Advanced Writing Seminar or GenEd I.D.

ECED 429 PRINCIPLES AND PRACTICES OF READING AND LANGUAGE ARTS ASSESSMENT (3)
Examination and practice using a range of literacy and reading assessments. Focus on relationship of assessment to instructional planning for diverse learners. Corequisites: ECED 342 and ECED 361. Prerequisite: admission into major. Lab/Class fee will be assessed.

ECED 460 DUAL LANGUAGE LEARNERS IN EARLY CHILDHOOD EDUCATION SETTINGS (3)
Language development of bilingual children in comparison to monolingual children and the impact of bilingual language development in the early childhood classroom. Prerequisites: ECED 201 and SPED 301.

ECED 461 TEACHING THE INTEGRATED ARTS IN EARLY CHILDHOOD (3)
The role and value of the arts in children's learning and development with a basis in current theory and research. Literacy learning, connections to technology, and relationships to standards and assessments are essential components. This course is designed in alignment with INTASC Principles and NAEYC's Core Standards. Prerequisite: Admission to ECED Program.

ECED 470 SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION (1-3)
In-depth study of a selected topic in early childhood education. The specific requirements and prerequisites will vary with each course, and this will be designated by the department each time a topic is scheduled. Graduate credit only with the approval of the department graduate director. Each topic may be taken as a separate course, repeatable for different topics for a maximum of 6 units.

ECED 471 SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION (1-3)
In-depth study of a selected topic in early childhood education. The specific requirements and prerequisites will vary with each course, and this will be designated by the department each time a topic is scheduled. Graduate credit only with the approval of the department graduate director. Each topic may be taken as a separate course, repeatable for different topics for a maximum of 6 units.

ECED 472 SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION (1-3)
In-depth study of a selected topic in early childhood education. The specific requirements and prerequisites will vary with each course, and this will be designated by the department each time a topic is scheduled. Graduate credit only with the approval of the department graduate director. Each topic may be taken as a separate course, repeatable for different topics for a maximum of 6 units.

ECED 473 SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION (1-3)
In-depth study of a selected topic in early childhood education. The specific requirements and prerequisites will vary with each course, and this will be designated by the department each time a topic is scheduled. Graduate credit only with the approval of the department graduate director. Each topic may be taken as a separate course, repeatable for different topics for a maximum of 6 units.

ECED 474 SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION (1-3)
In-depth study of a selected topic in early childhood education. The specific requirements and prerequisites will vary with each course, and this will be designated by the department each time a topic is scheduled. Graduate credit only with the approval of the department graduate director. Each topic may be taken as a separate course, repeatable for different topics for a maximum of 6 units.

ECED 475 SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION (1-3)
In-depth study of a selected topic in early childhood education. The specific requirements and prerequisites will vary with each course, and this will be designated by the department each time a topic is scheduled. Graduate credit only with the approval of the department graduate director. Each topic may be taken as a separate course, repeatable for different topics for a maximum of 6 units.

ECED 476 SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION (1-3)
In-depth study of a selected topic in early childhood education. The specific requirements and prerequisites will vary with each course, and this will be designated by the department each time a topic is scheduled. Graduate credit only with the approval of the department graduate director. Each topic may be taken as a separate course, repeatable for different topics for a maximum of 6 units.

ECED 477 SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION (1-3)
In-depth study of a selected topic in early childhood education. The specific requirements and prerequisites will vary with each course, and this will be designated by the department each time a topic is scheduled. Graduate credit only with the approval of the department graduate director. Each topic may be taken as a separate course, repeatable for different topics for a maximum of 6 units.
ECED 478 SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION (1-3)
In-depth study of a selected topic in early childhood education. The specific
requirements and prerequisites will vary with each course, and this will be
designated by the department each time a topic is scheduled. Graduate credit
only with the approval of the department graduate director. Each topic may be
taken as a separate course, repeatable for different topics for a maximum of 6
units.
ECED 479 SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION (1-3)
In-depth study of a selected topic in early childhood education. The specific
requirements and prerequisites will vary with each course, and this will be
designated by the department each time a topic is scheduled. Graduate credit
only with the approval of the department graduate director. Each topic may be
taken as a separate course, repeatable for different topics for a maximum of 6
units.
ECED 480 SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION (1-3)
In-depth study of a selected topic in early childhood education. The specific
requirements and prerequisites will vary with each course, and this will be
designated by the department each time a topic is scheduled. Graduate credit
only with the approval of the department graduate director. Each topic may be
taken as a separate course, repeatable for different topics for a maximum of 6
units.
ECED 481 SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION (1-3)
In-depth study of a selected topic in early childhood education. The specific
requirements and prerequisites will vary with each course, and this will be
designated by the department each time a topic is scheduled. Graduate credit
only with the approval of the department graduate director. Each topic may be
taken as a separate course, repeatable for different topics for a maximum of 6
units.
ECED 482 SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION (1-3)
In-depth study of a selected topic in early childhood education. The specific
requirements and prerequisites will vary with each course, and this will be
designated by the department each time a topic is scheduled. Graduate credit
only with the approval of the department graduate director. Each topic may be
taken as a separate course, repeatable for different topics for a maximum of 6
units.
ECED 483 SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION (1-3)
In-depth study of a selected topic in early childhood education. The specific
requirements and prerequisites will vary with each course, and this will be
designated by the department each time a topic is scheduled. Graduate credit
only with the approval of the department graduate director. Each topic may be
taken as a separate course, repeatable for different topics for a maximum of 6
units.
ECED 485 SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION (1-3)
In-depth study of a selected topic in early childhood education. The specific
requirements and prerequisites will vary with each course, and this will be
designated by the department each time a topic is scheduled. Graduate credit
only with the approval of the department graduate director. Each topic may be
taken as a separate course, repeatable for different topics for a maximum of 6
units.
ECED 487 SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION (1-3)
In-depth study of a selected topic in early childhood education. The specific
requirements and prerequisites will vary with each course, and this will be
designated by the department each time a topic is scheduled. Graduate credit
only with the approval of the department graduate director. Each topic may be
taken as a separate course, repeatable for different topics for a maximum of 6
units.
ECED 488 SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION (1-3)
In-depth study of a selected topic in early childhood education. The specific
requirements and prerequisites will vary with each course, and this will be
designated by the department each time a topic is scheduled. Graduate credit
only with the approval of the department graduate director. Each topic may be
taken as a separate course, repeatable for different topics for a maximum of 6
units.
ECED 489 SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION (1-3)
In-depth study of a selected topic in early childhood education. The specific
requirements and prerequisites will vary with each course, and this will be
designated by the department each time a topic is scheduled. Graduate credit
only with the approval of the department graduate director. Each topic may be
taken as a separate course, repeatable for different topics for a maximum of 6
units.
ECED 494 TRAVEL AND STUDY: EARLY CHILDHOOD EDUCATION (1-6)
A field study, including cultural tours in selected foreign countries, of current
early childhood education programs, facilities, and trends. Academic work
includes lectures, observations, and personal interactions. Participation in
planned educational activities and a follow-up paper are required. May be
repeated for a maximum of 6 units. Prerequisite: junior standing or consent
department chair. Consent of departmental graduate director required for
graduate credit.
ECED 495 INDEPENDENT STUDY IN EDUCATION: EARLY CHILDHOOD
EDUCATION (1-4)
Independent study in selected areas of Early Childhood Education. May
be repeated for a maximum of 4 units. Prerequisites: ECED majors only,
completed application form, permission of department chair, and 3.00 GPA.
ECED 496 DIRECTED READING: EARLY CHILDHOOD EDUCATION (1-4)
Independent reading in selected areas of Early Childhood Education or related
topics. May be repeated for a maximum of 4 units. Prerequisites: ECED majors
only, completed application form, permission of department chair, and 3.00
GPA.

e-Business and Technology Management (EBTM)

Courses

EBTM 250 PROBLEM SOLVING IN BUSINESS I (1)
Focus on analytic and technology skills needed to utilize spreadsheets to
solve business problems. Topics covered include: managing and sharing
workbooks, custom formats and layouts, creating advanced formulas, and
creating advanced chart elements. To earn a satisfactory grade, students
are required to take the 2013 Excel Expert Microsoft Office Specialist (MOS)
exams (part 1 and part 2) and earn a Microsoft Office Specialist Expert
certification. The course can be waived if students have already obtained the
Microsoft certification. Students can repeat the course if they fail to pass and
the grade will be replaced. Graded S/U.

EBTM 251 PROBLEM SOLVING IN BUSINESS II (1)
Focus on analytic and technology skills needed to utilize spreadsheets to solve
business problems. Topics covered include: work with data and information in
data tables, visualize data with charts, predict outcomes, and what-if analysis.
Prerequisite: EBTM 250 or Microsoft Expert Excel Certification.

EBTM 306 FUNDAMENTALS OF PROJECT MANAGEMENT AND
BUSINESS DECISIONS (3)
The contemporary business issues of using data to support decision making
and using project management techniques to implement change. Specific
tools include spreadsheet modeling, optimization, simulation, work breakdown
structures, Gantt Charts, and network diagrams. Prerequisites: ECON 205 or
MATH 231, Computer Proficiency Exam. Majors only. Sophomore standing.

EBTM 311 PRINCIPLES OF E-BUSINESS (3)
Uses resources on the Internet, including design of Web pages and conducting
business on the Net. Not open to students who have successfully completed
EBUS 311 / ECOM 311 / MNGT 311. Prerequisites: EBTM 337 / MNGT 337
(may be taken concurrently); majors only; junior/senior standing.
EBTM 337 ENTERPRISE INFORMATION SYSTEMS (3)
Strategic, tactical, and operational applications of enterprise information systems, e-business, and enterprise use of social media. Topics include data and knowledge management and networked computing, future trends using intelligent systems, and important enterprise resource planning systems used to integrate functional areas within organizations, collaborating with external partners, and integrating stakeholders across the value chain. Not open to students who have successfully completed MNGT 337. Prerequisites: Major standing, Successful completion of the CBE Computer Proficiency Exam or EBTM 251.

EBTM 350 BUSINESS ANALYTICS (3)
Focuses on using standard business analytic models to summarize and analyze data, build models, and drive impact through quantitative decision-making. Explores methods to create and frame problems, use of descriptive, predictive, and prescriptive analytics and using data to discover patterns and trends. Prerequisite: EBTM 251.

EBTM 365 PRINCIPLES OF OPERATIONS MANAGEMENT (3)
Strategies and techniques for service and manufacturing operations. A number of quantitative techniques are presented and hands-on experience with enterprise resource planning (ERP) is provided. Practical business applications and international competitiveness are stressed throughout the course. Not open to students who have successfully completed MNGT 365. Prerequisites: EBTM 251, Junior/Senior standing, Major standing, ECON 205 or MATH 231 / MATH 233.

EBTM 367 E-BUSINESS INFRASTRUCTURE (3)
Introduction to e-business infrastructure topics including business data communications and networking, e-business security, and databases. Students are not only expected to master the technical aspects of those subjects through lectures and hands-on labs, but also expected to understand the business implications of those topics. Not open to students who have successfully completed EBUS 367 [ECOM 367]. Prerequisites: EBTM 337 [MNGT 337]; majors only; junior/senior standing.

EBTM 419 SUPPLY-CHAIN MANAGEMENT (3)
Basic concepts and strategies adopted in SCM. Primary focus is to develop a good understanding of strategic, tactical and operational issues of SCM and become familiar with the integration of various SCM entities. A number of essential techniques of SCM are presented as supplementary materials. Topics include: transportation management and network design, e-procurement, uncertainty management, supply chain coordination & integration, value of information (sharing), global SCM, customer value and SCM, information technology/standards in SCM. Not open to students who have successfully completed MNGT 419. Prerequisites: EBTM/MNGT 337 and EBTM/MNGT 365, Junior/Senior major standing.

EBTM 423 SERVICE OPERATIONS MANAGEMENT (3)
Concepts and techniques of service operations management, emphasizing problem-solving methods and exercises. Not open to students who have successfully completed MNGT 423. Prerequisite: ECON 306 or MNGT 363, junior major standing.

EBTM 425 BUSINESS REQUIREMENTS AND ANALYSIS (3)
Addresses the business analysis discipline and describes the role of the business analyst. Describes the process model for business analysis. Describes how business analysis is undertaken in various stages of the process model as well as key techniques used at each stage. The goal of the course is to prepare students with a business analysis toolkit that can be used by them to help organizations adopt business improvements to ensure their success. Prerequisites: EBTM 337 and junior/senior standing.

EBTM 431 ADVANCED E-BUSINESS (3)
Deals with newer web-related technologies affecting the world of e-business approaches to web usability, e-collaboration tools including wikis, widgets, blogs and social networking, content management, mobile technologies, web logging and performance management, and web services. Not open to students who have successfully completed EBUS 431, ECOM 431 or MNGT 411. Prerequisites: EBTM/EBUS 367. Majors only. Junior/senior standing.

EBTM 443 APPLIED PROJECT MANAGEMENT (3)
Management of projects through planning, scheduling, and controlling of organizational activities. Includes project cost estimation and budgeting, project network development, scheduling and resource allocation, project leadership and teamwork, project risk management, progress monitoring and performance evaluation. Project management software will be used to support the course material. Prerequisite: Major standing.

EBTM 446 BUSINESS INTELLIGENCE (3)
Classifications of business decision problems and methods of analysis to identify the best solutions using business records for business intelligence. Methods of managing large storage of business records and related information and the discovery of knowledge to support managerial decision making. Prerequisites: Major standing, EBTM/MNGT 337, junior/senior standing.

EBTM 450 ADVANCED PROJECT MANAGEMENT (3)
Covers advanced project management topics necessary for implementation of and excellence in project management. Topics include human resource management, procurement management, contract administration, risk management, integration management, project leadership, communications management and an introduction to program and portfolio management. Project management software will be used to support the course material. Prerequisites: major standing, EBTM 443/MNGT 443, junior/senior standing.

EBTM 454 BUSINESS PROCESS MANAGEMENT (3)
Business Process Management concepts, architecture, and specifications, introduction to modeling/design tools used to design and optimize business processes as well as performance measuring approaches for evaluating business process performance. Prerequisites: major standing, EBTM/MNGT 337, EBTM/MNGT 365, senior standing.

EBTM 462 PROJECT QUALITY AND SIX SIGMA (3)
Projects involving quality management and six sigma methodologies including quality improvement, process design, root cause analysis, quality measurement, and continuous improvement. Prerequisites: major standing, EBTM/MNGT 443 or EBTM 306 junior/senior standing.

EBTM 470 SPECIAL TOPICS IN E-BUSINESS (3)
Course content varies with each topic. In-depth study of contemporary e-Business issues. May be repeated with a different topic for a maximum of 6 units. Not open to students who have successfully completed EBUS 470. Prerequisites: EBTM/EBUS 311 and consent of department. Majors only. Senior standing.

EBTM 475 SPECIAL TOPICS IN PMBA (3)
Course content varies with each topic. In-depth study of contemporary business issues as they affect current project management and business analysis practices. May be repeated for a maximum of 6 units provided a different topic is covered. Prerequisites: EBTM/MNGT 443 and consent of department. Majors only. Senior standing.

EBTM 491 e-BUSINESS DIRECTED READINGS (3)
Assigned readings in selected areas of e-Business. A total of 6 units for any combination of directed readings, independent research, and internship is allowed in the e-Business area of study. Prerequisites: Consent of the instructor, a minimum of 3.00 cumulative GPA, and completion of all 200 and 300 level EBTM core requirements.

EBTM 492 PMBA DIRECTED READINGS (3)
Directed readings in selected areas of Project Management and Business Analysis. A total of 6 units for any combination of directed readings, independent research, and internship is allowed in the EBTM area of study. Prerequisites: Consent of the instructor, a minimum of 3.00 cumulative GPA, and completion of all 200 and 300 level core requirements for the PMBA concentration.

EBTM 495 e-BUSINESS INDEPENDENT RESEARCH (1-3)
Directed research in specific areas of e-Business. A total of 6 units for any combination of directed readings, independent research, and internship is allowed in the e-Business area of study. Prerequisites: Consent of the instructor, a minimum of 3.00 cumulative GPA, completion of all 200 and 300 level core requirements, and a special permit.
EBTM 496 PMBA INDEPENDENT RESEARCH (3)
Independent research in specific areas of project management and business and analysis. A total of 6 units for any combination of directed readings, independent research, and internship is allowed in the PMBA area of study. Prerequisites: Consent of the instructor, a minimum of 3.0 cumulative GPA, completion of all 200 and 300 level core requirements, and a special permit.

EBTM 497 e-BUSINESS INTERNSHIP (3)
Students are required to work in government or industry for a minimum of 120 hours to gain practical experience in the application of e-Business concepts. All positions have been reviewed and approved by EBTM faculty. A total of 6 units for any combination of directed readings, independent research, and internship is allowed in the e-Business area of study. Graded S/U. Prerequisites: a minimum 3.00 cumulative GPA and consent of the instructor.

EBTM 498 PMBA INTERNSHIP (3)
Students are required to work in government or industry for a minimum of 120 hours to gain practical experience in the application of project management and business analysis concepts. All positions have been reviewed and approved by EBTM faculty. A total of 6 units for any combination of directed readings, independent research, and internship is allowed in the PMBA area of study. Graded S/U. Prerequisites: a minimum 3.0 cumulative GPA and consent of the instructor.

Economics (ECON)

Courses

ECON 201 MICROECONOMIC PRINCIPLES (3)

ECON 202 MACROECONOMIC PRINCIPLES (3)

ECON 203 HONORS MICROECONOMIC PRINCIPLES (3)

ECON 204 HONORS MACROECONOMIC PRINCIPLES (3)

ECON 205 STATISTICS FOR BUSINESS AND ECONOMICS I (3)
Analysis and presentation of business and economic data; descriptive statistics and statistical inference; measures of central tendency and variability; probability theory; estimation; testing of hypothesis; linear regression analysis. Not open to students who have successfully completed ECON 301. Prerequisite: requires a score of 17 or higher on the Basic Algebra Test or successful completion of MATH 109 or higher (except MATH 204). GenEd I.C or Core: Mathematics.

ECON 303 AMERICAN ECONOMIC DEVELOPMENT (3)
Description and analysis of growth and development of U.S. economy and its institutions from colonial times to 20th century. Emphasis on “new” economic history: explicit economic models and quantitative methods to analyze historical phenomena. Prerequisites: ECON 201/ ECON 203 and ECON 202/ ECON 204.

ECON 305 SURVEY OF INTERNATIONAL ECONOMICS (3)
A policy approach to international trade and international finance; international economic problems and issues facing the United States within the global economy. Not open to students who have had ECON 421. Prerequisites: ECON 201/ ECON 203 and ECON 202/ ECON 204.

ECON 306 STATISTICS FOR BUSINESS AND ECONOMICS II (3)
Hypothesis testing, regression models and regression analysis featuring extensive use of Stata. Multiple and logistic regressions. Assumptions of regression analysis including diagnostics of and means to address multicollinearity, heteroskedasticity, and autocorrelation. Assessing validity of causal inference. Prerequisites: ECON 201, ECON 202, and ECON 205 or MATH 231 or equivalent. Prerequisites: ECON 201, ECON 202, and ECON 205 or MATH 231 or equivalent.

ECON 309 INTERMEDIATE PRICE THEORY (3)
Determination of prices, output, wages, resource allocation. Theory of the firm. Theory of competition, monopolistic competition, oligopoly, and monopoly. Prerequisites: ECON 201/ ECON 203 and ECON 202/ ECON 204 and either MATH 211 or MATH 273.

ECON 310 MACROECONOMIC THEORY (3)
Impact of monetary and fiscal policy. The overall level of output, prices, employment, interest rates. Prerequisites: ECON 201/ ECON 203 and ECON 202/ ECON 204 and either MATH 211 or MATH 273.

ECON 313 MONEY AND BANKING (3)
Organization and function of the money, credit and banking system of the United States; banking institutions, Federal Reserve System; the relation of money and credit to prices; foreign exchange. Prerequisites: ECON 201/ ECON 203 and ECON 202/ ECON 204.

ECON 321 HISTORY OF ECONOMIC THOUGHT (3)
Development of economic theory; 18th and 19th century classical schools. Modern economic literature on price, investment and employment. Prerequisites: ECON 201/ ECON 203 and ECON 202/ ECON 204.

ECON 322 COMPARATIVE ECONOMIC SYSTEMS (3)
Effects of alternative institutional arrangements on incentives and individual behavior affecting the allocation of resources. Differences between decentralized or market systems and centralized or government planning. Prerequisites: ECON 201/ ECON 203 and ECON 202/ ECON 204.

ECON 326 ECONOMIC DEVELOPMENT (3)
Theory of economic growth. Problems and programs relating to less developed countries. Prerequisites: ECON 201/ ECON 203 and ECON 202/ ECON 204.

ECON 330 INDUSTRIAL ORGANIZATION (3)
Competition, collusion, monopoly, and oligopoly in regulated and unregulated markets. Economics of firm management, market organization, sales practices and anti trust laws. Prerequisites: ECON 201/ ECON 203 and ECON 202/ ECON 204.

ECON 331 GOVERNMENT AND ECONOMIC LIFE (3)
Economics and philosophy of markets and government and criteria for judging their success: end-state vs. process, efficiency vs. equity, act and rule utilitarianism vs. natural rights. Emphasis on moral foundation of capitalism. Prerequisites: ECON 201/ ECON 203 and ECON 202/ ECON 204.

ECON 334 ECONOMICS OF POVERTY AND DISCRIMINATION (3)
Study of the causes of poverty. How poverty and discrimination are interrelated. An analysis of existing and proposed programs to alleviate poverty and discrimination. Prerequisites: ECON 201/ ECON 203 and ECON 202/ ECON 204.

ECON 337 PUBLIC FINANCE (3)
Non-market provision of goods and services at all levels of government: principles of public finance, specific public spending programs and taxes, allocation of resources and income distribution. Prerequisites: ECON 201/ ECON 203 and ECON 202/ ECON 204.
ECON 339 HEALTH ECONOMICS (3)
Analysis of the economic organization of the health care sector of the U.S. economy; alternative health care delivery systems and methods of financing health care services; current issues in health economics. Prerequisites: ECON 201/ ECON 203 and ECON 202/ ECON 204.

ECON 341 LABOR ECONOMICS AND LABOR RELATIONS (3)
The determination of wages. Labor unions: history, structure, activities, effects. Government labor policy. Prerequisites: ECON 201/ ECON 203 and ECON 202/ ECON 204.

ECON 351 URBAN ECONOMICS (3)
Economic bases for the existence of metropolitan areas. The economy of the metropolitan area; its growth, income distribution, economic stability. Transportation and land use patterns. Social and other problems of metropolitan areas. Application of elementary price theory to the analysis and solution of urban issues and problems. Prerequisites: ECON 201/ ECON 203 and ECON 202/ ECON 204.

ECON 370 SPORTS ECONOMICS (3)
Study of sports and the sports industry using economic models. Organized according to the fields of industrial organization, public finance, and labor economics. Topics include league makeup, stadium financing, team location, competitive balance, and incentive structures. Prerequisites: ECON 201/ ECON 203 and ECON 202/ ECON 204.

ECON 374 ECONOMIC ISSUES OF GENDER (3)
Explores the changing role of men and women in the U.S. and other economies with specific emphasis on issues such as differences in occupations and wages, theories of discrimination, the economics of the household, child care, divorce, poverty, and the effect of government programs on families. Prerequisite: ECON 201/ ECON 203.

ECON 375 ENVIRONMENTAL ECONOMICS (3)
Applying tools of economic theory to issues focusing on natural resources and environmental policy. Topics include market failure, valuation of non-market goods, cost-benefit analysis and pollution. Prerequisite: ECON 201/ ECON 203.

ECON 376 NATURAL RESOURCE ECONOMICS (3)
Use of natural resources in the economy and related public policy issues emphasizing the role of property rights, markets, finance, and market failures. Topics may include resource scarcity, energy, forests, marine resources, water supply, biodiversity, land use, outdoor recreation, and international development. Prerequisite: ECON 201/ ECON 203.

ECON 380 TOPICS IN ECONOMICS (3)
Economic analysis applied to a contemporary subject area in economics. Introduction of a new course for possible addition to the curriculum or a select topic given mutual faculty and student interest. May be repeated for 6 units provided a different topic is covered. Prerequisites: ECON 201/203 and ECON 202/204, or consent of instructor.

ECON 401 INTRODUCTION TO ECONOMETRICS (3)
The problem of testing economic theories against empirical data; the formulation and estimation of regression models; the use of the method of multiple regression in testing the various hypotheses of economic theories; serial correlation; the problem of identification; application of simultaneous equation model; the use and construction of econometric models for forecasting and policy making. Prerequisites: ECON 201/ ECON 203 and ECON 202/ ECON 204 and ECON 205 and ECON 306.

ECON 409 MANAGERIAL ECONOMICS (3)
Applications of microeconomic theory to business policies and decisions. The utilization of analytical and decision-making tools derived mainly from economic theory, quantitative methods, finance and marketing theory. Topics considered include pricing practices and market structures, investment decision-making, and estimation of demand and cost of production. Prerequisites: ECON 309 and ECON 205 or MATH 231/ MATH 233.

ECON 411 INTRODUCTION TO GAME THEORY (3)
Introduction to game theory and strategic behavior. Dominance, backward induction, Nash equilibrium, commitment, credibility, asymmetric information, and signaling, applications from economics, politics, sociology, and other real-life situations. Prerequisite: ECON 309 or consent of the instructor.

ECON 419 APPLIED MICROECON (3)
Applications of principles developed in price theory to problems arising in various market situations. Emphasis is on analysis and solutions of specific problems.

ECON 421 INTERNATIONAL ECONOMICS (3)
International trade theory; theory of tariffs and other trade restrictions; trade and economic growth; economic integration and trading blocks; international capital and labor flows. Prerequisites: ECON 309.

ECON 423 INTERNATIONAL MONETARY THEORY AND POLICY (3)
International issues in money and banking. Foreign exchange markets, exchange rates, and adjustment in the balance of payments. International monetary theory and its application. Prerequisite: ECON 309 and ECON 310.

ECON 431 COMPUTATIONAL ECONOMICS (3)
Introduction to basic programming concepts and analysis of applied economic models using numerical methods. Procedural programming; functions; visualization; data mining; root finding algorithms; minimization routines; dynamic models. No prior programming skills required. Prerequisites: ECON 309, ECON 310, and MATH 211 or MATH 273.

ECON 441 PERSONNEL ECONOMICS (3)
Use of economics to solve practical personnel problems with specific issues in training, turnover, hiring, incentives, fringe benefits, evaluation, and legal constraints. Prerequisite: ECON 201/ ECON 203.

ECON 451 INTRODUCTION TO MATHEMATICAL ECONOMICS (3)
Intended primarily for students planning a graduate education in economics. A study of the fundamental mathematical methods widely used in economics: calculus and linear algebra. Emphasis is on optimization theory, economic examples are used throughout. Prerequisites: ECON 309, ECON 310 and MATH 211 or MATH 273.

ECON 470 ADVANCED TOPICS IN ECONOMICS (3)
Economic analysis applied to a contemporary subject area in economics. Introduction of a new course for possible addition to the curriculum or a select topic given mutual faculty and student interest. May be repeated for 6 units provided a different topic is covered. Prerequisites: ECON 309 and ECON 310, or consent of instructor.

ECON 485 SEMINAR ON ECONOMIC ISSUES (3)
Research and writing of papers on an economic issue selected by the instructor. Prerequisites: ECON 309, ECON 310 and ECON 313.

ECON 493 WORKSHOP ON ECONOMIC EDUCATION (3)
Designed to help teachers and school administrators gain a better understanding of the economic working of the society in which we live. Prerequisite: consent of the instructor.

ECON 495 INDEPENDENT STUDY (1-3)
Individual and supervised study in selected areas of economics. Repeatable with a different topic for a maximum of 6 credits. Prerequisites: Economics major, junior standing, 2.50 GPA, ECON 309, ECON 310 and permission of instructor.

ECON 497 INTERNSHIP IN ECONOMICS (1-3)
Supervised work experience designed to promote an understanding of the economic system and the practical application of economic principles. Prerequisites: Economics major, junior standing, 2.50 GPA, ECON 309, ECON 310 and consent of internship coordinator. Graded S/U.

ECON 499 HONORS THESIS IN ECONOMICS (3)
Independent research completed under the close supervision of faculty thesis advisor. Prerequisites: ECON 495; 3.25 overall GPA; 3.5 GPA in ECON classes, and consent of faculty thesis adviser and honors coordinator.

Education (EDUC)
Courses

EDUC 201 THE PARENTING PROCESS (3)
An overview of the American parenting experience designed to give the learner information he or she will need to become an effective parent. GenEd II.B.3.

EDUC 202 HISTORICAL AND CONTEMPORARY PERSPECTIVES: AMERICA'S URBAN SCHOOLS (3)
Philosophical, historical and contemporary issues of education as they relate to American urban and/or metropolitan schools and schooling. Critical analyses of the functions of urban schools through classroom discussion and inquiry. Topics include the issues around urban education as they intersect with society, culture, politics, and economics within an urban framework. Core: Metropolitan Perspectives.

EDUC 203 TEACHING AND LEARNING IN A DIVERSE SOCIETY (3)
Multicultural influences on education, processing self-awareness and awareness of others while exploring approaches to advocacy and social action with special attention to educational contexts. Includes field experience. GenEd II.C.3 or Core: Diversity & Difference.

EDUC 301 WRITING AND COMMUNICATION SKILLS FOR TEACHERS (3)
Practicum on development of written and oral communication skills needed in professional teaching situations. Focus will be on preparation of written materials which are appropriate for specific classroom and professional needs. Course content will be individualized to meet interests and needs of class members. Requires grade of C or better to fulfill Core or GenEd requirement. Prerequisite: ENGL 102 or ENGL 190. Core: Advanced Writing Seminar or GenEd I.D.

EDUC 406 RCNT TREND TEACH (3)
Recent teaching strategies, organizational patterns and curricular innovations for levels.

EDUC 407 CONTEMPORARY ISSUES IN EDUCATION (3)
Seminar approach to current issues in education.

EDUC 414 ASSESSMENT AND EVALUATION OF EDUCATIONAL PROGRAMS (3)

EDUC 417 CHILDREN'S LITERATURE AND OTHER MATERIALS FOR READING AND LANGUAGE ARTS IN ELEMENTARY SCHOOL (3)
Study of literature, texts and technology of reading and language arts instruction. Attention to authors, illustrators, awards, criteria for selection and importance in curricula. Prerequisites: Two ENGL courses.

EDUC 460 TEACHING IN A MULTI-CULTURAL/MULTI-ETHNIC SOCIETY (3)
Provides teacher education students with the background knowledge, understanding, and techniques to deal effectively with children from diverse cultural and ethnic backgrounds.

EDUC 463 SEX ROLE DEV IN SCH (2-3)
An examination of theories of sex role development and their impact on educational methods and curriculum. Staffed by College of Education. Assistance of Women's Studies staff may be utilized. Carries three credits when scheduled for three hour meetings per week and two credits when scheduled for two hour meetings per week.

EDUC 467 TEAM TCHG WRKSHOP (3)
Conducted to assist teachers who are actively engaged in team teaching or will be participating as members of a team in the future.

EDUC 470 SPECIAL TOPICS IN EDUCATION (1-3)
In-depth study of a selected topic in Education. The specific requirements and prerequisites will vary with each topic and will be designated by the department each time there is a topic scheduled. May be repeated for credit provided a different topic is covered.

EDUC 471 SPECIAL TOPICS IN EDUCATION (1-3)
In-depth study of a selected topic in Education. The specific requirements and prerequisites will vary with each topic and will be designated by the department each time there is a topic scheduled. May be repeated for credit provided a different topic is covered.

EDUC 494 TRAVEL AND STUDY EDUCATION (1-6)
Study abroad of educational facilities, programs or practices, or selected projects in educational topics. By specific arrangement with program chair and sponsoring instructors.

EDUC 495 INDEPENDANT STUDY IN EDUCATION (1-4)
An opportunity for especially qualified students to undertake research problems or study projects relevant to their interest and training under the direction of a staff member. Graded S/U.

EDUC 496 DIRECTED READINGS IN EDUCATION (1-4)
Independent readings in selected areas of Education, in order to provide for the individual a comprehensive coverage or to meet special needs. By invitation of the Department to major students.

Electronic Media and Film (EMF)

Courses

EMF 120 CONCEPT AND STORY (3)
Introduction to concept development and storytelling methods through a variety of writing assignments, related to electronic media and film.

EMF 140 INTRODUCTION TO ELECTRONIC MEDIA AND FILM (3)
Exploration of electronic media and film history, technology, aesthetics, and culture from the perspective of the media professional. GenEd II.B.3.

EMF 205 WOMEN AND GENDER IN FILM AND MEDIA (3)
Treatment of women and gender issues in film and media from silent movies to the Internet. GenEd II.C.3 or Core: Diversity & Difference.

EMF 221 PRINCIPLES OF FILM AND MEDIA PRODUCTION (3)
Basic techniques and principles of film, video and audio. Lab/Class fee will be assessed.

EMF 222 FILM/VIDEO PRODUCTION (3)
The art and technique of single camera media production with focus on learning and exploring applications for camera, lens, lighting, composition, and editing. Not open to students who have successfully completed EMF 267. Prerequisite: EMF 221. Lab/Class fee will be assessed.

EMF 265 AUDIO PRODUCTION I (3)
Theory and practice of audio production and its relationship to other aspects of media production. Prerequisite: EMF 221. Lab/Class fee will be assessed.

EMF 275 PRINCIPLES OF FILM AND VIDEO EDITING (3)
Theory, history, and practice of post-production methods and aesthetics, emphasizing narrative continuity techniques. Prerequisite: EMF 222. Lab/Class fee will be assessed.

EMF 311 HISTORY OF ELECTRONIC MEDIA (3)
Economic, social, technical and artistic factors in the development of radio, television, and other media from 1900 to the present. Prerequisites: EMF 140 and ENGL 102.

EMF 313 HISTORY OF FILM (3)
Exploration of the social, artistic, economic and technical factors in the development of the motion picture from 1900 to the present. Prerequisite: ENGL 102. Core: Arts & Humanities.

EMF 320 PRODUCTION SOUND FOR FILM AND VIDEO (3)
Theory and practice of location and post production sound recording for film and video. Topics covered include production mixing, booming techniques, ADR, and Foley. Prerequisite: EMF 265.

EMF 331 BROADCAST/CABLE PROGRAMMING (3)
Programming principles, strategies and practices for the radio, television and cable industries. Analysis and evaluation of programs and program formats. Prerequisites: EMF 222 or EMF 265.
EMF 340 LIGHTING FOR FILM AND VIDEO (3)
The theory and practice of lighting techniques for single camera film and video production. Prerequisite: EMF 222 and EMF 275 (EMF 275 may be taken concurrently). Lab/Class fee will be assessed.

EMF 351 TELEVISION STATION OPERATIONS (3)
Theory and practice of station operations. Work is required at WMJF-TV, the university's television station. Prerequisite: EMF 222 or consent of instructor.

EMF 355 ELECTRONIC MEDIA AND FILM LAW AND REGULATION (3)
Examination of the laws and rules that affect the film and electronic media industries and the regulatory framework through which they are applied. Prerequisite: EMF 140.

EMF 360 AUDIO DOCUMENTARY (3)
Theory and practice of combining field recording, interviewing, audio mixing, and editing to create short audio documentaries. Working closely with local groups, students will create audio documentaries about local and regional issues. Prerequisite: EMF 265. Lab/Class fee will be assessed.

EMF 363 HISTORY OF FILM (3)
Exploration of the social, artistic, economic and technical factors in the development of the motion picture from 1900 to the present. Prerequisite: ENGL 102. GenEd I.D.

EMF 364 AESTHETICS OF FILM AND ELECTRONIC MEDIA (3)
Theory and aesthetics of film, radio, television and related media. Prerequisite: EMF 221.

EMF 365 AUDIO PRODUCTION II (3)
Multi-track studio recording and mixing; digital recording and editing. Prerequisite: EMF 265. Lab/Class fee will be assessed.

EMF 366 SOUND IN MEDIA (3)
Introduction to sound design principles as applied to moving pictures and interactive systems. Examination of the relationship of music to image with an emphasis on the creative and technical skills necessary to create and work with sound on sound track development for visual media. Prerequisite: EMF 265. Lab/Class fee will be assessed.

EMF 367 NARRATIVE FILMMAKING: SYNC SOUND TECHNIQUES (3)
Filmmaking methods and aesthetics emphasizing narrative and synchronous sound recording. Requires an additional expense of film and film processing. The student should contact the department for details. Prerequisite: EMF 222 and EMF 275 (may be taken concurrently with EMF 275). Lab/Class fee will be assessed.

EMF 368 GENRE THEORY AND CRITICISM (3)
Principles and aesthetics of different film genres. Prerequisite: EMF 363.

EMF 370 ELECTRONIC MEDIA NEWS PRODUCTION (3)
Theory and practice of gathering, writing and producing news for television, radio, the Internet and other media using audio/video technology. Prerequisites: EMF 222 and EMF 265 or consent of instructor. Lab/Class fee will be assessed.

EMF 371 LIVE MULTI-CAMERA PRODUCTION (3)
The design, planning, and completion of television studio productions. Possible options include television drama, comedy, documentary, performance, and experimental programs. Prerequisite: EMF 222. Lab/Class fee will be assessed.

EMF 373 ELECTRONIC FIELD PRODUCTION (3)
Principles of electronic field production, exploring field camera operation, video editing, and video producing techniques for commercial and non-commercial arenas. Prerequisite: EMF 140, EMF 275, and (EMF 222, EMF 267 or EMF 371/ EMF 271); may be taken concurrently with EMF 275. Lab/Class fee will be assessed.

EMF 375 BROADCAST PERFORMANCE (3)
The process of communication through broadcast performance. The principles of broadcast communication will be applied to such functions as television and radio news announcing, commercial announcing, sports announcing, and music announcing. Laboratory experiences provided. Prerequisite: EMF 265. Lab/Class fee will be assessed.

EMF 377 BROADCAST/FILM WRITING (3)
Training and practice in writing non-fiction, fiction, and commercial/PSA scripts for the broadcast media and film. Requires grade of C or better to fulfill Core or GenEd requirement. Prerequisites: ENGL 102 or ENGL 190 and EMF 120. Core: Advanced Writing Seminar or GenEd I.D.

EMF 380 VISUAL EFFECTS I (3)
Theory and practice of creating layered, time-based digital image and graphical manipulations with exercises in compositional and kinetic aesthetics. Prerequisite: EMF 222. Lab/Class fee will be assessed.

EMF 385 RADIO, CULTURE, AND SOCIETY (3)
Examination and analysis of the ways in which the radio medium has influenced the nation's social and cultural environments since its beginning in the 1920s to the present. Topics include radio's role in community/public service; politics; war; race/ethnicity; gender; family; and religion. Prerequisite: EMF 311.

EMF 387 DEVELOPING THE SCREENPLAY (3)
Examination of the creative process of writing for film and TV. Emphasis on writing script play treatments, developing characters, exploring dramatic structure, and addressing visual storytelling. Prerequisite: EMF 377.

EMF 403 SPORTSCASTING (3)
Theory and practical application of sportswriting, interviewing, and play-by-play description. Prerequisite: junior/senior standing, EMF 222 and EMF 265, or consent of instructor.

EMF 405 SCREENWRITING (3)
narrative structure and mechanics; creation of a complete feature-length screenplay. Prerequisite: EMF 387.

EMF 421 RADIO STATION OPERATIONS (3)
Lecture and practice in the advanced study of the internal workings of radio stations and the radio industry. May be repeated for a maximum of 6 units. Prerequisite: EMF 265 or consent of instructor.

EMF 430 THE MEDIA PRODUCER (3)
Management and administration of film and video projects. Prerequisite: EMF 222.

EMF 437 CORPORATE AND COMMUNITY VIDEO (3)
Community-based, service-learning course where students work directly with a client organization, and apply advanced HD production techniques in the creation of a professional, portfolio-quality promotional video. Prerequisite: EMF 367 or EMF 373, and EMF 340 or Instructor consent. Lab/Class fee will be assessed.

EMF 455 DIRECTING FOR FILM AND VIDEO (3)
Fundamentals of screen directing, which includes script breakdown, scene blocking, communication with cast and crew, and the logistics of production. Prerequisite: EMF 367 or EMF 373. Lab/Class fee will be assessed.

EMF 460 INTERNSHIP IN ELECTRONIC MEDIA AND FILM (1-6)
Practical field experience. Under faculty and Career Center supervision, a student works as an intern with a professional in the field electronic media and film. Graded S/U. May be repeated for a maximum of 12 units, but only 6 units will apply to the major; the other 6 units may be used as general electives. Prerequisite: junior/senior standing, cumulative GPA of 2.75 and 3.0 in the major; completion of appropriate courses determined by the department.

EMF 461 DOCUMENTARY FILM AND VIDEO (3)
History, theory, and criticism of documentaries. Production required. Prerequisite: EMF 275 and EMF 367 or EMF 373. Lab/Class fee will be assessed.

EMF 462 EXPERIMENTAL FILM AND VIDEO (3)
History, theory and criticism of avant-garde works. Production required. Prerequisite: EMF 275 and EMF 367. Lab/Class fee will be assessed.

EMF 463 TOPICS IN INTERNATIONAL CINEMA (3)
Thematic, stylistic, historical, social, and economic analysis of world cinema. May focus on a particular country, region, or period. Course may be repeated once for a total of up to 6 units provided a different topic is taken. Prerequisite: EMF 363 or consent of instructor.
EMF 465 AUDIO PRODUCTION III (3)
A higher-level audio class that covers advanced mixing techniques for stereo and surround sound, and preparation for mastering for music and sound for video. The project-based class emphasizes effects using professional level software. Prerequisite: EMF 365 or EMF 366 or consent of the department.

EMF 470 PRODUCING ONLINE VIDEO (3)
Creating and producing multi-episode television programs for online delivery. Prerequisite: EMF 275 or [MCOM 258 and consent of instructor].

EMF 473 SEMINAR IN NARRATIVE FILMMAKING (3)
Seminar in professional digital filmmaking techniques leading to completion of an original narrative film. Prerequisites: EMF 367 or instructor's consent; major in EMF. Lab/Class fee will be assessed.

EMF 475 FILM AND MEDIA ANALYSIS (3)
Intensive study of an aspect of film, television, or the Internet (such as genre, director, studio, producer, writer, designer) in terms of thematic and formal properties and their influence on art and culture. May be repeated for a maximum of 6 units when a different topic is covered. Prerequisite: EMF 221.

EMF 476 SPECIAL TOPICS IN ELECTRONIC MEDIA PRODUCTION (3)
In-depth exploration of a selected area of media production dependent upon faculty and student interest. May be repeated for a maximum of 6 units when a different area is covered. No more than 6 units of any combination of EMF Special Topics courses can be taken to fulfill the requirements of the EMF major. Prerequisites: EMF 265 and [EMF 367 or EMF 373] or consent of instructor, and junior/senior standing.

EMF 477 SPECIAL TOPICS IN FILM AND MEDIA STUDIES (3)
In-depth exploration of a selected area of film and media studies (non-production) dependent upon faculty and student interest. May be repeated for a maximum of 6 units when a different area is covered. No more than 6 units of any combination of EMF Special Topics courses can be taken to fulfill the requirements of the EMF major. Prerequisite: EMF 311 or EMF 313 (or EMF 363), or consent of instructor, and junior/senior standing.

EMF 481 TELEVISION NEWS (3)
Advanced broadcast news, focusing on television news reporting, editing, and production. Prerequisite: [EMF 275 and EMF 373] or (MCOM 381 and consent of instructor). Lab/Class fee will be assessed.

EMF 485 SEMINAR IN DIGITAL STUDIES (3)
History, theory and practice of digital media and culture, current technological trends and their origins. Prerequisite: EMF 311 or consent of instructor.

EMF 486 DANCE FOR THE CAMERA (3)
An interdisciplinary class between EMF and DANCE combining advanced media production skills and choreography to collaboratively produce a movement piece for the camera. Prerequisites: EMF 275; EMF 373 or EMF 367. Lab/Class fee will be assessed.

EMF 487 VISUAL EFFECTS II (3)
Creation and analysis of visual effects and digital media kinetics with exercises in virtual lighting and camera movement, compositing, animated titles, and synthesis of graphics and video. Prerequisite: EMF 380. Lab/Class fee will be assessed.

EMF 495 DIRECTED STUDY IN ELECTRONIC MEDIA PRODUCTION (1-6)
Directed production project of joint faculty/student interest. May be repeated for a maximum of 12 units, but only 3 units can count toward the Film/Video/Digital Media concentration (the other 9 units may be used as general electives); and only 6 units can count towards the Radio/Audio concentration (the other 6 units may be used as general electives). Prerequisites: Junior or Senior standing, and approval of planned project by the instructor.

EMF 496 DIRECTED STUDY IN FILM & MEDIA STUDIES (1-6)
Directed research or analysis project of joint faculty/student interest. May be repeated for a maximum of 6 units. Prerequisites: Junior or Senior standing, and approval of planned project by the instructor. Special permit required.

EMF 498 HONORS DIRECTED STUDY (3)
Directed study in electronic media and film on a topic or project selected by the student in consultation with the instructor. May be repeated for a maximum of 6 credits.

EMF 499 HONORS THESIS IN EMF (3)

Elementary Education (ELED)

Courses

ELED 200 THE ELEMENTARY SCHOOL CHILD AS A LEARNER (3)
Provides overview of children's development in the middle childhood years with specific focus on children's social, emotional, cognitive, and physical development in the elementary primary and middle grades. Prerequisite: PSYC 101 with a grade of C or higher.

ELED 311 CHILDREN AND THE ELEMENTARY SCHOOL CURRICULUM AND ASSESSMENT (3)
Curriculum methods and assessment strategies for the elementary school classroom.

ELED 312 PROFESSIONAL DEVELOPMENT SCHOOL INTERNSHIP I (3)
Completion of an internship in an elementary school classroom for a minimum of 120 hours. Corequisite: ELED 311. Prerequisite: successful completion of Level I and Level II of the Elementary Education Professional Internship Sequence. Lab/Class fee will be assessed.

ELED 320 WRITING FOR ELEMENTARY EDUCATORS (3)
Introduces the models and practices of written communication used by elementary teachers. Emphasis will be given to the genres taught in elementary school, the strategies and processes used to produce effective texts, and the features of quality texts. Students will use writing to analyze and evaluate claims, evidence, and questions about teaching writing to diverse children. Requires grade of C or better to fulfill Core or GenEd requirement. Prerequisite: ENGL 102 or ENGL 190. Core: Advanced Writing Seminar or GenEd I.D.

ELED 322 FOUNDATIONS OF READING AND OTHER LANGUAGE ARTS (3)
Examination of theories, processes and acquisition of reading and language arts, including cognitive, linguistic, social and physiological factors involved in oral and written language development.

ELED 323 PRINCIPLES AND PRACTICES OF INSTRUCTION IN READING AND LANGUAGE ARTS (3)
Principles for developing reading and language arts programs in the elementary classroom. Examination of current approaches, methodologies, and strategies for instruction. Corequisite: ELED 363. Prerequisite: ELED 200.

ELED 324 INTEGRATING LITERACY IN K-12 CONTENT AREAS (3)
Overview of process and acquisition of literacy, informal strategies for assessing literacy, and the range of instructional strategies and materials for integrating literacy into K-12 content area classrooms. Restricted to Music Education, Art Education, Dance Education, or Physical Education majors. Prerequisite: special permit.

ELED 357 LINGUISTICALLY DIVERSE LEARNERS IN THE CLASSROOM (3)
Critique and reflect on theory and teacher practice that relate to preparing teachers for teaching children who are learning English as a second language. Prerequisites: PSYC 201 and sophomore status.

ELED 363 LANGUAGE AND LITERACY INTERNSHIP (3)
Initial experiences in teaching and learning in specified settings. Focus on observing and analyzing teaching and learning within the context of the school and community. Prerequisite: PSYC 201. Lab/Class fee will be assessed.

ELED 365 TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL (3)
Methods and materials for elementary school social studies instruction. Attention given to multicultural and global perspectives. Prerequisite: ELED 311.

ELED 399 DIFFERENTIATED INTERNSHIP- ELEMENTARY (1-8)
Student teaching experience in addition to those in ELED 468 or student teaching in special subject areas, according to needs and interest of the student. May be repeated for a maximum of 8 units. Graded S/U.
ESOL 429 PRINCIPLES AND PRACTICES OF ASSESSMENT IN READING AND LANGUAGE ARTS (3)
Examination of and practice using a range of assessments for reading and language arts development, focusing on the relationship of assessment to instructional planning for diverse learners. Prerequisite: ELED 323.

ESOL 457 ENGLISH FOR THE NON ENGLISH SPEAKING CHILD (3)
Methods of teaching English to elementary school children whose native tongue is another language.

ESOL 458 PRACTICUM: ENGLISH FOR THE NON-ENGLISH SPEAKING CHILD (1-4)
Supervised internship in teaching English to elementary school children whose native tongue is another language. May be repeated for a maximum of 4 units.

ESOL 468 PROFESSIONAL DEVELOPMENT SCHOOL INTERNSHIP II (6-12)
Fourteen-to fifteen-week full-time field experience in public school classrooms under guidance of master teachers and university supervisor. Graded S/U.

ESOL 469 PROFESSIONAL DEVELOPMENT SCHOOL INTERNSHIP SEMINAR (3)
Readings, action research and discussion on school environments, instructional delivery, diagnosis/evaluation, classroom management policies. Active inquiry within context of classrooms and agencies that influence schooling practices.

ESOL 470 SPECIAL TOPICS IN ELEMENTARY EDUCATION (1-3)
In-depth study of a selected topic in Elementary Education. The specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. May be repeated for a maximum of 9 credits provided different topics are covered.

ESOL 494 TRAVEL AND STUDY: ELEMENTARY EDUCATION (1-6)
Study abroad of education facilities, programs, or practices, or selected projects in Elementary Education topics. By special arrangement with program chairperson and sponsoring instructors. May be repeated for a maximum of 6 units.

ESOL 495 INDEPENDENT STUDY IN EDUCATION: ELEMENTARY (1-4)
An opportunity for especially qualified students to undertake research problems or study projects relevant to their interest and training under the direction of a staff member. May be repeated for a maximum of 4 units.

ESOL 496 DIRECTED READING: ELEMENTARY EDUCATION (1-4)
Independent reading in selected areas of Elementary Education in order to provide for the individual a comprehensive coverage or to meet special needs. By invitation of the Department to major students. May be repeated for a maximum of 4 units.

English as Second Language (ESOL)

Courses

ESOL 101 CONVERSATIONAL ENGLISH FOR NON NATIVE SPEAKERS I (2)
Conversational English course for speakers of other languages. This is a beginning/low intermediate course in which students develop their confidence to speak in a variety of situations. Students learn how to participate in social conversations, request and give information, explain their ideas and discuss subjects of interest to them. Not for Towson University Credit. Not open to Towson University students.

ESOL 104 ENGLISH FOR SPEAKERS OF OTHER LANGUAGES: ADVANCED READING (3)
Introduction to English academic discourse; emphasis on reading. Corequisite: ESOL 106. Prerequisite: placement test.

ESOL 105 ENGLISH FOR SPEAKERS OF OTHER LANGUAGES: INTERMEDIATE (3)
Advanced grammar review with emphasis on sentence and short-paragraph construction.

ESOL 106 ENGLISH FOR SPEAKERS OF OTHER LANGUAGES: ADVANCED WRITING (3)
Introduction to English academic discourse; emphasis on writing. Prerequisite: Placement test.

ESOL 107 LIST. & SPKNG ADV ESOL (3)
Intensive listening and speaking practice for high intermediate and advanced students of ESOL; formal oral presentation pronunciation and conversation practice. Prerequisite: examination or consent of professor.

ESOL 201 CONVERSATIONAL ENGLISH FOR NON NATIVE SPEAKERS II (2)
Conversational English Course for speakers of other languages. This is an intermediate to advanced course in which fluency in speech and accuracy in both listening and speaking are stressed. Speaking skills focus on being able to perform language functions such as agreeing and disagreeing, evaluating, complaining and asking questions. In addition, students will do group and individual presentations. Prerequisite: CENNS I or placement test. Not for Towson University Credit. Not open to Towson University students.

ESOL 202 READING, DISCUSSION, AND WRITING FOR ADVANCED ESL (INTERNATIONAL) STUDENTS (2)
Advanced course for international students to develop writing abilities, develop advanced reading skills, vocabulary, comprehension of grammatical structures, and identifying main idea and details. Not for Towson University Credit. Not open to Towson University students.

ESOL 301 EFL TEACHER TRAINING COURSE FOR NON-NATIVE SPEAKERS (3)
Second language learning philosophy and teaching methodology; hands-on teaching experience in ESL classrooms. Hybrid class. Prerequisites: Minimum of 2 years college; effective English proficiency, or consent of Program Director. Credits are for transfer only and not for major credit. Not for Towson University credit. Not open to Towson University students.

English (ENGL)

Courses

ENGL 102 WRITING FOR A LIBERAL EDUCATION (3)
Development of strategies for writing expository prose based on analytical reading. Intellectually challenging writing and reading activities and student-teacher interaction emphasizing collaborative and active learning. Not open to those who have successfully completed ENGL 190. Requires grade of C or better to fulfill Gen Ed or Core requirement. GenEd IA or Core: English Composition.

ENGL 152 SOLVING LITERARY PROBLEMS (3)
Using information effectively to solve textual, cultural, and interpretive problems in literature. Includes multimedia and interdisciplinary approaches.

ENGL 153 HONORS SOLVING LITERARY PROBLEMS (3)
Using information effectively to solve textual, cultural and interpretive problems in literature. Includes multimedia and interdisciplinary approaches. Honors College Course.

ENGL 190 HONORS WRITING SEMINAR (3)
Exploration of issues and critical methods vital to a liberal education. Development of strategies for effective writing. Emphasis on student essays and reports. Not open to those who successfully completed ENGL 102. Requires grade of C or better to fulfill Gen Ed or Core requirement. GenEd IA or Core: English Composition.

ENGL 200 INTRODUCTION TO STUDYING ENGLISH (3)
Concepts, terms and skills developed through reading the basic genres. Students are to take this course in the first two semesters after declaring the English major.
ENGL 205 SHAKESPEARE FOR NON-MAJORS (3)
Shakespeare's major plays and poetry in their cultural context. Emphasis on plot, interpretation, and performance. GenEd II.C.1 or Core: Arts & Humanities.

ENGL 217 DETECTIVE FICTION (3)
Will trace the literary and cultural development of the classical detective novel from Poe to MacDonald. Will examine patterns of formulas in the works with an eye to determining how the structure of the novels and their enduring popularity contribute to an understanding of the cultures that produced them. Students will write one short paper and will take a final examination.

ENGL 221 BRITISH LITERATURE TO 1798 (3)
A survey of English poetry, prose, and drama from the Middle Ages through the 18th century, emphasis on works by such writers as Chaucer, Shakespeare, Milton, Pope, and Swift. GenEd II.C.1 or Core: Arts & Humanities.

ENGL 222 BRITISH LITERATURE SINCE 1798 (3)
Survey of poetry and prose of the 19th and early 20th centuries, such as works by Wordsworth, Keats, Dickens, Browning, Lawrence, and Woolf. GenEd II.C.1 or Core: Arts & Humanities.

ENGL 228 FUTURE WORLDS (3)
Novels and short stories presenting alternative visions of the future. Writers include Huxley, Bradbury, Orwell, Rand, Vonnegut, Berger, LeGuin and Atwood. Prerequisite: Two English courses.

ENGL 229 MODERN IRISH LITERATURE (3)
Nineteenth and twentieth-century prose, poetry, and drama.

ENGL 230 MAIN CURRENTS IN AMERICAN LITERATURE (3)
Thematic approach to literature that has defined the national voice. Works by such authors as Hawthorne, Twain, Dickinson, Faulkner, Morrison, and Plath. GenEd II.B.1 or Core: The United States as a Nation.

ENGL 231 AMERICAN LITERATURE TO 1865 (3)
Major writers and literary movements from the Colonial Period to the Civil War, such as works by Taylor, Emerson, Poe, Hawthorne, Melville, and Whitman. GenEd II.B.1 or Core: The United States as a Nation.

ENGL 232 AMERICAN LITERATURE SINCE 1865 (3)
Literary movements and major writers since the Civil War, such as Dickinson, Twain, James, Frost, Hemingway, Fitzgerald, and Faulkner. Prerequisite: ENGL 102. GenEd: GenEd II.B.1 or Core: The United States as a Nation.

ENGL 233 SURVEY OF AFRICAN-AMERICAN LITERATURE (3)
Slave narratives, post-Civil War and 20th-century developments and such writers as Wheatley, Douglass, Hughes, and King. GenEd II.C.3 or Core: Diversity & Difference.

ENGL 234 MAJOR WRITERS IN AFRICAN-AMERICAN LITERATURE (3)
Literature of the slavery, the Reconstruction, the Harlem Renaissance, the Depression and after, with emphasis on Chesnutt, Hughes, Wright, and Alice Walker. Prerequisite: ENGL 233 is recommended but not required as a prerequisite to ENGL 234. GenEd II.C.3 or Core: Diversity & Difference.

ENGL 235 ETHNIC-AMERICAN LITERATURE (3)
Comparative survey of Asian, European, Black, Jewish, and other immigrant American literature, with emphasis on literary, historical, and sociological approaches. GenEd II.C.3 or Core: Diversity & Difference.

ENGL 236 AMERICAN INDIAN LITERATURE, 1772-PRESENT (3)
Emphasis on the contribution of American Indian writers to American Literature. Study of the genres in which American Indians have written, the influences of both Indian and non-Indian world views, themes, and techniques represented in these works.

ENGL 238 SURVEY OF AMERICAN LITERATURE (3)
Historical survey of major writers and literary movements from the Colonial Period through contemporary literature, such as Taylor, Emerson, Wheatley, Douglass, Melville, Whitman, James, Hemingway, and Fitzgerald. Not open to students who have successfully completed ENGL 231 and/or ENGL 232. Core: United States as a Nation.

ENGL 239 MODERN JEWISH LITERATURE (3)
Jewish literature from Europe, the United States, and Israel. Writers vary. Not open to those who successfully completed ENGL 237. GenEd II.C.3 or Core: Diversity & Difference.

ENGL 240 CLASSICS OF THE WESTERN HERITAGE (3)
Selections from the most influential literature of the Western tradition. Authors will vary but will be of the stature of Homer, Dante, Shakespeare, Voltaire, George Eliot, and Dostoevsky. Core: Arts and Humanities and GenEd: II.C.1.

ENGL 241 MAJOR WORKS OF WORLD LITERATURE (3)
Major works in the world literary tradition. Readings covering a range of genres, including epic, poetry, drama, and prose fiction from the ancient to the contemporary world, across a range of regions around the globe, including diasporic traditions. Core: Global Perspectives.

ENGL 243 INTRODUCTION TO CLASSICAL MYTHOLOGY (3)
The study of myth in selected works from Greek and Roman literature. GenEd II.C.1 or Core: Arts & Hum.

ENGL 244 WORLD FOLKLORE (3)
Study of folk expression throughout the world. Focus on such folk narratives as fairy tale (marchen) and legend from a variety of cultures. Characteristics of folklore, folk groups, and methodology. Children's folklore, jokes, folk architecture and arts. GenEd II.D or Core: Arts & Humanities.

ENGL 247 THE ART AND CRAFT OF 20TH-C CONFESSIONAL POETRY (3)
An examination of some of the major modern U.S. poets in the so-called "confessional" mode: Lowell, Berryman, Plath, Sexton, and others. No emphasis will be placed on the bizarre details of the lives that produced these poems; there will, however, be an effort to answer the question, "Can an individual's personal troubles take on universal relevance through art?"

ENGL 248 LITERATURE OF GLOBAL EXPERIENCE (3)
A study of modern literature in its cultural diversity from six continents. GenEd II.D or Core: Global Perspectives.

ENGL 249 HONORS JEWISH LITERATURE (3)
Jewish literature from Europe, the United States, and Israel. Writers vary. Honors College course. GenEd IIC3.

ENGL 251 APPLIED GRAMMAR (3)
Grammar, syntax, and usage for improvement of writing style. No credit toward major requirements. Prerequisite: ENGL 102.

ENGL 253 THE BIBLE AND LITERATURE (3)
Introduction to the Bible and to its profound influence on secular literature. Texts will vary. Biblical background is not required. GenEd IIC3.

ENGL 256 ELEMENTS OF POETRY (3)
Elements and types of poetry in the Western tradition through readings of American, English, and European works. Emphasis on imagery, diction, sound patterns, stanzaic form, major modes and genres. Core: Arts and Humanities or GenEd II.C.1.

ENGL 263 ELEMENTS OF FICTION (3)
Elements and types of fiction in the Western tradition through close readings of American, English, and European works, especially short stories. Emphasis on point of view, plot, character, setting, design and theme. GenEd II.C.1. or Core: Arts & Humanities.

ENGL 265 ELEMENTS OF DRAMA (3)
Elements and types of drama in the Western tradition through close readings of American, English, and European works. Emphasis on structure, plot, character, setting, conventions, stage history. GenEd II.C.1. or Core: Arts & Humanities.

ENGL 283 INTRODUCTION TO CREATIVE WRITING (3)
Theories and technical considerations pertinent to writing poetry and fiction, with discussion of student writing. Prerequisite: ENGL 102. GenEd I.E or Core: Creativity & Creative Development.

ENGL 290 HONORS SEMINAR IN LITERATURE (3)
Small group discussion and analysis of selected works from the Western tradition. Content varies. May be repeated for a maximum of 6 units. Honors College course. GenEd II.C.1. or Core: Arts & Humanities.
ENGL 300 METHODS AND RESEARCH (3)
Developing skills of textual analysis, writing, argument, and research necessary for the English major. Mastering literary and rhetorical vocabulary, a range of critical approaches, and writing the research paper. Topic varies depending upon instructor. Should be taken prior to other 300-400 level literature courses. Prerequisites: English major status, and ENGL 102 or ENGL 190.

ENGL 301 RHETORIC AND SCIENCE (3)
A study of the role language plays in the making and unmaking of facts in the contemporary world of science and technology. Prerequisite: ENGL 102 or ENGL 190. GenEd II.A or Core: Ethical Issues & Perspectives.

ENGL 306 ALTERNATIVE LITERATURE: MALE HOMOSEXUAL THEMES IN 20TH-C BRITISH AND AMERICAN LITERATURE (3)
Novels and short stories exploring male homosexual relationships or how the male homosexual experience forms the basis for the writer's perceptions, with emphasis on contemporary American works. Themes include the male homosexual as outlaw, romantic myth-maker, and contemporary political entity. Offered Minimester only.

ENGL 310 WRITING ARGUMENT (3)
Establishing, defending, and arguing an opinion, focusing on structure, claims, evidence, and warrants. Requires grade of C or better to fulfill Core or GenEd requirement. Prerequisite: ENGL 102 or ENGL 190. Core: Advanced Writing Seminar or GenEd I.D.

ENGL 311 WRITING POETRY (3)
Nature of the creative process and art of imaginative expression in writing poetry. Advanced Writing Course. GenEd I.E or Core: Creativity & Creative Development.

ENGL 312 WRITING FICTION (3)
Nature of the creative process and art of imaginative expression in writing short fiction. GenEd I.E or Core: Creativity & Creative Development.

ENGL 313 ACADEMIC ESSAY (3)
Emphasizes expository writing within an academic setting. Priorities include organizational support for claims, correct usage, and effective style, using conventional academic models. Requires grade of C or better to fulfill Core or GenEd requirement. Prerequisite: ENGL 102 or ENGL 190. Core: Advanced Writing Seminar or GenEd I.D.

ENGL 315 WRITING CREATIVE NON-FICTION (3)
Personal expression and exploration of the human experience through the form of the creative non-fiction essay. Advanced Writing Course. Prerequisite: ENGL 102 or ENGL 190. GenEd I.D.

ENGL 316 WRITING ABOUT LITERATURE (3)
Composition of the literary essay, its structure and style. Emphasis on explication, character, plot and thematic analysis of poetry, fiction and drama. Requires grade of C or better to fulfill Core or GenEd requirement. Prerequisite: ENGL 102 or ENGL 190. Core: Advanced Writing Seminar or GenEd I.D.

ENGL 317 WRITING FOR BUSINESS AND INDUSTRY (3)
Standard written formats used in business and industry, including correspondence, memoranda, and reports. Projects individualized to meet student needs and career interests. Requires grade of C or better to fulfill Core or GenEd requirement. Prerequisite: ENGL 102 or ENGL 190. Core: Advanced Writing Seminar or GenEd I.D.

ENGL 318 ADVANCED INFORMATIONAL WRITING (3)
Researching and writing professional documents, including reports, manuals, and technical publications. Projects individualized to meet student needs and interest. Requires grade of C or better to fulfill Core or GenEd requirement. Prerequisite: ENGL 102 or ENGL 190. Core: Advanced Writing Seminar or GenEd I.D.

ENGL 319 ORGANIZATIONAL COMMUNICATIONS (3)
Study of factors influencing communication in organizations such as business, industry, and government, including the nature of communication, organizational structure, downward and upward communication, conflict, groups, interactions, and communication channels. Emphasis will be on detailed analysis of communications, particularly written communications.

ENGL 321 MEDIEVAL BRITISH LITERATURE (3)
Major British works of the Middle Ages, including Arthurian literature, the Pearl Poet, William Langland, and others. Prerequisite: two ENGL courses.

ENGL 322 MEDIEVAL AND EARLY MODERN BRITISH DRAMA (3)
Development of early drama to 1642, excluding Shakespeare, focusing on such authors as Marlowe, Kyd, Jonson, Ford and Webster. Prerequisite: two ENGL courses.

ENGL 323 16TH-CENTURY BRITISH LITERATURE (3)
Literature of the early English Renaissance in its historical context, including such authors as More, Wyatt, Surrey, Spenser, Sidney, Raleigh, and Elizabeth I. Prerequisite: two ENGL courses.

ENGL 324 EARLY 17TH-CENTURY BRITISH LITERATURE (3)
Major intellectual, political, and literary developments from the accession of James I to the publication of "Paradise Lost," including authors such as Donne, Johnson, Herbert, Herrick, Wroth, Marvell, and Milton. Prerequisites: two ENGL courses.

ENGL 325 18TH-CENTURY BRITISH LITERATURE (3)
Social and intellectual backgrounds, literary trends, and significant authors, such as Swift, Pope, Fielding, Johnson, and Boswell, with emphasis on satire. Prerequisite: two ENGL courses.

ENGL 326 LITERATURE OF THE BRITISH ROMANTIC PERIOD (3)
Major writers from 1790 to 1830 such as Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats, with emphasis on the philosophical and social backgrounds. Prerequisite: two ENGL courses.

ENGL 327 THE VICTORIAN AGE (3)
Main currents of British literature and society, 1830-1901, with emphasis on Tennyson, Browning, Arnold, Carlyle, Ruskin, Dickens, and Eliot. Prerequisite: two ENGL courses.

ENGL 331 AMERICAN DRAMA (3)
American drama from the Colonial Period to the present, with emphasis on 20th century plays by O'Neill, Williams, Miller, Bullins, and Wilder. Prerequisite: two ENGL courses.

ENGL 332 HONORS WRITING FICTION (3)
Nature of the creative process and art of imaginative expression in writing short fiction. Honors college course. Prerequisite: Admittance to the Honors College. GenEd I.E or Core: Creativity & Creative Development.

ENGL 333 POST-COLONIAL LITERATURE (3)
Literature of colonized peoples from the beginning of colonization to present. Focus may be on one area in the world, such as Africa or the Caribbean, or may include a number of regions. Prerequisites: two ENGL courses.

ENGL 341 HISTORY AND LITERATURE OF THE OLD TESTAMENT (3)
The chief books of the Old Testament and the Apocrypha studied from a literary and historical point of view. Prerequisite: two ENGL courses.

ENGL 342 FOLKLORE AND LITERATURE (3)
How and why literary artists draw plots, characters, themes, and motifs from traditional folk narratives. Distinctions between folk and literary tales. Focus on literary versions of classic fairy tales by such writers as Perrault, Baum, Coover, Carter, Yolen, and Sexton. Prerequisite: two ENGL courses.

ENGL 343 MYTH AND LITERATURE (3)
Literary reinterpretations of themes and figures from Greek and Roman mythology. Prerequisite: two ENGL courses.

ENGL 346 MODERN DRAMA (3)
British, American, and European plays, with attention to playwrights such as Ibsen, Strindberg, Chekhov, Shaw, Pirandello, Brecht, Sartre, and Beckett. Prerequisite: two ENGL courses.
ENGL 347 WORLD LITERATURE WRITTEN IN ENGLISH (3)
Literature originally published in English from Africa, India, Australia, New Zealand, Canada, and the West Indies. Mainly 20th-century fiction, poetry, and drama. Prerequisite: two ENGL courses.

ENGL 350 ANALYTICAL GRAMMAR (3)
The grammar of English through analysis of the constituent structure of words, phrases, and clauses. Prerequisite: two ENGL courses.

ENGL 351 HISTORICAL LINGUISTICS (3)
Study of how and why languages change through time and of the genetic relationships among languages. Prerequisites: 2 ENGL classes.

ENGL 352 STRUCTURE OF THE ENGLISH LANGUAGE (3)
Study of the phonology, morphology, syntax, and semantics of present-day English. Prerequisites: two ENGL courses.

ENGL 363 FILM AND LITERATURE (3)
Comparative examination of the complex relationships between film and literature. Prerequisite: two ENGL courses.

ENGL 370 SPECIAL TOPICS: LITERATURE OF WOMEN (3)
Selected works by and/or about women, with emphasis on themes, issues or genres. Content varies. May be repeated for a maximum of 6 units. Prerequisite: two ENGL courses.

ENGL 371 WOMEN POETS: THEMES AND IMAGES (3)
Study of the development of a distinctive body of poetry by women, including Browning, Dickinson, Plath, and Rich. Emphasis on 20th-century American poets and historical background. Prerequisite: two ENGL courses.

ENGL 372 WOMEN WRITERS (3)
Development of women's literary traditions in the work of 19th- and 20th-century British and American women, including Austen, Cather, Woolf, and Lessing. Prerequisite: two ENGL courses.

ENGL 373 THEMES IN LITERATURE (3)
Thematic approach to selected works of American, British, and World literature. Content varies. May be repeated for a maximum of 6 units. Prerequisite: two ENGL courses.

ENGL 374 THEMES IN LITERATURE (3)
Thematic approach to selected works of American, British, and World literature. Content varies. May be repeated for a maximum of 6 units. Prerequisite: two ENGL courses.

ENGL 375 THEMES IN LITERATURE (3)
Thematic approach to selected works of American, British, and World literature. Content varies. May be repeated for a maximum of 6 units. Prerequisite: two ENGL courses.

ENGL 376 THEMES IN LITERATURE (3)
Thematic approach to selected works of American, British, and World literature. Content varies. May be repeated for a maximum of 6 units. Prerequisite: two ENGL courses.

ENGL 377 THEMES IN LITERATURE (3)
Thematic approach to selected works of American, British, and World literature. Content varies. May be repeated for a maximum of 6 units. Prerequisite: two ENGL courses.

ENGL 378 THEMES IN LITERATURE (3)
Thematic approach to selected works of American, British, and World literature. Content varies. May be repeated for a maximum of 6 units. Prerequisite: two ENGL courses.

ENGL 379 THEMES IN LITERATURE (3)
Thematic approach to selected works of American, British, and World literature. Content varies. May be repeated for a maximum of 6 units. Prerequisite: two ENGL courses.

ENGL 380 VOICES OF MEDIEVAL WOMEN (3)
Voices assumed by and assigned to women in European literature of the tenth to the fifteenth centuries. Emphasis on medieval women authors, including Hrotsvit von Gendersheim, Hildegard von Bingen, Heloise, Marie de France, Christine de Pizan, and Margery Kempe. Prerequisite: Two ENGL courses.

ENGL 390 HUMANITIES (3)
Topics and issues related to Shakespeare, his times, his contemporaries, his reception and performance history. Content varies. May be repeated for a maximum of 6 units provided a different topic is taken. Prerequisites: two English courses.

ENGL 401 GRANT AND ADVOCACY WRITING (3)
History, theory, and practice of writing in public, non-profit, democratic, and humanitarian spaces. May include the study of rhetoric, writing, and communication as it applies to: service learning, community engagement, community organizing, grants, fundraising, charity drives, advocacy, social movements, e-newsletters, social media, public service announcements, and public relations. Prerequisite: Two ENGL courses.

ENGL 403 BRICKBATS FROM BALTIMORE: THE SATIRE OF H. L. MENCKEN (3)
The course will gauge Mencken in his satire during the 1920s, the heyday of his career. Prerequisite: Two English courses.

ENGL 411 ADVANCED POETRY WRITING (3)
Intensive study of form and technique. Portfolio development. Workshop format. Prerequisite: ENGL 311 or consent of the instructor.

ENGL 412 ADVANCED FICTION WRITING (3)
Intensive study of form and technique. Portfolio development. Workshop format. Prerequisite: ENGL 312 or consent of instructor.

ENGL 413 THE IRISH LITERARY REVIVAL- SEARCH FOR A MYTH (3)
Anglo-Irish writing from 1889 to 1939. Special emphasis on Yeats, Joyce, and the Abbey Theatre. Examination of literary, social, and political backgrounds, as well as significant later writers. Prerequisite: Two ENGL courses.

ENGL 414 EDITING THE LITERARY MAGAZINE I (3)
Acquisition and practice of skills needed for a literary magazine's editorial and pre-production phases: solicitation of submissions, selection of inclusions, and various public relations activities. Prerequisites: ENGL 102 and one additional English course.

ENGL 415 EDITING THE LITERARY MAGAZINE II (3)
Acquisition and practice of skills needed for a literary magazine's final phases of pre-production, production, and post-production: making final selections, contacting submitters, resolving all design issues, and launching the completed issues. Prerequisites: ENGL 102 and one other English course.

ENGL 416 EDITING AND DIGITAL PUBLISHING (3)
Basics of manuscript and online editing for business and industry; manuscript preparation required. Prerequisite: ENGL 102 or equivalent.

ENGL 417 TOPICS IN WRITING (3)
Specialized topics for writers of non-fiction, fiction, and poetry. Content varies. May be repeated for a maximum of 6 units. Prerequisite: two ENGL courses.

ENGL 420 DEVELOPMENT OF THE BRITISH NOVEL: 18TH CENTURY (3)
Georgian fiction and its social background, especially works by Defoe, Richardson, Fielding, Smollett, Sterne, and Austen. Prerequisite: two ENGL courses.

ENGL 421 DEVELOPMENT OF THE BRITISH NOVEL: 19TH CENTURY (3)
Mainly Victorian fiction and its social background, especially works by Scott, the Brontes, Thackeray, Dickens, Eliot, and Hardy. Prerequisite: two ENGL courses.

ENGL 422 DEVELOPMENT OF THE BRITISH NOVEL: 20TH CENTURY (3)
Modern fiction and its social background; especially works by Joyce, Lawrence, Woolf, Forster, Waugh, and Greene. Prerequisite: two ENGL courses.

ENGL 423 MODERN BRITISH POETRY (3)
Emphasis on Hopkins, Hardy, Yeats, Auden, Spender, Sitwell, Thomas, and Larkin. Prerequisite: two ENGL courses.

ENGL 425 CHAUCER (3)
Major poems, especially “The Canterbury Tales” and “Troilus and Criseyde.” Prerequisite: two ENGL courses.

ENGL 426 TOPICS IN SHAKESPEARE STUDIES (3)
Topics and issues related to Shakespeare, his times, his contemporaries, his reception and performance history. Content varies. May be repeated for a maximum of 6 units provided a different topic is taken. Prerequisites: two ENGL courses.
ENGL 427 SHAKESPEAREAN COMEDY (3)
Shakespeare’s development as a poet and a dramatist in the comedies and romances. Prerequisite: two ENGL courses.

ENGL 428 SHAKESPEAREAN TRAGEDY (3)
Shakespeare’s development as a poet and dramatist in the histories and tragedies. Prerequisite: two ENGL courses.

ENGL 429 MILTON (3)
Selected poetry and prose in relation to the literary tradition and the scientific, religious, cultural, and political developments of the 17th century. Prerequisite: two ENGL courses.

ENGL 431 LITERATURE OF THE AMERICAN ROMANTIC PERIOD (3)
Social and political backgrounds, 1819-1860, important literary ideas, criticism, and major authors, such as Irving, Cooper, Emerson, Thoreau, Hawthorne, Melville, and Poe. Prerequisite: two ENGL courses.

ENGL 432 LITERATURE OF THE AMERICAN REALISTIC PERIOD (3)
Major writers such as, Dickinson, Twain, Crane, and James; important secondary writers; social and political backgrounds; important literary ideas, and criticism, 1860-1914. Prerequisite: two ENGL courses.

ENGL 433 AMERICAN SHORT STORY (3)
Authors and schools, such as Irving, Hawthorne, Poe, Hemingway, Welty, Wright, Porter, local color writers, realists, and naturalists. Prerequisite: two ENGL courses.

ENGL 434 LITERATURE OF THE GREAT MIGRATION 1900-1970 (3)
Examination of the cultural production and historical context of the mass migration of African Americans from the rural south to northern cities, known as the Great Migration (1900-1970). Prerequisites: two ENGL courses.

ENGL 435 DEVELOPMENT OF THE AMERICAN NOVEL: 19TH CENTURY (3)
Major novelists, such as Cooper, Melville, Hawthorne, Twain, Howells, James, and Crane. Prerequisite: two ENGL courses.

ENGL 436 AMER NOVEL-20C (3)
Major novelists, such as Wharton, Fitzgerald, Faulkner, and Ellison. Prerequisite: two ENGL courses.

ENGL 437 AMERICAN POETRY THROUGH FROST (3)
Puritan beginnings through the early 20th century, with emphasis on Emerson, Poe, Whitman, Dickinson, and Frost. Prerequisite: two ENGL courses.

ENGL 438 MODERN AMERICAN POETRY (3)
Poetry and poetics of the Modern Period. Major authors include Eliot, Moore, Stevens, and Williams. Movements studied include Imagism, Harlem Renaissance, and Objectivism. Prerequisite: 2 ENGL courses.

ENGL 439 MODERN WORLD POETRY (3)
International poets of the 20th century, such as Rainer Maria Rilke, Eugenio Montale, and Octavio Paz, and related literary movements. Prerequisite: two ENGL courses.

ENGL 440 CONTEMPORARY AMERICAN POETRY (3)
American poetry and poetics since World War II. Major writers including Bishop, Lowell, Plath, Ashbery, Ginsberg, and Sexton. Confessional, Black Mountain, Beat, Language, and Black Arts movements. Prerequisite: two ENGL courses.

ENGL 441 MODERN FICTION TO WORLD WAR II (3)
Works of the modern masters of fiction, with emphasis on Proust, Mann, and Joyce. Prerequisite: two ENGL courses.

ENGL 442 MODERN FICTION SINCE WORLD WAR II (3)
Works of the significant writers - English, American, and Continental - of the past 50 years, including such figures as Grass, Robbe-Grillet, Solzhenitsyn, and Burgess. Prerequisite: two ENGL courses.

ENGL 457 HISTORY OF THE ENGLISH LANGUAGE TO 1500 (3)
Language change in English from its Indo-European origins through the Middle English period. Prerequisite: two ENGL courses.

ENGL 458 HISTORY OF THE ENGLISH LANGUAGE SINCE 1500 (3)
Language change in English from the Early Modern period through the present day. Prerequisites: two ENGL courses.

ENGL 459 OLD ENGLISH (3)
Study of the literature, history, culture, and language of the Anglo-Saxons with a focus on acquiring a reading knowledge of Old English. Prerequisites: Two ENGL courses.

ENGL 461 HISTORY OF LITERARY CRITICISM (3)
Major statements, literary theory from Aristotle to the present, including Horace, Sidney, Johnson, Coleridge, Eliot, and Frye. Prerequisite: two ENGL courses.

ENGL 462 MODERN LITERARY THEORY (3)
Intensive study of modern literary models, including formalism, structuralism, deconstruction, hermeneutics, and feminism. Prerequisite: two ENGL courses.

ENGL 463 SEMIOTICS: THE STUDY OF SIGNS (3)
Study of the theory of semiotics, the study of signs, and its application to both print and non-print texts including photography, film, book illustrations. The relationship between written language and visual languages. Prerequisite: two ENGL courses.

ENGL 464 TOPICS IN LITERARY THEORY (3)
Intensive study of a particular theoretical approach to literature or literary study, including philosophical background and practical implications. May be repeated for a maximum of 6 units provided a different topic is taken. Prerequisite: ENGL 102 or ENGL 190.

ENGL 465 BRITISH AND AMERICAN PROSE (3)
Nonfiction prose, with emphasis on form and style. Prerequisite: two ENGL courses.

ENGL 466 STUDIES IN ONE OR TWO AUTHORS (3)
Intensive examination of a significant writer or comparative treatment of two. May be repeated for a maximum of 6 units under different topics. Prerequisites: Two ENGL courses.

ENGL 471 TOPICS IN WORLD LITERATURE (3)
Authors, periods, genres, or conventions. Content varies. May be repeated for a maximum of 6 units. Prerequisite: two ENGL courses.

ENGL 472 TOPICS IN BRITISH LITERATURE (3)
Authors, periods, genres, or conventions. Content varies. May be repeated for a maximum of 6 units. Prerequisite: two ENGL courses.

ENGL 473 TOPICS IN AMERICAN LITERATURE (3)
Authors, periods, genres, or conventions. Content varies. May be repeated for a maximum of 6 units. Prerequisite: two ENGL courses.

ENGL 475 TOPICS IN LINGUISTICS (3)
Topics and issues in contemporary linguistics theory, with particular attention to recent interdisciplinary subfield developments: psycholinguistics, sociolinguistics, pedagogiclinguistics, etc. Topics vary. May be repeated for a maximum of 6 units.

ENGL 476 TOPICS IN MULTl-ETHNIC AMERICAN LITERATURE (3)
Possible topics include women in ethnic literature, Jewish writers, the Catholic novel. Content varies. May be repeated for a maximum of 6 units. Prerequisite: two ENGL courses.

ENGL 477 TOPICS IN BLACK AMERICAN LITERATURE (3)
Authors, periods, genres, or conventions. Content varies. May be repeated for a maximum of 6 units. Prerequisite: two ENGL courses.

ENGL 485 CAPSTONE SEMINAR IN ENGLISH STUDIES (3)
Intensive study of one area of English studies including British, American, or world literature, rhetoric, linguistics, creative writing, or critical theory. Completion of the major portfolio. May not be repeated for credit. Prerequisites: ENGL 300 (may be taken concurrently), and senior English major status.

ENGL 486 SEMINAR IN ENGLISH STUDIES (3)
Intensive study of one area of English studies including British, American, or world literature, rhetoric, linguistics, creative writing, or critical theory. May be repeated for a maximum of 6 units. Students may not repeat a seminar topic for credit. Prerequisite: 2 ENGL courses.
ENTR 110 CREATIVITY AND IDEA DEVELOPMENT (3)
Focuses on creativity and thinking creatively. Topics include developing creative abilities, opportunity recognition, creating a new product/service, and pitches for the new product/service. Prerequisite: open only to ENTR minors.

ENTR 120 ENTREPRENEURIAL PROCESS (3)
Distinctive knowledge, skills, strategies, and structures, required for entrepreneurial ventures, including analyses of business, societal, personal, and interpersonal issues. Students will gain insights of the entrepreneurial process through direct investigation of real-world entrepreneurs. GenEd II.B.3.

ENTR 215 START-UP BASICS FOR NON-BUSINESS MAJORS (3)
Introduces students to important business concepts that will help them to run a business. Helps to prepare non-business major students with knowledge and skills needed for upper level courses in entrepreneurship. Topics covered include economics, understanding business financial measures, types of financing available to entrepreneurs and data analyses.

ENTR 345 ENTREPRENEURSHIP AND SOCIETY (3)
Entrepreneurship and the creation of new ventures continue to have an amazing impact on economies and societies. Discover why and how this is happening by examining how entrepreneurship has evolved, by historical examples in multiple cultures, and how the past shapes entrepreneurship today. Prerequisites: BUAD Major, Junior Standing.

ENTR 355 ENTREPRENEURSHIP FOUNDATIONS AND PATHWAYS (3)
Introduces the entrepreneurial process including a focus on the identification and evaluation of opportunities. Discusses the importance of innovation, creating a business concept and business models. Develop business ideas and evaluate them for potential formation of a new venture. Not open to students who have successfully completed MNGT 455. Prerequisite: Major standing.

ENTR 401 CONSULTING WORKSHOP (3)
Series of modules that addresses various aspects of the consulting experience and involves actual consulting interventions. Prerequisites: ENTR 355 and major/senior standing.

ENTR 402 FAMILY BUSINESS MANAGEMENT (3)
Distinctive strategies, structures, and skills required to lead closely-held and family firms through change and growth. The agency relationship between ownership and management has specific dynamics and strategic challenges when facing change and growth. Prerequisites: ENTR 355 and senior/major standing.

ENTR 403 INTERNATIONAL ENTREPRENEURSHIP (3)
Exposure to the processes and challenges associated with a business entering foreign markets. Through working with tangible clients, students will develop the skills to develop a persuasive business plan, identify key resources for entrepreneurial success, manage client-consultant relations and learn numerous other diverse skills utilized in international consulting. Prerequisites: ENTR 355 and senior/major standing.

ENTR 410 BUSINESS PLAN COMPETITION (3)
Focuses on developing a business plan for a successful new venture. Topics include opportunity evaluation, feasibility analysis, creating persuasive pitches for the business idea, competitive analysis, profiling the target market, developing financial forecasts and presentation of a business plan in a competitive style format. Prerequisite: ENTR 355.

ENTR 498 ENTREPRENEURSHIP PRACTICUM (3)
Entrepreneurships (unpaid and paid) and fellowships within entrepreneurial ventures provide great opportunity for service learning outcomes. This practicum will provide students with the opportunity to learn strategies of start-ups and venture capital firms through active engagement. Internships should be in new and expansion phase businesses or venture capital firms. One of the primary outcomes should be extensive shadowing of an active entrepreneur. Prerequisites: ENTR 355 and senior standing and department consent.

Environmental Science/Studies (ENVS)

Courses

ENVS 301 PEOPLE AND PESTS (3)
Impact of select pest species (insects, weeds, or microbes) on humans and human affairs; why some organisms become pests; approaches to controlling pest organisms. Not for credit towards ENVS major or minor. Prerequisites: GenEd I.B. and at least one high school or college Biology course. GenEd II.A.

ENVS 337 THE CHESAPEAKE BAY AND ITS WATERSHED (3)
The Chesapeake Bay and the natural processes and anthropogenic disturbances that influence its health are the focus. The multidisciplinary nature of environmental problem solving is also explored through writing assignments. Requires grade of C or better to fulfill GenEd requirement. Prerequisites: GenEd 1.A writing course, two courses in two different disciplines from among the following: BIOL 201, BIOL 202, CHEM 104, CHEM 131/131L (CHEM 110), GEOG 101, or permission of the instructor. GenEd I.D.

ENVS 382 ENVIRONMENTAL EDUCATION AND SERVICE LEARNING IN THE TROPICS (3)
Designed for majors in Science or Education with an interest in Environmental Education; course work will take place in Costa Rica; emphasis on tropical forest ecology concepts applicable to K-12 environmental education and management of tropical natural resources. Cross-listed as BIOL 382. Prerequisites: minimum Junior status and consent of the instructor.
ENVS 431 SPECIAL TOPICS IN ENVIRONMENTAL SCIENCE AND STUDIES (1-4)
Study of a special topic related to Environmental Science and Studies. Topic can vary and will be announced. May be repeated if a different topic is covered.

ENVS 432 SPECIAL TOPICS IN ENVIRONMENTAL SCIENCE AND STUDIES (1-4)
Study of a special topic related to Environmental Science and Studies. Topic can vary and will be announced. May be repeated if a different topic is covered.

ENVS 438 SPECIAL TOPICS IN ENVIRONMENTAL SCIENCE AND STUDIES (1-4)
Study of a special topic related to Environmental Science and Studies. Topic can vary and will be announced. May be repeated if a different topic is covered.

ENVS 471 INDEPENDENT STUDY IN ENVIRONMENTAL SCIENCE AND STUDIES (1-3)
Studies in selected content areas tailored to student needs. This course may be repeated for a total of 3 credits. Prerequisites: ESS major only, completion of 30 credit hours of required ESS coursework or consent of instructor.

ENVS 482 ENVIRONMENTAL RESEARCH (3)
Independent investigation of an environmental problem/question under the guidance of a faculty member. Paper and public presentation required. Prerequisites: ESS major, junior or senior standing and consent of instructor. Special permit required.

ENVS 485 ENVIRONMENTAL INTERNSHIP (3)
Practical application of environmental science and studies through a supervised work experience with business, industry, public or private agency. Analytical paper in which the student integrates workplace experience with academic studies required. Prerequisites: ESS major, junior or senior standing, 2.50 GPA in ESS required courses, and consent of internship coordinator. Graded S/U. Special permit required.

ENVS 491 SENIOR SEMINAR (3)
Synthesis, analysis and application of information from a broad range of perspectives. Prerequisites: ESS major, completion of GenEd I.D. requirement, and senior standing. Special permit required.

Family and Human Services (FMST)

Courses

FMST 101 INTRODUCTION TO FAMILY STUDIES (3)
An interdisciplinary look at family studies. Prerequisite: none. GenEd II.C.2. or Core: Social & Behavioral Studies.

FMST 102 HONORS INTRODUCTION TO FAMILY STUDIES (3)

FMST 140 MEDICAL TERMINOLOGY FOR HUMAN SERVICE WORKERS (1)
Introduction to medical terminology designed to increase familiarity with medical terms associated with bodily systems, disease processes, and clinical procedures commonly used in the health care setting.

FMST 201 FAMILY RESOURCES (3)
Individual and family decision-making related to the development and allocation of resources such as time, money, material assets, energy, space and support networks. Includes the exploration and application of managing resources for families at risk and field observation of family resource professionals. GenEd II.B.3 or Core: Metropolitan Perspectives.

FMST 240 INTRODUCTION TO CHILD LIFE (3)
An overview of the field of Child Life. The role of the Child Life Specialist, requirements necessary to become a Certified Child Life Specialist, and the challenges of the field.

FMST 250 INTRODUCTION TO THE NONPROFIT SECTOR (3)
Define and describes the nonprofit sector; including history, theory, mission, vision, communication, strategic planning and ethics. Specific practical tools and case studies will enhance student understanding and comprehension of issues related to the sector and its future. Prerequisites: FMST 101 and ENGL 102.

FMST 285 STATISTICS FOR FAMILY SCIENCE AND HUMAN SERVICE (3)
Introductory online statistics course that includes the role of statistics in hypothesis testing, frequency distributions, levels of measurement, measures of central tendency and variability, normal curves, sampling distributions, correlations, chi-square, one-way analysis of variance. Prerequisite: MATH 109 or higher (except MATH 204) with a "C" or better.

FMST 297 PREPARING HUMAN SERVICE WORKERS: PRE-INTERNSHIP (3)
Prepares students for professional internships in community agencies. Students learn about ethical and professional competencies, intervention with diverse populations, reports in administrative settings, and development of learning plans including goal setting. Technological components will be utilized. This course is a prerequisite for FMST 397 and FMST 497 internship courses.

FMST 301 FAMILY RELATIONSHIPS (3)
Family dynamics along the continuum of family development and across generations. Focuses on family communication, conflict management, and education. Prerequisites: FMST 101 and PSYC 101 or SOCI 101.

FMST 302 FAMILY THEORIES (3)

FMST 303 TRENDS IN CONTEMPORARY FAMILY LIFE (3)
Patterns and changes in family structure and processes in their social and historical context. Prerequisites: FMST 101 and SOCI 101.

FMST 305 PARENT-CHILD RELATIONSHIPS ACROSS THE LIFESPAN (3)
Parent-Child relationships from pregnancy and childbirth through the death of elderly parents using systems and life course perspectives. Cultural and contextual factors shaping the parent-child relationship. Prerequisite: FMST 101 or consent of instructor.

FMST 310 LESBIAN, GAY, BISEXUAL, AND TRANSGENDER FAMILIES (3)
Introduction to research-informed guidelines for working with lesbian, gay, bisexual, and transgender families in professional settings. Will explore LGBT families and relationships. Ways to help LGBT families and youth thrive will be emphasized. Promotes in-depth understanding of the systemic context of LGBT families and lends itself to application of knowledge in diverse professional contexts. Prerequisite: FMST 101, PSYC 101, or SOCI 101. Core: Diversity & Difference.

FMST 315 AMERICAN FAMILIES ON TELEVISION: REPRESENTATION AND REALITY (3)
An examination of the American family in popular situation comedies from the 1950s to the 1990s, with focus on issues of race, class, gender, and sexuality. Attention to cultural and social context in which comedies were made, and contrast between representation and actual historical events. Prerequisite: FMST 101, SOCI 101, PSYC 101 or ANTH 207 with a C or better. Core: United States as a Nation.

FMST 325 ETHICS IN HUMAN SERVICES (3)
Examination of ethical dilemmas related to human services, involving individuals and families across the lifespan. Broad assessment of consumer and professional issues related to moral judgment and ethical sensitivity. Prerequisite: PSYC 101, SOCI 101, or FMST 101. Core: Ethical Issues & Perspectives.
FMST 340 THE HOSPITALIZED CHILD AND FAMILY (3)
Psychosocial and developmental needs of infants, children, adolescents, and families in a health care context, with a focus on the roles and interventions of the child life specialist. Prerequisite: FMST 101, PSYC 101, SOCI 101, PSYC 203, and FMST 240.

FMST 345 INTRODUCTION TO ART THERAPY (3)
An overview of the art therapy field, presenting its history, major practitioners, and theoretical bases. Prerequisites: FMST 101, PSYC 101, PSYC 203. Lab/Class fee will be assessed.

FMST 350 FUNDAMENTALS OF LEADERSHIP IN THE NON-PROFIT SECTOR (3)
Overview of non-profit organizations, roles and responsibilities of leaders in the non-profit sector, issues concerning nonprofits. Junior/Senior standing required. Prerequisites: PSYC 101, SOCI 101, ENGL 102, FMST 101 and FMST 201.

FMST 355 FUNDRAISING, FUNDRAISING AND VOLUNTEER MANAGEMENT (3)
How nonprofit organizations generate and manage financial and human resources, including the theoretical, behavioral and pragmatic foundations of philanthropy, fund development, and volunteering. Prerequisites: FMST 350 & MKTG 341.

FMST 360 DIVERSITY, CULTURE, AND TEAM DYNAMICS (3)
Strategies for effective participation on a team with colleagues, friends and relatives for use in a globalized society or a local context. Examination of the components that influence group dynamics in teams and how members’ culture and diversity shape them. Examination of people’s differences, how they can agree on goals, and how they can work together effectively despite their differences. Engagement in team exercises to learn to overcome obstacles to teamwork. Prerequisite: consent of instructor. Core: Diversity and Difference.

FMST 370 SPECIAL TOPICS IN FAMILY STUDIES (3)
In-depth study of a selected topic in Family Studies. May be repeated for a maximum of nine units. Prerequisite: FMST 101.

FMST 380 FAMILY LAW (3)
Legal and public policy framework for the analysis and application of family law issues facing families across the lifespan in American society. Prerequisite: FMST 101, PSYC 101, or SOCI 101.

FMST 387 COMMUNITY SERVICES FOR FAMILIES (3)
Application of conceptual knowledge within community support and service programs, including needs assessment, program planning and direct or indirect intervention with families. Prerequisites: FMST 101, PSYC 101, and SOCI 101.

FMST 397 INTERNSHIP IN FAMILY AND HUMAN SERVICES (3)
(120 field hours) Supervised experience in family studies. May not be repeated for additional credit. Prerequisites: Consent of department chair and “C” or higher in FMST 297, FMST 387, and 15 additional units of FMST course work.

FMST 415 SERVICES TO CHILDREN AND YOUTH (3)
Overview of supports and services necessary to foster healthy development in children, youth, and families. Focuses on the role of family and community influences in socializing children. Prerequisites: FMST 201, FMST 301, FMST 302, FMST 303, ECED 201, and (FMST 305 OR EDUC 201) or consent of the instructor.

FMST 430 CASE MANAGEMENT FOR FAMILY AND HUMAN SERVICES (3)
Introduction to fundamental aspects of case management including roles, processes, responsibilities, and employment challenges of professional case managers working with individuals and families throughout the life cycle in a variety of settings. Prerequisites: PSYC 203, FMST 301, FMST 303.

FMST 450 RESEARCH METHODS IN FAMILY STUDIES (3)
Analyzing and writing about research in family studies. Requires grade of C or better to fulfill Core or GenEd requirement. Prerequisites: FMST 101, FMST 302, ENGL102 or ENGL 190 and (PSYC 212 or PSYC 213 or MATH 231 or MATH 237 or ECON 205). Core: Advanced Writing Seminar or GenEd I.D.

FMST 490 FAMILY AND HUMAN SERVICE CAPSTONE: METHODS IN FAMILY LIFE EDUCATION (4)
Professional integration of theory and practice related to service learning, human service work, family studies, and family life education. Students must be in final semester of academic program. Prerequisite: FMST 485 or equivalent.

FMST 491 INDEPENDENT STUDY IN FAMILY STUDIES (1-6)
Students explore an in-depth topic specific to the area of concentration under the direction of graduate program faculty member. Course may be repeated for 6 units. Prerequisite: Approval of department chair.

FMST 495 ADVANCED RESEARCH METHODS IN FAMILY SCIENCE (3)
Capstone course. Apply and analyze research as it relates to the family and expand on previous research courses. Emphasis on development of a comprehensive research proposal and final conference style presentation. Prerequisite: FMST 485 with a grade of C or better.

FMST 497 ADVANCED INTERNSHIP IN FAMILY STUDIES AND COMMUNITY DEVELOPMENT (4)
[240 field hours]. Advanced human service internship experience. Course is Web-enhanced. Prerequisites: 21 units in Family Studies as well as completion of FMST 297, FMST 397 and/or consent of department chair.

Finance (FIN)

Courses
FIN 331 PRINCIPLES OF FINANCIAL MANAGEMENT (3)
Introductory course designed to provide students with the fundamental concepts underlying the theory of finance. Financial markets, security valuation, analysis of financial condition, forecasting, working capital management, capital budgeting, cost of capital, leverage, optimal capital structure, dividend policy. Prerequisites: ACCT 201, ACCT 202, ECON 201, ECON 202 and ECON 205 or MATH 231. Junior standing.

FIN 333 INVESTMENTS AND EQUITY SECURITY ANALYSIS (3)
Analysis of financial assets, including equities and fixed income instruments. Topics include securities valuation, use of fundamental and technical analysis, and portfolio management. Valuation of corporate securities, institutional factors, security analysis, and portfolio management. Prerequisites: FIN 331; junior major standing.

FIN 350 FINANCIAL MODELING IN CORPORATE FINANCE (3)
Learning financial modeling skills using Excel is an integral component of this course. The course emphasizes the application of powerful spreadsheet features of Excel in building flexible financial models. Topics include designing models for time of value money, financial statement analysis and forecast, security valuation including stock and bond, and models for financing decision making. Prerequisites: FIN 331, junior/senior and major standing.

FIN 351 ADVANCED CORPORATE FINANCE (3)
Applying financial modeling skills using Excel is an integral component of this course. Equipped with basic finance knowledge and modeling skills from FIN 350, students are to apply concepts, approaches, and technology for supporting the decision-making process to solve a wide variety of financial problems. Topics include Capital Budgeting, Enterprise Valuation Models, Capital Structure Theory, Corporate Payout Policy, and Mergers and Acquisitions. Prerequisites: FIN 350, junior/senior and major standing.

FIN 423 INVESTMENTS AND FIXED INCOME SECURITY ANALYSIS (3)
An in-depth analysis of fixed income securities, swaps, options, futures and forward contracts. Analyzing financial securities, determining their values and use of specific financial goals, emphasizing nontraditional securities. Prerequisites: FIN 333; Senior status and major standing.

FIN 430 FINANCIAL INSTITUTIONS AND MANAGEMENT OF RISK (3)
Discussion of the Federal Reserve including the goals and methods of monetary policy, an examination of financial institutions with an emphasis on depository institutions. Focus on identifying the risks faced by financial institutions and the management of the most important risks. Prerequisites: FIN 350 and FIN 333; senior major standing.
FIN 433 PORTFOLIO MANAGEMENT (3)
Provides comprehensive and detailed examination of equity investment
portfolio strategies for individuals and institutions. Portfolio strategies covered
include strategic and tactical asset allocation and indexing. Other topics covered
include investment policy, diversification, stock selection and stock
screening. Prerequisites: FPLN 333; Senior status and major in BUAD, ECON or
FIN minor.

FIN 435 INTERNATIONAL FINANCE (3)
Framework of international finance, including balance of payments, foreign
exchange, foreign money and capital markets, and financial management of
the multinational corporation. Prerequisite: FIN 331. Major standing.

FIN 436 GLOBAL FINANCIAL MANAGEMENT (3)
Examination of the operation and decision making of multinational firms.
Topics include global financial environment, foreign exchange theory and
markets, foreign exchange exposure and risk management, global financing
and investment decisions. Prerequisites: FIN 350; major in ACCT, BUAD,
ECON or minor in FIN; junior or senior standing.

FIN 439 FINANCIAL VALUATION AND STRATEGY (3)
Case based approach to financial valuation and strategic decision-making
using advanced financial modeling techniques. Topics include Financial
Statement Analysis Modeling, Valuation Methodologies, Cost of Capital
estimation, evaluation of Capital Structure Choices, LBO modeling, and the
economic analysis of alternative corporate restricting strategies such as
Mergers and Acquisitions, and Divestitures. Prerequisites: FIN 351; senior
major standing.

FIN 470 TOPICS IN FINANCE (3)
In-depth study of contemporary issues in finance. Course content varies with
each topic. May be repeated for credit provided a different topic is covered.
Prerequisite: FIN 351.

FIN 491 SEMINAR IN FINANCE (3)
Selected areas of interest in the field of finance. Course content varies.
Prerequisite: FIN 351.

FIN 495 INDEPENDANT RESEARCH IN FINANCE (1-3)
Directed in-depth academic research in finance in a specific area of joint
faculty member/student interest. May be repeated for a maximum of 6 units.
Prerequisites: FIN 351; minimum 2.50 cumulative GPA, consent of instructor
and chair. Special permit.

FIN 496 PRACTICUM IN CORPORATE FINANCE (3)
Capstone application of knowledge, skills and attitudes through professional
experience. Prerequisites: FIN 351; senior status.

FIN 497 INTERNSHIP IN FINANCE (3)
Students are required to work in assigned projects in business environments.
Graded S/U. May be repeated for a maximum of 6 units. Prerequisites: FIN
350, declared CBE major with Finance. Minimum of 2.50 cumulative GPA.
Consent of instructor and chair. Special permit.

Financial Planning (FPLN)

Courses

FPLN 341 FUNDAMENTALS OF FINANCIAL PLANNING (3)
Introductory course designed to provide students with an overview of the
financial planning process. Topics include setting client goals and objectives,
investment planning, tax planning, insurance and risk management, and estate
planning. Overview of personal financial planning. Prerequisites: ACCT 201,
ACCT 202, ECON 201, ECON 202; junior/senior standing.

FPLN 343 INSURANCE AND RISK MANAGEMENT (3)
The role of insurance as a risk management tool. Topics include the use of
life insurance, health insurance and disabilities insurance to reduce a client’s
overall exposure to risks. Prerequisite: FPLN 341.

FPLN 441 RETIREMENT PLANNING AND EMPLOYEE BENEFITS (3)
Designed to provide students with the background necessary to assist clients
in planning for their retirement. Provide students with an understanding of
the contributions employee benefits plans make toward achieving
financial independence. Developing a systematic approach to estimating
contribution plans, IRA, 401K, tax-sheltered annuities and government
programs. Prerequisite: FPLN 341.

FPLN 443 ESTATE PLANNING (3)
Effects of federal tax system and other factors impacting estate planning.
Prerequisite: FPLN 341.

FPLN 450 CAPSTONE IN FINANCIAL PLANNING (3)
Designed to simulate the real-world experience of financial planning. To
successfully complete the course students must integrate the six major areas
(Financial Planning Fundamentals, Insurance Planning, Investment Analysis,
Taxation, Retirement Planning, and Estate Planning) of personal financial
planning to develop and present a long-term comprehensive financial plan.
Designed to fulfill the capstone course requirement of the Certified Financial
Planning (CFP) Board. Prerequisites: FPLN 341, FPLN 441, FPLN 443, FIN
333, and ACCT 361; major in ACCT, BUAD and ECON; senior standing.

Forensic Science (FRSC)

Courses

FRSC 363 CHEMISTRY OF DANGEROUS DRUGS (3)
A study of the chemistry, methods of detection and analysis of narcotics,
depressants, stimulants and hallucinogens. Also, the influence of
physiochemical properties upon the pharmacological effects of drug receptor
interactions. Historical, forensic, and socio-economic implications associated
with drug abuse will also be reviewed. Three lecture hours. Prerequisites:
CHEM 210, CHEM 330 or CHEM 332.

FRSC 367 FORENSIC CHEMISTRY (3)
Introduction to chemical and physical analyses used by a modern crime
laboratory in the evaluation of physical evidence encountered in criminal
acts. Areas of concentration will include drug analysis, toxicology, forensic
serology, explosives analysis, arson examination, firearms and tool marks,
lateral prints and trace evidence. Emphasis will be placed on the value of such
examinations as presented by the expert witness in a criminal trial. Three
lecture hours. Prerequisites: CHEM 210 and (CHEM 330 or CHEM 332).

FRSC 368 PROFESSIONAL PRACTICES IN FORENSIC SCIENCE (3)
Introduction to the various professional practices encountered in forensic
science including Laboratory Safety, Quality Assurance and Quality Control,
Documentation, Ethics, Chain of Custody, and Expert Witness Testimony.
Prerequisite: CHEM 367.

FRSC 420 BODY FLUID ANALYSIS (4)
Current methods and concepts in forensic biology with laboratory practice in
identification and individualization of biological forensic samples by several
different methods, including biochemical testing, antigen-antibody reactions,
and DNA typing, representing best practice in forensic science. Prerequisites:
FRSC 368, ANTH 357, BIOL 409 (may be taken concurrently).

FRSC 440 FORENSIC SCIENCE, EMERGENCY MEDICINE, AND DEATH
ANALYSIS (3)
Overview of the principles of Forensic Science as it applies to emergency
medicine in physical and sexual assaults, environmental contamination,
natural mass disasters, terrorist attacks, and natural and suspicious deaths.
Prerequisite: CHEM 367.

French (FREN)

Courses

FREN 101 FRENCH ELEMENTS I (3)
Principles of French grammar; drills in pronunciation; elementary conversation;
composition; readings. GenEd II.C.1. or Core: Arts & Humanities.
FREN 102 FRENCH ELEMENTS II (3)
Review and further study of grammar principles; pronunciation; conversation; composition; readings. Prerequisite: FREN 101. GenEd II.C.1 or Core: Global Perspectives.

FREN 201 FRENCH INTERMEDIATE I (3)
Review of grammar; conversation; composition; reading of cultural texts; oral and written exercises in language lab. Conducted in French. Prerequisite: FREN 102 or equivalent. GenEd II.C.3. or Core: Arts & Humanities.

FREN 202 FRENCH INTERMEDIATE II (3)
Advanced grammar structures; conversation; composition; readings of cultural texts; oral and written exercises in language labs. Conducted in French. Prerequisite: FREN 201 or equivalent. GenEd II.C.3 or Core: Global Perspectives.

FREN 301 ADVANCED CONVERSATION (3)
Spoken French beyond the intermediate level with focus on pronunciation, phonetics, oral presentations, listening comprehension and conversation. Prerequisites: FREN 201 and FREN 202 or equivalent. GenEd II.C.3 or Core: Arts & Humanities.

FREN 302 ADVANCED COMPOSITION (3)
Development of written French beyond the intermediate level. Introduction to different forms of textual analysis with readings from both literary and non-literary sources. Prerequisite: FREN 201 and FREN 202 or equivalent. GenEd II.C.3 or Core: Global Perspectives.

FREN 305 CONVERSATION IN FRENCH (3)
Open to non-native speakers of French who have a basic knowledge of French but need to develop oral fluency.

FREN 310 FRENCH PHONETICS (3)
Correction of French pronunciation and analysis of spoken French through intensive oral/aural practice. Prerequisites: FREN 201 and FREN 202.

FREN 325 EARLY FRENCH LITERATURE AND CIVILIZATION: MIDDLE AGES TO 17TH CENTURY (3)
Survey of literature of France from the Middle Ages to the end of the 17th century in its cultural context. Conducted in French.

FREN 326 18TH-CENTURY LITERATURE AND CIVILIZATION (3)
Survey of 18th century French literature in its cultural context. Conducted in French.

FREN 327 19TH-CENTURY LITERATURE AND CIVILIZATION (3)
Survey of 19th century French literature in its cultural context. Conducted in French.

FREN 328 20TH-CENTURY LITERATURE AND CIVILIZATION (3)
Survey of the literature of the first half of the 20th century in its cultural context. Conducted in French.

FREN 329 CONTEMPORARY FRENCH LITERATURE AND CIVILIZATION: 1945 TO PRESENT (3)
Survey of literature of the second half of the 20th century and its cultural context with an emphasis on works dealing with issues in contemporary France and the Francophone world. Conducted in French.

FREN 331 FRENCH FOR BUSINESS (3)
Introduction to French business and economy, with practice in functional spoken and written transactions in French.

FREN 351 INTRODUCTION TO TRANSLATION: FRENCH TO ENGLISH (3)
Training in translation, principally French to English, from magazines and books from a wide variety of disciplines.

FREN 370 SPECIAL TOPICS IN FRENCH (3-6)
Specialized topics in language and culture. Content varies. May be repeated for a maximum of 6 credits provided a different topic is covered.

FREN 371 SPECIAL TOPICS IN FRENCH (3-6)
Specialized topics in language and culture. Content varies. May be repeated for a maximum of 6 credits provided a different topic is covered.

FREN 372 SPECIAL TOPICS IN FRENCH (3-6)
Specialized topics in language and culture. Content varies. May be repeated for a maximum of 6 credits provided a different topic is covered.

FREN 373 SPECIAL TOPICS IN FRENCH (3-6)
Specialized topics in language and culture. Content varies. May be repeated for a maximum of 6 credits provided a different topic is covered.

FREN 374 SPECIAL TOPICS IN FRENCH (3-6)
Specialized topics in language and culture. Content varies. May be repeated for a maximum of 6 credits provided a different topic is covered.

FREN 375 SPECIAL TOPICS IN FRENCH (3-6)
Specialized topics in language and culture. Content varies. May be repeated for a maximum of 6 credits provided a different topic is covered.

FREN 376 SPECIAL TOPICS IN FRENCH (3-6)
Specialized topics in language and culture. Content varies. May be repeated for a maximum of 6 credits provided a different topic is covered.

FREN 377 SPECIAL TOPICS IN FRENCH (3-6)
Specialized topics in language and culture. Content varies. May be repeated for a maximum of 6 credits provided a different topic is covered.

FREN 378 SPECIAL TOPICS IN FRENCH (3-6)
Specialized topics in language and culture. Content varies. May be repeated for a maximum of 6 credits provided a different topic is covered.

FREN 379 SPECIAL TOPICS IN FRENCH (3-6)
Specialized topics in language and culture. Content varies. May be repeated for a maximum of 6 credits provided a different topic is covered.

FREN 391 ADVANCED FRENCH GRAMMAR (3)
French syntax, idiomatic construction, word formation. Conversation, oral and written drill. Conducted in French.

FREN 402 APPLIED FRENCH LINGUISTICS (3)
Phonetics, morphology, syntax, points of interference. Linguistic study relating to methodology for French teachers.

FREN 410 WRITING ABOUT FRENCH LITERATURE (3)
Expository writing about French literature read in translation with emphasis on textual analysis and literary theory. Course conducted in English. Prerequisite: ENGL 102. GenEd I.D.

FREN 411 THE FRENCH NOVEL (3)
Study of the French novel and narrative techniques from the 17th century to the present. Conducted in French.

FREN 420 FRANCE TODAY THROUGH THE MEDIA (3)
Study of contemporary French society with a focus on major issues as portrayed in the press, on television and in film. Prerequisite: FREN 301 and FREN 302 or equivalent.

FREN 421 FRENCH LITERATURE OF THE 17TH CENTURY (3)
Selected works from France's major classical writers. Conducted in French.

FREN 423 FRANCOPHONE WORLD (3)
Topics in contemporary Francophone culture such as colonialism, decolonization, the role of women in society, encounters between Islamic and Western traditions, and linguistic choice in non-European French-speaking countries. Topics offered may vary but course cannot be repeated. Prerequisites: FREN 325, FREN 326, FREN 327, FREN 328, or FREN 329 or the equivalent; or consent of the instructor.

FREN 425 FRENCH LITERATURE OF THE 18TH CENTURY (3)
Principal works of the major writers presented in their literary, sociological and philosophical context. Conducted in French.

FREN 431 FREN LIT/19TH C (3)
Selected works of major writers and literary movements: Romanticism, Realism, Naturalism and Symbolism. Conducted in French.

FREN 441 FRENCH LITERATURE OF THE 20TH CENTURY (3)
The evolution from fin de siecle to the present day of the novel, the theatre, and poetry as reflections of the artistic and philosophical developments leading to the modern age. Shifting emphasis from term to term. Conducted in French.
General Studies (GENL)

Courses

FREN 470 SPECIAL TOPICS IN FRENCH (3)
Discussion of a central topic with changing emphasis from year to year. May be repeated for a maximum of 12 credits provided a different topic is covered.

FREN 471 SPECIAL TOPICS IN FRENCH (3)
Discussion of a central topic with changing emphasis from year to year. May be repeated for a maximum of 12 credits provided a different topic is covered.

FREN 472 SPECIAL TOPICS IN FRENCH (3)
Discussion of a central topic with changing emphasis from year to year. May be repeated for a maximum of 12 credits provided a different topic is covered.

FREN 473 SPECIAL TOPICS IN FRENCH (3)
Discussion of a central topic with changing emphasis from year to year. May be repeated for a maximum of 12 credits provided a different topic is covered.

FREN 474 SPECIAL TOPICS IN FRENCH (3)
Discussion of a central topic with changing emphasis from year to year. May be repeated for a maximum of 12 credits provided a different topic is covered.

FREN 475 SPECIAL TOPICS IN FRENCH (3)
Discussion of a central topic with changing emphasis from year to year. May be repeated for a maximum of 12 credits provided a different topic is covered.

FREN 476 SPECIAL TOPICS IN FRENCH (3)
Discussion of a central topic with changing emphasis from year to year. May be repeated for a maximum of 12 credits provided a different topic is covered.

FREN 477 SPECIAL TOPICS IN FRENCH (3)
Discussion of a central topic with changing emphasis from year to year. May be repeated for a maximum of 12 credits provided a different topic is covered.

FREN 478 SPECIAL TOPICS IN FRENCH (3)
Discussion of a central topic with changing emphasis from year to year. May be repeated for a maximum of 12 credits provided a different topic is covered.

FREN 479 SPECIAL TOPICS IN FRENCH (3)
Discussion of a central topic with changing emphasis from year to year. May be repeated for a maximum of 12 credits provided a different topic is covered.

FREN 491 DIRECTED READING IN FRENCH LITERATURE (1-3)
Reserved for superior students under the guidance of a departmental adviser. May be repeated for a maximum of 9 units. Conducted in French.

FREN 492 DIRECTED READINGS IN FRENCH (1-3)
Similar to FREN 491 with concentration on a different subject matter. Conducted in French.

FREN 493 HONORS DIRECTED READINGS (3)
Individual readings and background research under direction of a faculty member in preparation for writing an honors thesis.

FREN 494 TRAVEL AND STUDY ABROAD (3-16)
French language, culture, civilization and literature at approved study abroad sites in France. Prerequisite: Approval of department chair.

FREN 495 INTERNSHIP FOR PROFEICIENCY IN FRENCH (3)
Supervised experience in a work setting providing students the opportunity to apply classroom learning and skills outside the academic world. Students receive 3 units for 8 hours of work per week. Junior or senior undergraduate students in good academic standing and who meet the requirements established for Proficiency in French should apply for membership during the month of November for the spring semester and during the month of April for the fall semester.

FREN 497 INTERNSHIP IN FRENCH (3)
Designed to give training and experience using French in working with government, business, and industry in Maryland or Washington, D.C. under professional supervision.

FREN 499 HONORS THESIS IN FRENCH (3-6)
Writing of an honors thesis based on individual research. Open only to advanced honors candidates.

Geography and Environmental Planning (GEOG)

Courses

GEOG 101 PHYSICAL GEOGRAPHY (3)
Introductory spatial analysis of fundamental terrestrial natural phenomena, including their impact on humanity. Emphasis on Earth planetary motions, weather and climate, landforms, soils and vegetation. Gen Ed II.A or Core: Biological & Physical Sciences.

GEOG 102 WORLD REGIONAL GEOGRAPHY (3)
Survey of world regions identifying geographical features and area and their significance. GenEd II.D or Core: Global Perspectives.

GEOG 105 GEOGRAPHY OF INTERNATIONAL AFFAIRS (3)
An introductory survey of the changing political map of the world with special emphasis on a geographical comprehension of the major regions of international cooperation and conflict. GenEd II.D or Core: Global Perspectives.

GEOG 109 INTRODUCTION TO HUMAN GEOGRAPHY (3)
Uses the analytical approach of social sciences in the study of institutions of human society to reveal spatial patterns in the responses of people to basic problems and needs. GenEd II.D or Core: Global Perspectives.

GEOG 110 HONORS INTRODUCTION TO HUMAN GEOGRAPHY (3)
Uses the analytical approach of social sciences in the study of institutions of human society to reveal spatial patterns in the responses of people to basic problems and needs. Emphasis on discussion and analyses of problems. Honors College course. GenEd II.D or Core: Global Perspectives.

GEOG 112 HONORS WORLD REGIONAL GEOG (3)
Survey of world regions identifying geographical features and area and their significance. Honors College course. GenEd II.D or Core: Global Perspectives.

GEOG 221 INTERPRETATION OF MAPS (3)
Introduction to map elements and map interpretation; study of various types of maps, index systems, and general application of maps in geography.

GEOG 223 PHYSICAL GEOGRAPHY APPLICATIONS (3)
Fundamental concepts explored through laboratory exercises, including earth-sun relationships, weather and climate systems, and landform characteristics. Prerequisites: GEOG 101 and GEOG 221.

GEOG 232 INTRO TO GEOGRAPHIC INFORMATION SCIENCE (4)
Study and use of selected computer hardware and software for the storage, retrieval, manipulation, analysis, and display of geographic data. Emphasis on practical applications of geographic information systems (GIS). Prerequisite: GEOG 221 or consent of instructor.

GEOG 251 INTRODUCTION TO PLANNING (3)
The sequential origins of planning and urban design, a study of contemporary planning practice, and an analysis of the social, economic and political context of plan formulation and implementation.

GEOG 270 TOPICS IN PLANNING AND GEOGRAPHY (3)
Investigation of various geographic and planning issues. Emphasis on analytical skills through readings and research design. Topics to be announced. May be repeated for a maximum of 6 units provided a different topic is covered.
GEOG 315 GEOMORPHOLOGY (4)
Detailed analysis of the formation, surficial characteristics, and global distributions of the earth's landforms. Labs emphasize interpretation of landform assemblages through use of topographic maps and aerial photographs. Cannot be taken for credit by students who have received credit for PHSC 222 or GEOG 371. Prerequisite: 6 units of geography and/or geology, including either GEOG 101 or PHSC 121.

GEOG 317 ENERGY RESOURCES (3)
Spatial patterns of traditional and alternative forms of energy will be analyzed. The many facets of the energy problem will be analyzed including physical deposits, economic variables, public policy implication, and geographical patterns. Prerequisite: 6 units of geography or consent of instructor.

GEOG 319 SOILS AND VEGETATION (3)
A resource study of the world's soils and plant formations with emphasis placed upon their genesis and spatial differentiations. Prerequisite: GEOG 101 and one of the following: CHEM 101, BIOL 110, BIOL 201 or BIOL 205.

GEOG 321 INTERPRETATION OF AERIAL PHOTOGRAPHS (3)
Reading and interpretation of aerial photographs. The application of the aerial photographs in the fields of geography, geology, and photogrammetry. Prerequisite: GEOG 232 or consent of instructor.

GEOG 322 CARTOGRAPHY AND GRAPHICS I (3)
Study in design, construction, and effective application of maps and charts for analysis and publications; practical exercises in the use of cartographic tools, materials, and techniques. Prerequisite: GEOG 232 or consent of instructor.

GEOG 324 CARTOGRAPHY AND GRAPHICS II (3)
Continued exercises in map graphics and aerial distribution maps. New techniques in presentation of graphic data and spatial relationships. Prerequisite: GEOG 323.

GEOG 329 MEDICAL GEOGRAPHY (3)
A study of health problems viewed as imbalances in the interrelationships between humans and elements of their environment, both the physical and cultural. Emphasis is placed on gaining an overview of the field through a comprehension of the application of geographic principles and techniques to the study of human health problems. Prerequisite: 6 units of geography or consent of instructor.

GEOG 341 TECHNIQUES AND MATERIALS FOR GEOGRAPHY TEACHERS (3)
A systematic review of geographic concepts in relation to interdisciplinary studies in the physical and social sciences. Examination of the content of geography and problems of presentation.

GEOG 345 HISTORICAL GEOGRAPHY OF URBANIZATION (3)
Spatial and temporal development of urbanization and urban morphology from the rise of civilization in the ancient Near East to the contemporary post industrial city. The entire scope of urban functions is surveyed, with an emphasis on the city as a human-made environment. Prerequisite: 6 units of geography or consent of instructor.

GEOG 356 GEOPHYSICAL AND GEOLOGICAL GEOGRAPHY OF THE EARTH'S SURFACE (4)
Application of geophysical methods and procedures to the study of environmental criminology. Explores socio-spatial and environmental data pertaining to crime, victimization, and offenders at the neighborhood, metropolitan, state and national levels. Prerequisites: GEOG 102 or GEOG 105 or GEOG 109.

GEOG 357 CULTURAL GEOGRAPHY (3)
Study of origins and diffusion of cultures and the resulting impact in creating the world's contrasting cultural landscapes. Prerequisite: 6 units of geography or consent of instructor.

GEOG 359 ECONOMIC GEOGRAPHY (3)
Designed to explain the location of economic activities through a series of principles and theories. Emphasis is on the various sectors of the economy, transportation, and economic development. Prerequisite: 6 units of geography or consent of instructor.

GEOG 363 SPATIAL ORGANIZATION OF ECONOMIC ACTIVITY (4)
Provides an intermediate level coverage of the organization of the economy of space. Draws from basic regional economics to illustrate and explain the geographical patterns of land use, industry, service activities, and regional patterns of economic development.

GEOG 373 CLIMATOLOGY (3)
Analysis of the character, causes, and global distribution of climatic types, chiefly employing the Koppen classification system. Prerequisite: 6 units of geography or consent of instructor.

GEOG 375 QUANTITATIVE METHODS IN GEOGRAPHY (3)
Focus on statistical problems associated with the analysis of geographic data. Emphasis on the unique spatial problems of point pattern analysis, area association, and regionalization. Prerequisites: MATH 109 or higher with a grade of C or better except MATH 204 and 6 units of geography or consent of instructor.

GEOG 377 METEOROLOGY (3)
Examines the composition and structure of the atmosphere, thermodynamic processes, forces and related small- and large-scale motions, air masses, fronts, tropical cyclones, solar and terrestrial radiation, general circulation and weather forecasting. Field work may be required. Prerequisite: 6 units of natural science or geography or the equivalent.

GEOG 381 POLITICAL GEOGRAPHY (3)
Effect of political groupings upon human use of the world, and the influence of the geographic base upon political power. Prerequisite: 6 units of geography or consent of instructor.

GEOG 383 NATURAL RESOURCES AND SOCIETY: A GEOGRAPHIC PERSPECTIVE (3)
Social and environmental dimensions of natural resources, their management, and misuse from a geographic perspective. Requires grade of C or better to fulfill Core or GenEd requirement. Prerequisites: ENGL 202 or ENGL 190, 6 units of geography. Core: Advanced Writing Seminar or GenEd I.D.

GEOG 385 POPULATION GEOGRAPHY (3)
General population theory, data sources for population geographers, and the processes of fertility, mortality, and migration. Patterns of population growth and change viewed from both temporal and geographical perspectives. Prerequisite: 6 units of geography or consent of instructor.

GEOG 391 URBAN SYSTEMS (3)
Survey of the structure, functions, forms and development of urban units. Emphasis upon the locational features of social, economic, and cultural phenomena. Field work. Prerequisite: 6 units of geography or consent of instructor.

GEOG 393 TRANSPORTATION AND INFRASTRUCTURE PLANNING (3)
Transportation, water supply, wastewater treatment, and solid waste management systems, their role in the growth and development of urban areas. Policies, programs, and infrastructure planning. Prerequisite: GEOG 391 or consent of instructor.

GEOG 399 GEO LIT & SRC MAT (3)
Library access to texts, graphics, maps, photos, the Internet and the World Wide Web. Not open to students who successfully completed GEOG 299.

GEOG 401 GROWTH OF GEOGRAPHIC THOUGHT (3)
History, nature, and methodology of geography as a discipline. Analysis of schools of geographic thought; critical evaluation of important geographic work, skills of written, visual, and oral presentation. Requires grade of C or better to fulfill Core or GenEd requirement. Prerequisites: ENGL 102 or ENGL 190, junior standing, plus 6 units of geography. Core: Advanced Writing Seminar or GenEd I.D.

GEOG 405 COMPREHENSIVE PLANNING (3)
The integration of separate urban systems into the comprehensive design of an urban region. Special emphasis will be placed on neighborhood, community and town planning. Fieldwork may be required. Prerequisite: GEOG 391 or equivalent and consent of instructor.
GEOG 407 THE GEOGRAPHY OF THE AGED (3)
The aged have emerged in contemporary society as a significant minority group. Elements responsible for the increase in the number of older Americans will be examined as well as the forces affecting the distribution of the aged. Particular emphasis will be given to the locational problems of older people in urban areas. Prerequisite: 6 units of geography or consent of instructor.

GEOG 409 APPLIED CLIMATOLOGY (3)
The effects of world climatic patterns on the human and physical environment are analyzed. Special emphasis is devoted to the interactions between climate and the urban environment. Prerequisite: GEOG 373, GEOG 377 or consent of instructor.

GEOG 410 ENVIRONMENTAL GEOGRAPHY (3)
Energy, water, and mass budgets at the surface of the earth. Prerequisites: GEOG 101 and 3 units from one of the following disciplines: BIOL, CHEM, PHSC, PHYS, or GEOL.

GEOG 411 STUDIES IN NATURAL HAZARDS (3)
The nature, frequency of occurrences, and distribution of environmental hazards and their impact on humans. Prerequisite: 6 units of geography or consent of instructor.

GEOG 413 SEVERE AND HAZARDOUS WEATHER (3)
Extreme atmospheric events and phenomena; case study analysis of atmospheric events that shaped history, geography, and environment; scientific explanation of extreme atmospheric event occurrence. Prerequisite: GEOG 101, GEOL 357, or GEOG 377.

GEOG 414 GIS APPLICATIONS (3)
Vector-based GIS software for solving real world problems. Prerequisite: GEOG 412 or consent of instructor.

GEOG 415 GEOGRAPHICAL ASPECTS OF POLLUTION (3)
A systematic study of the spatial aspects of air and water pollution, with special emphasis on pollution in the Greater Baltimore area. Field trips will be conducted to pollution sites and pollution control agencies within the local area. Prerequisite: 6 units of geography or consent of instructor.

GEOG 416 PRINCIPLES OF REMOTE SENSING AND DIGITAL IMAGE PROCESSING (3)
Obtaining quantitative information from remotely sensed images; visual and automated techniques in study of spatial and environmental relationships. Prerequisite: GEOG 232 or consent of instructor.

GEOG 417 OUTDOOR RECREATION AND PLANNING MANAGEMENT (3)
A study of outdoor recreation in terms of relationships between people, land, and leisure. Emphasis on the principles of planning, designing and maintaining outdoor recreation areas and facilities. Prerequisite: 6 units of geography or consent of instructor.

GEOG 420 GEOGRAPHY OF THE UNITED STATES AND CANADA (3)
Physical and cultural landscapes of the United States and Canada, including patterns of economic development of each region and their relationship to their environmental setting. Prerequisite: 6 units of geography or consent of instructor.

GEOG 423 GEOGRAPHY OF MARYLAND (3)
Physical and human geographical elements of the Maryland landscape which explain current patterns and environmental problems. Particular emphasis on historical geographical background of the present landscape. Prerequisite: 6 units of geography or consent of instructor.

GEOG 424 HISTORICAL GEOGRAPHY OF ATLANTIC CANADA (3)
The development of the Atlantic Provinces is followed through to the period of Confederation in 1867 with emphasis on the pivotal role the area played in the geopolitical interests of France and Britain in North America. Prerequisite: 6 units of geography or consent of instructor.

GEOG 427 THE GLOBAL ECONOMY (3)
Geographical patterns of spatial interactions in the global economy; roles of the state, transnational corporations, and intergovernmental organization. Prerequisite: 6 units of geography or consent of instructor.

GEOG 431 GEOGRAPHY OF AFRICA (3)
A systematic and regional approach to the study of people and environment of Africa, south of the Sahara. Special focus is placed on the distribution of natural resources and the historical-political development of each country as important background for the understanding of current African affairs. Prerequisite: 6 units of geography or consent of instructor.

GEOG 433 GEOGRAPHY OF EAST ASIA (3)
Regional studies of the physical and cultural foundations in China, Japan, and Korea. Emphasis upon human and economic resources, and role in world affairs. Prerequisite: 6 units of geography or consent of instructor.

GEOG 445 GEOGRAPHY OF SOUTHEAST ASIA (3)
Regional analysis of Southeast Asia: physical geography, historical evolution, industry and agriculture, social and cultural factors, and role in world affairs. Problems of nationality, economic development, gender and cultural conflicts. Prerequisites: 6 units of geography or consent of instructor.

GEOG 447 GEOGRAPHY OF THE MIDDLE EAST (3)
Analysis of Southwest Asia and North Africa, including major natural and cultural resources, related patterns of spatial organization, economic and political development, and associated problems. Prerequisite: 6 units of geography or consent of instructor.

GEOG 448 CONFLICT IN IRELAND (3)
An analysis of attempted and proposed solutions to the Irish conflict based on physical and cultural elements of the island's historical geography. Prerequisite: 6 units of geography or consent of instructor.

GEOG 451 GEOGRAPHY OF EUROPE (3)
Regional analysis and appraisal of the human geography and natural resources of Europe. Problems of nationality, economic development, and cultural conflicts. Prerequisite: 6 units of geography or consent of instructor.

GEOG 452 GEOGRAPHY OF THE EUROPEAN UNION (3)
Spatial distribution of physical and cultural features of the European Union. Historical development of the EU. Geographical aspects of major issues facing the EU: security, enlargement, foreign policy, structure, identities. Prerequisite: GEOG 102 or GEOG 105 or consent of instructor.

GEOG 453 THE RUSSIAN COLOSSUS: HISTORICAL AND CONTEMPORARY GEOGRAPHIES OF RUSSIA (3)
Diverse human and physical geographical aspects of Russia’s complex historical and contemporary development and its relationships with its neighbors. The interrelationships between people and their environments - physical, social, economic, political, demographic, and cultural - are considered. Prerequisite: 6 units of geography or consent of instructor.

GEOG 454 RETHINKING BRAZIL (3)
Regional analysis of Brazil: human and physical geographical aspects of the country’s complex historical and contemporary development and its relationships with its neighbors. The interrelationships between people and their environments - physical, social, economic, political, demographic, and cultural - are considered. Prerequisite: 6 units of geography or consent of instructor.

GEOG 455 RUSSIAN GEOGRAPHY (3)
Analysis of Russia’s complex historical and contemporary development and its relationships with its neighbors. The interrelationships between people and their environments - physical, social, economic, political, demographic, and cultural - are considered. Prerequisite: 6 units of geography or consent of instructor.

GEOG 461 GEOGRAPHY OF LATIN AMERICA (3)
Analysis of Latin America focuses on the interrelationships between physical and cultural elements which provide a diversity of human habitats throughout the region. May be repeated for a maximum of 6 units. Prerequisite: 6 units of geography or consent of instructor.

GEOG 462 THE TWO DOWN-UNDERS: GEOGRAPHIES OF AUSTRALIA AND AOTEAROA-NEW ZEALAND (3)
Analysis of the physical and cultural landscapes of Australia and New Zealand, including patterns of settlement and economic development and the relationship of these patterns to their environmental settings. Emphasis on the historical backgrounds of these countries’ present landscapes. Prerequisites: 6 units of Geography or consent of the instructor.
GEOG 463 THE SILK ROAD: THE GEOGRAPHIES OF CENTRAL EURASIA (3)
Central Asian geographies and histories in the context of the extended Silk Road Region; its cultural identities, political economies, and ideological struggles; the bonds and interactions of the emerging nations of Central Asia with Russia, the U.S., China, Turkey, and Iran. Prerequisites: Completion of GenEd II.D.; GenEd I.D.; or consent of instructor.

GEOG 470 SEMINAR: SELECTED TOPICS IN GEOGRAPHY (1-3)
Reading and research in selected topics in the field of geography. Seminar topics will be announced. May be repeated for a maximum of 6 units provided a different topic is covered.

GEOG 471 SEMINAR: SELECTED TOPICS IN GEOGRAPHY (1-3)
Reading and research in selected topics in the field of geography. Seminar topics will be announced. May be repeated for a maximum of 6 units provided a different topic is covered.

GEOG 472 SEMINAR: SELECTED TOPICS IN GEOGRAPHY (1-3)
Reading and research in selected topics in the field of geography. Seminar topics will be announced. May be repeated for a maximum of 6 units provided a different topic is covered.

GEOG 473 SEMINAR: SELECTED TOPICS IN GEOGRAPHY (1-3)
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GEOG 474 SEMINAR: SELECTED TOPICS IN GEOGRAPHY (1-3)
Reading and research in selected topics in the field of geography. Seminar topics will be announced. May be repeated for a maximum of 6 units provided a different topic is covered.

GEOG 475 SEMINAR: SELECTED TOPICS IN GEOGRAPHY (1-3)
Reading and research in selected topics in the field of geography. Seminar topics will be announced. May be repeated for a maximum of 6 units provided a different topic is covered.

GEOG 476 SEMINAR: SELECTED TOPICS IN GEOGRAPHY (1-3)
Reading and research in selected topics in the field of geography. Seminar topics will be announced. May be repeated for a maximum of 6 units provided a different topic is covered.

GEOG 477 SEMINAR: SELECTED TOPICS IN GEOGRAPHY (1-3)
Reading and research in selected topics in the field of geography. Seminar topics will be announced. May be repeated for a maximum of 6 units provided a different topic is covered.

GEOG 478 SEMINAR: SELECTED TOPICS IN GEOGRAPHY (1-3)
Reading and research in selected topics in the field of geography. Seminar topics will be announced. May be repeated for a maximum of 6 units provided a different topic is covered.

GEOG 479 SEMINAR: SELECTED TOPICS IN GEOGRAPHY (1-3)
Reading and research in selected topics in the field of geography. Seminar topics will be announced. May be repeated for a maximum of 6 units provided a different topic is covered.

GEOG 480 ENVIRONMENTAL IMPACT ANALYSIS (3)
The collection, collation, analysis, and incorporation of physical, social, biological, and economic information for the reviewing and the preparing of environmental impact statement (EIS) reports. Prerequisite: 6 units of geography or consent of instructor.

GEOG 484 LAND USE PLANNING (3)
Contemporary land use planning, emphasizing the problematic nature of land development, the environmental land use planning process, and related growth management, issues and techniques. Prerequisite: GEOG 251 or consent of instructor.

GEOG 491 GEOGRAPHY/ENVIRONMENTAL PLANNING INTERNSHIP (1-6)
Supervised placement and research in selected public and private agencies at appropriate institutions. May be repeated for a maximum of 6 units. Prerequisite: 6 units of geography and consent of department chair.

GEOG 492 GEOGRAPHY INTERNSHIP (1-6)
Prerequisite: 6 units of geography and consent of department chair.

GEOG 493 FIELD GEOGRAPHY (2-6)
Practical laboratory experience in techniques in the collection and analysis of data by observations, measurements, mapping, and photographic records. Such techniques are to be applied to selected geographic problems. Prerequisite: 6 units of geography or consent of instructor.

GEOG 494 TRAVEL AND STUDY (3-6)
Countries and topics to be selected by departments and instructors sponsoring the program. For complete information, contact the chair of the department. May be repeated for a maximum of 6 units.

GEOG 495 DIRECTED READING IN GEOGRAPHY (3)
Independent reading in selected areas of geography. Open by invitation of the Geography Department to students taking a major or minor in geography. May be repeated for a maximum of 6 units.

GEOG 496 INDEPENDENT STUDY IN GEOGRAPHY (1-6)
Independent research, study, or field experience under supervision of a member of the Geography faculty. Designed for advanced students who wish to conduct independent investigations on aspects of Geography which are of special interest or not covered in other courses. Registration arranged with department chairperson. May be repeated for a maximum of 6 units. Prerequisite: advanced undergraduate standing with at least 18 units of geography or graduate standing.

GEOG 498 HONORS DIRECTED READINGS (3)
Independent reading in Geography and related disciplines on a topic selected by the student in consultation with the instructor(s). May be repeated for a maximum of six units. Prerequisite: Admission to the Honors College course.

GEOG 499 HONORS THESIS IN GEOGRAPHY (1-6)
Researching and writing of a thesis, to be directed by a faculty member in a chosen area of specialization. May be repeated for a maximum of 6 units. Prerequisite: Admission to the Honors College course.

Geology (GEOL)

Courses

GEOL 109 VOLCANOES AND EARTHQUAKES (3)
The geological origin, occurrence, and hazards of volcanoes and earthquakes. Plate tectonic theory, efforts at forecasting these events, and effects on human populations will be discussed. GenEd II.A or Core: Biological & Physical Sciences.

GEOL 115 MARYLAND GEOLOGY IN THE FIELD (1)
A field trip course open to any student, designed to introduce geology and geology-related career opportunities. Participation in a minimum of four field trips is required.

GEOL 120 GEOLOGY OF NATIONAL PARKS (4)
Uses an array of nationally preserved landscapes to explore introductory geology topics. Students will gain an understanding of how natural forces shape the world around them in the present, in the recent past (geologically speaking), and the more distant past. They will also gain an appreciation of landscapes that have for a variety of reasons been chosen by our society to be given a high level of preservation and protection. Not open to students who have completed GEOL 121 or GEOL 122. Core: Lab and Non-Lab Science or GenEd: II.A.

GEOL 121 PHYSICAL GEOLOGY (4)
Composition and structure of the earth, the internal and external forces acting upon it, and the surface features resulting. Laboratory studies of common rocks and minerals, geologic and topographic maps, and aerial photographs. Field trips required. Three lecture hours and three laboratory hours per week. Not open to students who successfully completed PHSC 121. Core: Biological & Physical Sciences. Lab/Class fee will be assessed.
GEOL 122 HONORS PHYSICAL GEOLOGY (4)
Composition and structure of the earth; the internal and external forces acting upon it and the surface features resulting. Laboratory studies of common rocks and minerals, geologic and topographic maps and aerial photographs. Field trips required. Three lecture hours and three laboratory hours per week. Not open to students who successfully completed PHSC 121. Prerequisite: Honors College. Gen Ed II.A or Core: Biological & Physical Sciences and Science Lab. Lab/Class fee will be assessed.

GEOL 123 HISTORICAL GEOLOGY (4)
The history and development of the continents and ocean basins and the evolution of life on earth will be discussed based upon information obtained from the sedimentary rock record. Field trips required. Not open to students who successfully completed PHSC 123. Prerequisite: GEOL 121. Gen Ed II.A or Core: Biological & Physical Sciences and Science Lab. Lab/Class fee will be assessed.

GEOL 301 SUSTAINABILITY AND THE USE OF NATURAL RESOURCES (3)
Students will develop a scientific understanding of origin, use, and environmental impact of renewable and non-renewable natural resources. Examines the science behind the polices governing use and conservation of natural resources as well as the impacts associated with overuse of those resources. Topics will include exploration and development of both non-renewable and renewable energy resources and strategic mineral resources and the management and protection of water, air and soil. Prerequisite: GEOL 121.

GEOL 305 ENVIRONMENTAL GEOLOGY (4)
Earth's natural surface system (hydrologic, atmospheric, and climatic): causes and extent of human modifications; effects and potential solutions to resulting problems. Introduction to standard field and laboratory methods in environmental geology. Field trips required. Three lectures and three lab hours. Prerequisite: GEOL 121. Lab/Class fee will be assessed.

GEOL 321 STRUCTURAL GEOLOGY (4)
The identification and analysis of tectonic forms to determine the physical conditions of formation and the context of historical geological events in which they occur. Three lecture and three laboratory hours. Field trips required. Not open to students who have successfully completed PHSC 321. Prerequisites: GEOL 121 and PHYS 211 or equivalent. Lab/Class fee will be assessed.

GEOL 331 MINERALOGY (4)
The study of minerals with emphasis on crystallography, crystal chemistry, and chemical-structural classification. Laboratory identification of minerals in hand specimen, in thin section by application of principles of optical mineralogy, by chemical analysis, and by X-ray diffraction analysis. Three lecture hours and three laboratory hours. Not open to students who have successfully completed PHSC 331. Prerequisites: GEOL 121 and CHEM 131/ CHEM 131L (CHEM 110).

GEOL 333 PETROLOGY OF IGNEOUS AND METAMORPHIC ROCKS (4)
Study of the properties and genesis of two major rock groups. Megascopic and microscopic techniques in rock classification. Environments of formation. Three lecture hours and three laboratory hours. Not open to students who have successfully completed PHSC 333. Prerequisite: GEOL 331.

GEOL 335 PHYSICAL OCEANOGRAPHY (3)
Physical, chemical, and geologic characteristics of ocean basins, boundaries, and sea water including origin and behavior of waves and currents. Not open to student who successfully completed PHSC 357.

GEOL 410 METHODS FOR ENVIRONMENTAL GEOCHEMISTRY (4)
Students will develop an understanding of fate, transport and cycling of geochemically important elements in the environment including natural and anthropogenic sources and their physical and chemical modes of transport in near surface environments. Students will learn basic geochemical and analytical methods applicable to investigations in soils and surface waters. Prerequisites: GEOL 121, CHEM 131, CHEM 132 or permission of the instructor.

GEOL 415 HYDROGEOLOGY (4)

GEOL 421 TECTONICS (3)
Motions and deformation of the earth on a regional to global scale; historical development of plate tectonic theory; case studies from the historic and current geological literature. Course pedagogy combines lecture and student-led discussions. Prerequisites: GEOL 121; GEOL 321; or consent of the instructor.

GEOL 433 SEDIMENTOLOGY AND STRATIGRAPHY (4)
Production, transport, and deposition of sediments and sedimentary bodies for the development of facies models useful in interpretation of the stratigraphic record. Not open to students who successfully completed PHSC 443.

GEOL 451 PETROLOGY OF SEDIMENTARY ROCKS (3)
Macro-and microscopic analyses of sedimentary rocks. Classifications and diagenetic processes. Offered spring term alternate years. Not open to students who successfully completed PHSC 451.

GEOL 470 SPECIAL TOPICS IN GEOLOGY (1-4)
The study of special topics in the Geosciences. Special Topics will be determined by their need for study and relevance to existing courses. May be repeated with a different topic for a maximum of 6 units.

GEOL 471 SPECIAL TOPICS IN GEOLOGY (1-4)
The study of special topics in the Geosciences. Special Topics will be determined by their need for study and relevance to existing courses. May be repeated with a different topic for a maximum of 6 units.

GEOL 472 SPECIAL TOPICS IN GEOLOGY (1-4)
The study of special topics in the Geosciences. Special Topics will be determined by their need for study and relevance to existing courses. May be repeated with a different topic for a maximum of 6 units.

GEOL 473 SPECIAL TOPICS IN GEOLOGY (1-4)
The study of special topics in the Geosciences. Special Topics will be determined by their need for study and relevance to existing courses. May be repeated with a different topic for a maximum of 6 units.

GEOL 474 SPECIAL TOPICS IN GEOLOGY (1-4)
The study of special topics in the Geosciences. Special Topics will be determined by their need for study and relevance to existing courses. May be repeated with a different topic for a maximum of 6 units.

GEOL 475 SPECIAL TOPICS IN GEOLOGY (1-4)
The study of special topics in the Geosciences. Special Topics will be determined by their need for study and relevance to existing courses. May be repeated with a different topic for a maximum of 6 units.

GEOL 476 SPECIAL TOPICS IN GEOLOGY (1-4)
The study of special topics in the Geosciences. Special Topics will be determined by their need for study and relevance to existing courses. May be repeated with a different topic for a maximum of 6 units.

GEOL 477 SPECIAL TOPICS IN GEOLOGY (1-4)
The study of special topics in the Geosciences. Special Topics will be determined by their need for study and relevance to existing courses. May be repeated with a different topic for a maximum of 6 units.

GEOL 478 SPECIAL TOPICS IN GEOLOGY (1-4)
The study of special topics in the Geosciences. Special Topics will be determined by their need for study and relevance to existing courses. May be repeated with a different topic for a maximum of 6 units.

GEOL 479 SPECIAL TOPICS IN GEOLOGY (1-4)
The study of special topics in the Geosciences. Special Topics will be determined by their need for study and relevance to existing courses. May be repeated with a different topic for a maximum of 6 units.

GEOL 489 INTRODUCTION TO RESEARCH (1)
Developing a research question, designing research projects, writing a proposal, scientific report writing, and oral presentation. As a final project, students develop a research proposal. Graded S/U.
German (GERM)

Courses

GERM 101 GERMAN ELEMENTS I (3)
Principles of German grammar; drills in pronunciation; elementary conversation; composition; readings. GenEd II.C.1. or Core: Arts & Humanities.

GERM 102 GERMAN ELEMENTS II (3)
Review and further study of grammar principles; pronunciation; conversation; composition; readings. Prerequisite: GERM101. GenEd II.C.1 or Core: Global Perspectives.

GERM 103 HONORS GERMAN ELEMENTS I (3)
Thorough foundation in grammar; drills in pronunciation; elementary conversation; composition and translation.

GERM 104 HONORS GERMAN ELEMENTS II (3)
Thorough foundation in grammar; drills in pronunciation; elementary composition; translation. GenEd IIC1.

GERM 201 GERMAN INTERMEDIATE I (3)
Review of grammar and pronunciation; conversation; composition; reading of cultural texts; oral and written exercises in language lab. Conducted in German. Prerequisite: GERM102 or equivalent. GenEd II.C.3 or Core: Arts & Humanities.

GERM 202 GERMAN INTERMEDIATE II (3)
Advanced grammar structures; conversation; composition; reading of cultural texts; oral and written exercises in language lab. Conducted in German. Prerequisite: GERM 201 or equivalent. GenEd II.C.3 or Core: Global Perspectives.

GERM 301 GERMAN COMPOSITION AND CONVERSATION I (3)
Reading, conversation, and composition on topics of cultural and literary interest; grammar and syntax. Conducted in German. Prerequisite: GERM 202 or equivalent. GenEd II.C.3 or Core: Arts & Humanities.

GERM 302 GERMAN COMPOSITION AND CONVERSATION II (3)
Reading, conversation, and composition on topics of cultural and literary interest; grammar and syntax. Conducted in German. Prerequisite: GERM 301 or equivalent. GenEd II.C.3 or Core: Global Perspectives.

GERM 303 GERMAN TRANSLATION (3)
Translation of texts of increasing difficulty from and to German.

GERM 311 CULTURE AND CIVILIZATION (3)
A brief survey of the history, geography, and institutions of Germany. Conducted in German.

GERM 321 SURV GERM LIT I (3)
German literature from the 18th century to the present. Conducted in German.

GERM 331 GERM FOR BUSINES (3)
Vocabulary and phraseology of German business correspondence for active and passive use in a business environment.

GERM 341 READINGS IN CONTEMPORARY GERMAN (3)
Reading and comprehension of non-literary texts.

GERM 370 SPECIAL TOPICS IN GERMAN (3-6)
Specialized topics in language and culture. Content varies. May be repeated once for a total of 6 units provided a different topic is covered. Prerequisite: GERM 202 or equivalent.

GERM 371 SPECIAL TOPICS IN GERMAN (3-6)
Specialized topics in language and culture. Content varies. May be repeated for a total of 6 units provided a different topic is covered.

GERM 372 SPECIAL TOPICS IN GERMAN (3-6)
Specialized topics in language and culture. Content varies. May be repeated for a total of 6 units provided a different topic is covered.

GERM 373 SPECIAL TOPICS IN GERMAN (3-6)
Specialized topics in language and culture. Content varies. May be repeated for a total of 6 units provided a different topic is covered.

GERM 374 SPECIAL TOPICS IN GERMAN (3-6)
Specialized topics in language and culture. Content varies. May be repeated for a total of 6 units provided a different topic is covered.

GERM 375 SPECIAL TOPICS IN GERMAN (3-6)
Specialized topics in language and culture. Content varies. May be repeated for a total of 6 units provided a different topic is covered.

GERM 376 SPECIAL TOPICS IN GERMAN (3-6)
Specialized topics in language and culture. Content varies. May be repeated for a total of 6 units provided a different topic is covered.

GERM 377 SPECIAL TOPICS IN GERMAN (3-6)
Specialized topics in language and culture. Content varies. May be repeated for a total of 6 units provided a different topic is covered.

GERM 378 SPECIAL TOPICS IN GERMAN (3-6)
Specialized topics in language and culture. Content varies. May be repeated for a total of 6 units provided a different topic is covered.

GERM 379 SPECIAL TOPICS IN GERMAN (3-6)
Specialized topics in language and culture. Content varies. May be repeated for a total of 6 units provided a different topic is covered.

GERM 390 INDEPENDENT STUDY IN GEOLOGY (1-4)
Individual and supervised research in selected areas of Geosciences. Topics may be laboratory or field based. May be repeated for a maximum of 6 units.

GERM 391 CULTURE AND CIVILIZATION (3)
A brief survey of the history, geography, and institutions of Germany. Conducted in German.

GERM 392 ADVANCED GERMAN (3)
Reading and comprehension of non-literary texts. Conducted in German.

GERM 393 ADVANCED GERMAN (3)
A study of the background, themes and structures of this masterpiece. Conducted in German.

GERM 394 TRAVEL STUDY (1-3)
Reading and comprehension of non-literary texts. Conducted in German.

GERM 395 RESEARCH PROBLEMS IN GEOLOGY (1-2)
Design and successful completion of a geological research project based on a problem of regional significance. Scope of project determines course credit selected. Project results will be presented in a public forum. Not open to students who successfully completed GEOL 499.

GERM 396 HONORS THESIS IN GEOLOGY (1-4)
Writing of an honors thesis based on independent research done under the direction of a staff member. May be repeated for a maximum of six credits. Prerequisites: Consent of instructor and open only to advanced honors candidates.

GERM 397 HONORS THESIS IN GEOLoy (1-2)
Writing of an honors thesis based on independent research done under the direction of a staff member. May be repeated for a maximum of six credits. Prerequisites: Consent of instructor and open only to advanced honors candidates.

GERM 398 HONORS THESIS IN GEOLOGY (1-4)
Writing of an honors thesis based on independent research done under the direction of a staff member. May be repeated for a maximum of six credits. Prerequisites: Consent of instructor and open only to advanced honors candidates.

GERM 399 HONORS THESIS IN GEOLOGY (1-4)
Writing of an honors thesis based on independent research done under the direction of a staff member. May be repeated for a maximum of six credits. Prerequisites: Consent of instructor and open only to advanced honors candidates.

GERM 401 GERMAN PHONETICS (3)
Pronunciation and drill in contemporary German. Conducted in German. Not open to native speakers of German.

GERM 427 GERMAN CLASSICISM (3)
Goethe, Schiller, Lessing and others. Conducted in German. Prerequisite: GERM 311 or GERM 341 or equivalent.

GERM 431 ROMANTICISM (3)
German literature during the Romantic era (1790-1830). Hoelderlin, Novalis, Tieck, Brentano, Grillparzer. Conducted in German.

GERM 441 MODERN GERMAN LITERATURE (3)
The modern masters: Kafka, Mann, Hesse, Rilke, Brecht. Conducted in German. Prerequisite: GERM 311 or GERM 341 or equivalent.

GERM 442 GERMAN LIT SI 1945 (3)
Themes and movements since World War II. Poetry: Eich, Enzensberger, Cean, Bachmann; prose fiction: Boell, Grass; drama: Borchert, Duerrenmatt, Frisch. Conducted in German.

GERM 465 GOETHE'S FAUST (3)
A study of the background, themes and structures of this masterpiece. Conducted in German. Prerequisites: GERM 311 or GERM 341 or equivalent.
GERM 470 SPECIAL TOPICS IN GERMAN (3)
Discussion of a central topic with changing emphasis from year to year. Conducted in German. May be repeated for a total of 6 units provided a different topic is covered. Prerequisite: GERM 311 or GERM 341 or equivalent.

GERM 471 SPECIAL TOPICS IN GERMAN (3)
Discussion of a central topic with changing emphasis from year to year. Conducted in German. May be repeated for a total of 6 units provided a different topic is covered.

GERM 472 SPECIAL TOPICS IN GERMAN (3)
Discussion of a central topic with changing emphasis from year to year. Conducted in German. May be repeated for a total of 6 units provided a different topic is covered.

GERM 473 SPECIAL TOPICS IN GERMAN (3)
Discussion of a central topic with changing emphasis from year to year. Conducted in German. May be repeated for a total of 6 units provided a different topic is covered.

GERM 474 SPECIAL TOPICS IN GERMAN (3)
Discussion of a central topic with changing emphasis from year to year. Conducted in German. May be repeated for a total of 6 units provided a different topic is covered.

GERM 476 SPEC TPCS GERMAN (3)
Discussion of a central topic with changing emphasis from year to year. Conducted in German. May be repeated for a total of 6 units provided a different topic is covered.

GERM 477 SPEC TPCS GERMAN (3)
Discussion of a central topic with changing emphasis from year to year. Conducted in German. May be repeated for a total of 6 units provided a different topic is covered.

GERM 478 SPEC TPCS GERMAN (3)
Discussion of a central topic with changing emphasis from year to year. Conducted in German. May be repeated for a total of 6 units provided a different topic is covered.

GERM 479 SPEC TPCS GERMAN (3)
Discussion of a central topic with changing emphasis from year to year. Conducted in German. May be repeated for a total of 6 units provided a different topic is covered.

GERM 481 THE GERMAN NOVELLE (3)
The theory and development of the Novelle in German Literature from Goethe to the present. Conducted in German. Prerequisite: GERM 311 or GERM 341 or equivalent.

GERM 491 DIRECTED READINGS IN GERMAN (1-3)
Reserved for superior students under the guidance of a departmental advisor. Content related to student's previous program.

GERM 492 DIRECTED READINGS IN GERMAN (3)
Reserved for superior students under the guidance of a departmental advisor. Content related to student's previous program.

GERM 494 TRAVEL STUDY ABROAD (3-16)
German language, culture, civilization and literature at approved study abroad sites in German Speaking Europe. Prerequisite: German 202 or equivalent.

GERM 495 INTERNSHIP FOR THE PROFICIENT GERMAN (3)
Supervised experience in a work setting providing students the opportunity to apply their classroom learning and skills outside the academic world. Students receive 3 units for eight hours or work per week. Junior or senior undergraduate students in good academic standing who meet the requirements established for the Proficiency in German program should apply for the internship during the month of November for the spring term and during the month of April for the fall term. Prerequisite: open only to students who are enrolled in the Proficiency in German program and who have complied with the program regulations. Written consent of program coordinator.

GERM 497 INTERNSHIP IN GERMAN (3)
Training and experience using German in working with government, business and industry in Maryland or Washington, D.C. under professional supervision.

Gerontology (GERO)
Courses

GERO 101 INTRODUCTION TO GERONTOLOGY (3)
Study of human aging from a variety of perspectives including sociological, psychological, and biological. Provides a background in social, political and public policy issues related to the aging of America. GenEd II.C.2. or Core: Social & Behavioral Sciences.

GERO 330 COMMUNITY PLANNING FOR AN AGING SOCIETY (3)
Multidisciplinary approach to the urban environment as a physical and social context for the diverse lifestyles of its older residents. Theoretical approaches to aging and the environment are examined with emphasis on how planned and built environments impact the quality of life of older persons.

GERO 350 PHYSICAL HEALTH AND AGING (3)
Focus on age-related physical changes and health issues commonly experienced by older adults and their families in context of biological theories of aging, as well as concepts of prevention and wellness; discussion of programming to promote healthy living as older adults. Prerequisite: GERO 101.

GERO 367 DEATH, DYING AND BEREAVEMENT (3)
Examination of present social considerations on death including demographic, attitudinal, and ritualistic variables; death education through the life cycle; structure of the grief process; impact of terminal illness on the patient and the family; ethical issues surrounding euthanasia and suicide. Prerequisite: SOCI 101.

GERO 370 SPECIAL TOPICS (3)
Topics of contemporary interest and emerging issues in gerontology. Prerequisites: GERO 101 and permission of gerontology adviser.

GERO 371 SPECIAL TOPICS (3)
Topics of contemporary interest and emerging issues in gerontology. Prerequisites: GERO 101 and permission of gerontology adviser.

GERO 372 SPECIAL TOPICS (3)
Topics of contemporary interest and emerging issues in gerontology. Prerequisites: GERO 101 and permission of gerontology adviser.

GERO 373 SPECIAL TOPICS (3)
Topics of contemporary interest and emerging issues in gerontology. Prerequisites: GERO 101 and permission of gerontology adviser.

GERO 374 SPECIAL TOPICS (3)
Topics of contemporary interest and emerging issues in gerontology. Prerequisites: GERO 101 and permission of gerontology adviser.

GERO 397 GERONTOLOGY INTERNSHIP (3-9)
Supervised experience in gerontology. May be repeated for a maximum of 9 units with gerontology advisor's permission. Prerequisite: 15 units in gerontology, including GERO 101.

GERO 400 DIRECTED READINGS IN GERONTOLOGY (3)
Systematic inquiry into a topic of the student's choice in consultation with the faculty. Prerequisite: graduate standing or 25 term units of GERO courses.

GERO 485 GERONTOLOGY SENIOR SEMINAR (3)
Programmatic, ethical and public policy issues of aging. Prerequisite: completion of gerontology core course requirements.

Greek (GRK)
Courses

GRK 103 ANCIENT GREEK ELEMENTS I (3)
Ancient Greek grammar structure and vocabulary related to modern languages. Core: Arts & Humanities.
Health Care Management (HCMN)

Courses

HCMN 305 COMMUNITY HEALTH ADMINISTRATION (3)
A survey of current approaches to the theories, practices, and organization of community health services administration. Prerequisite: HLTH 207.

HCMN 413 SERVICES AND HOUSING FOR THE LONG-TERM CARE CONSUMER (3)
Financing and regulatory structure for services and housing options for chronically ill, dependent populations in the U.S.; market trends, reimbursement structures and regulatory policies. Prerequisite: HLTH 207 or consent of instructor. Offered spring only.

HCMN 415 FINANCING AND ORGANIZATION OF HEALTH CARE SERVICES IN THE U.S. (3)
Financing and organization of health care services, emphasizing managed care philosophies in context of organizational and economic theories. Prerequisites: HLTH 207 and HCMN 305. Offered fall only.

HCMN 417 LONG-TERM CARE ETHICAL PROBLEMS (3)
Applying long term care law, rules, theory and clinical and administrative best practice to the solution of practical ethical problems common in long term care. Prerequisite: HLTH 207 or consent of instructor.

HCMN 419 LONG-TERM CARE ADMINISTRATION (3)
Institutional and community based long term care facility administration: Examines laws, rules, and nationally established domains of nursing home and residential care managerial practice within an ethically based philosophy of care. Prerequisites: HLTH 207, HCMN 305, and HCMN 413 or consent of instructor.

HCMN 435 HEALTH INFORMATION AND QUALITY MANAGEMENT (3)
Principles and practices of information systems and quality management for health care organizations. Prerequisites: HLTH 207, HCMN 305.

HCMN 441 LEGAL AND ETHICAL ISSUES IN HEALTH CARE ADMINISTRATION (3)
Examination of legal and ethical issues in the administration of health programs. Emphasis is placed on the impact of cost-containment efforts, quality and malpractice concerns, profit-seeking in health, biomedical advances, and new delivery mechanisms. Offered Fall, Spring, Summer, and online. Prerequisite: HLTH 207 or Instructor Permission. Core: Ethical Issues & Perspectives.

HCMN 470 SPECIAL TOPICS IN HEALTHCARE MANAGEMENT (1-3)
Current topics in Healthcare Management covering selected funding, information technology, leadership, performance excellence, entrepreneurship, and other contemporary and emerging issues. May be repeated for additional credit to a maximum of 9 units provided a different topic is taken each time. Prerequisites: HLTH 207; HCMN 305; and/or consent of instructor.

HCMN 495 HEALTH CARE MANAGEMENT INTERNSHIP (12)
Supervised capstone experience in health care management. Prerequisites: completion of all required courses with 2.00 or higher grade equivalent and permission of department chair. Graded S/U.

HCMN 497 HCMN INDEPENDENT STUDY (1-3)
Directed study on specific issues related to Health Care Management.
HLTH 311 CHRONIC AND COMMUNICABLE DISEASE (3)
A factual, non-clinical approach to the major chronic and communicable diseases that are health problems in the U.S. population today. Patient education methods and the role of the health educator in relation to these diseases are stressed. Prerequisites: HLTH 101, Biology course w/lab.

HLTH 315 CURRICULUM AND PLANNING (3)
In-depth analysis of the planning process for both community and school settings. Requires grade of C or better to fulfill Core or GenEd requirement. Prerequisites: ENGL 102 or ENGL 190, HLTH 222, and major/minor standing. Core: Advanced Writing Seminar or GenEd I.D.

HLTH 331 NUTRITION FOR HEALTH PROFESSIONALS (3)
An in-depth study of the chemical nature and utilization of nutrients: the composition, digestion, absorption of foods, and the normal nutritional requirements of the human body. Focus on nutrition and health, and nutrition and disease. Prerequisite: BIOL 190 or higher with lab or consent of the instructor.

HLTH 333 FOOD SAFETY SCIENCE (3)
Principles of the spread of food borne illness as applied to maintaining safe supplies in food and food service establishments. Field trips required. Prerequisites: BIOL 190 or BIOL 201.

HLTH 387 INTERNSHIP IN SECONDARY EDUCATION-SCHOOL HEALTH (6)
Practical experience in observation, participation, and student teaching in public school situation. Graded S/U. Prerequisites: Completion of all required courses; consent of department chair.

HLTH 388 INTERNSHIP IN SECONDARY EDUCATION-SCHOOL HEALTH (12)
Practical experience in observation, participation, and student teaching in public school situation. Graded S/U. Prerequisites: Completion of all required courses; consent of department chair.

HLTH 401 TEACHING ABOUT DRUGS AND SEX (3)
Content, procedures and methods for presenting sensitive subjects including human sexuality and drugs. Not open to law enforcement majors. Prerequisites: HLTH 222, BIOL 190, HLTH major status, or consent of instructor.

HLTH 402 HEALTH AND SOCIAL WELFARE PROMOTION: HEALTH COMMUNICATION (3)
Analysis of health message design, health behavior and communication theory emphasizing the persuasion process to improve health and other social conditions of living. Application of theoretical principles augmented with specific skills to design, implement and evaluate health messages. Not open to students who successfully completed CDCE 401 or CDCE 402. Prerequisite: HLTH 101 or equivalent.

HLTH 405 DRUGS IN OUR CULTRE (3)
An in-depth review of harmless, harmful, useless, and useful substances that may affect behavior or mood; the interaction of psychological, sociological and physiological components are included. Prerequisite: HLTH 101.

HLTH 407 VIOLENT PREVENTION FOR HEALTH EDUCATORS (3)
Development of effective violence prevention programs for future school and community health educators. Prerequisite: SOCI 358 or consent of instructor.

HLTH 411 HEALTH AND LATER MATURITY-THE AGING PROCESS (3)
An approach to the conservation of human resources with emphasis on understanding attitudes and practices related to health in later maturity. Designed for students with a personal or professional interest in the field. Prerequisite: 6 units of health and/or behavioral science or consent of instructor.

HLTH 421 FIELD WORK IN COMMUNITY HEALTH (1-6)
Practical experience by participating in community health situations. May be repeated for a maximum of 6 units. Designed for dual concentration. Graded S/U. Prerequisite: consent of department chair.

HLTH 422 FIELD WORK IN COMMUNITY HEALTH (12)
Supervised capstone experience in community health education. Designed for community health concentration. Graded S/U. Prerequisite: Department consent as well as successful completion (grade “C” or better) of program requirements, associated prerequisites as well as GenEd requirements.

HLTH 425 INSTRUCTIONAL METHODS IN HEALTH EDUCATION (3)
Focuses on methods used in community and school settings, emphasizing instructional techniques used for adolescents and adults. Prerequisite: HLTH 315.

HLTH 426 METHODS IN ELEMENTARY SCHOOL HEALTH EDUCATION (2)
Focuses on instructional methods used in the delivery of health education in elementary schools. Prerequisite: SCED 341.

HLTH 430 ORGANIZATION, IMPLEMENTATION AND MANAGEMENT OF HEALTH EDUCATION PROGRAMS (3)
Focuses on techniques for managing health programs in school and community settings. Prerequisites: BIOL 221/ BIOL 221L (BIOL 213), BIOL 222/ BIOL 222L (BIOL 214), CHEM 121/ CHEM 121L (CHEM 105), HLTH 315.

HLTH 432 MEASUREMENT AND EVALUATION IN HEALTH EDUCATION (3)
Focuses on the elements of courses and program evaluation design in health education, including data collection; instrument and test development; techniques for analyzing health courses/program data; and writing evaluation reports. Prerequisites: passed functional reading and writing test; HLTH 315.

HLTH 435 EPIDEMIOLOGICAL BASIS OF DISEASE AND ENVIRONMENTAL HEALTH (3)
Examination of epidemiological investigation principles, chronic and communicable diseases, pollution, housing sanitation, and their interrelationships. Prerequisites: BIOL 190 or BIOL 201 or BIOL 202.

HLTH 451 INTRODUCTION TO ENVIRONMENTAL HEALTH (3)
An examination of the interrelationship between humans and their environment. Emphasis is placed upon health aspects of pollution, housing, sanitation, radiation, behavioral disorders, and epidemiology. Prerequisites: BIOL 190 or BIOL 201 or BIOL 202.

HLTH 470 HEALTH WORKSHOPS (3)
For teachers, administrators, and individuals concerned about health related fields. Contemporary health aspects are considered with emphasis on implementation of positive behavior aimed at improving the health of the individual and the community. Enrollment is limited to 25. May be repeated for a maximum of 6 units.

HLTH 471 HEALTH WORKSHOPS (3)
For teachers, administrators, and individuals concerned about health related fields. Contemporary health aspects are considered with emphasis on implementation of positive behavior aimed at improving the health of the individual and the community. Enrollment is limited to 25. May be repeated for a maximum of 6 units.

HLTH 472 HEALTH WORKSHOPS (3)
For teachers, administrators, and individuals concerned about health related fields. Contemporary health aspects are considered with emphasis on implementation of positive behavior aimed at improving the health of the individual and the community. Enrollment is limited to 25. May be repeated for a maximum of 6 units.

HLTH 473 HEALTH WORKSHOPS (3)
For teachers, administrators, and individuals concerned about health related fields. Contemporary health aspects are considered with emphasis on implementation of positive behavior aimed at improving the health of the individual and the community. Enrollment is limited to 25. May be repeated for a maximum of 6 units.

HLTH 474 HEALTH WORKSHOPS (3)
For teachers, administrators, and individuals concerned about health related fields. Contemporary health aspects are considered with emphasis on implementation of positive behavior aimed at improving the health of the individual and the community. Enrollment is limited to 25. May be repeated for a maximum of 6 units.
Hebrew (HEBR)

Courses

HEBR 101 ELEMENTS OF HEBREW I (3)
An introduction to Hebrew. Speaking, reading, and writing, the development of conversational ability, free composition, and translation from English to Hebrew. GenEd II.D. or Core: Arts & Humanities.

HEBR 102 ELEMENTS OF HEBREW II (3)
An introduction to Hebrew. Speaking, reading, and writing, the development of conversational ability, free composition, and translation from English to Hebrew. Prerequisite: HEBR 101. GenEd II.D or Core: Global Perspectives.

HEBR 103 BIBLICAL HEBREW I (3)
Introduction to Hebrew with an emphasis on grammar, vocabulary, syntax, and style of Biblical Hebrew. The fundamentals of Hebrew language, preparation to read and translate classical Hebrew texts. Foundation for continued studies of the classical Hebrew of the Hebrew Bible and rabbinic texts as well as the Hebrew of the contemporary idiom. GenEd II.D or Core: Arts & Humanities.

HEBR 104 BIBLICAL HEBREW II (3)
Review and further study of grammar, syntax, and vocabulary needed to read and translate classical Hebrew texts. Prerequisite: HEBR 103 or equivalent. GenEd II.D or Core: Global Perspectives.

HEBR 201 HEBREW INTERMEDIATE I (3)
A continued review of grammatical structure with emphasis on conversational and reading fluency. Vocabulary building, composition and reading and discussion of selected outside readings. Prerequisites: HEBR 102. GenEd II.D. or Core: Arts & Humanities.

HEBR 202 HEBREW INTERMEDIATE II (3)
A continued review of grammatical structure with emphasis on conversational and reading fluency. Vocabulary building, composition and reading and discussion of selected outside readings. Prerequisites: HEBR 201. GenEd II.D or Core: Global Perspectives.

HEBR 203 BIBLICAL HEBREW III (3)
Intermediate Biblical Hebrew course; concentration on complicated structures of Hebrew grammar, morphology, syntax, and vocabulary. Prerequisite: HEBR 104 or consent of instructor. GenEd II.D or Core: Arts and Humanities.

HEBR 204 BIBLICAL HEBREW IV (3)
Review of elementary Biblical Hebrew language; advanced grammar, morphology, syntax, and vocabulary needed to read and translate Hebrew prose and poetry. Prerequisite: HEBR 203 or equivalent. GenEd II.D or Core: Global Perspectives.

HEBR 205 CONTEMPORARY HEBREW LITERATURE (3)
Survey of selected short stories in English translation from the time of the Czars in Russia to Israel today.

HEBR 301 HEBREW COMPOSITION AND CONVERSATION I (3)
Intensive exercises in Hebrew composition and conversation beyond the intermediate level. Conducted in Hebrew. Prerequisites: HEBR 201 and HEBR 202 or equivalent or consent of instructor. GenEd II.D. or Core: Arts & Humanities.

HEBR 302 HEBREW COMPOSITION AND CONVERSATION II (3)
Intensive exercises in Hebrew composition and conversation beyond the intermediate level. Conducted in Hebrew. Prerequisites: HEBR 201 and HEBR 202 or equivalent or consent of instructor. GenEd II.D or Core: Global Perspectives.

HEBR 370 SPECIAL TOPICS IN HEBREW (3)
Specialized topics in Hebrew language and literature. Content varies. May be repeated once for a total of 6 units provided a different topic is covered. Prerequisite: HEBR 202 or HEBR 204 or equivalent, or consent of instructor.

HEBR 391 RDG MOD HEBR LIT (3)
The reading and literature analysis of selected short stories by the major writers of Hebrew literature in Israel today. Conducted in Hebrew. Prerequisites: HEBR 201 and HEBR 202 or equivalent or consent of instructor.

History (HIST)

Courses

HIST 100 USING INFORMATION EFFECTIVELY IN HISTORY (3)
Introduction to gathering, evaluating and communicating historical information using a collaborative approach to research.

HIST 101 INTRODUCTION TO ANCIENT CIVILIZATION (3)
Political, social, economic, and intellectual forces which shaped the pattern of Near Eastern and European life from the Stone Age through the decline of the Roman Empire. GenEd II.C.1 or Core: Arts and Humanities.
HIST 102 HISTORY OF EUROPEAN CIVILIZATION THROUGH THE 17TH CENTURY (3)
Political, social, economic, and intellectual forces which shaped the pattern of European life from post-Roman times through the 17th century. Not open to students who have successfully completed HIST 241. GenEd II.C.1 or Core: Arts & Humanities.

HIST 103 HISTORY OF EUROPEAN CIVILIZATION FROM THE 17TH CENTURY (3)
Political, social, economic, and intellectual forces which shaped the pattern of European life from the 17th century to the present. Not open to students who have successfully completed HIST 242. GenEd II.C.1 or Core: Arts & Humanities.

HIST 105 BYZANTINE EMPIRE AND BALKANS TO 1821 (3)
Historical survey from the 4th century AD, foundation of Constantinople to the outbreak of the Greek Revolution in 1821.

HIST 109 INTRODUCTION TO THE CIVILIZATION OF INDIA (3)
Development of the culture of South Asia from earliest times and the emergence of the present nations of Bangladesh, Pakistan, India, and Sri Lanka (Ceylon).

HIST 110 EAST ASIAN CIVILIZATION TO THE 19TH CENTURY (3)
Comprehensive survey of the origins and development of Chinese, Korean, and Japanese civilizations, focusing on China as the fountainhead of East Asian civilizations. GenEd II.D or Core: Global Perspectives.

HIST 111 MODERN EAST ASIA SINCE THE 19TH CENTURY (3)
Survey of China, Korea and Japan in modern times, tracing their responses to the West and their modern transformations in the 19th and 20th centuries. GenEd II.D or Core: Global Perspectives.

HIST 117 ISLAMIC HISTORY: FROM THE RISE OF ISLAM TO THE RISE OF THE OTTOMANS (3)
The classical period in the history of Islam from the rise of the Prophet Muhammad to the emergence of the Ottomans, who came to lead the Muslim world in the 14th century. GenEd II.D or Core: Global Perspectives.

HIST 118 MODERN MIDDLE EAST HISTORY (3)
Examination of the Ottoman Empire and the emergence of the modern Middle East. Exploration of geo-political changes in the region; analysis of the impact of Europe on the Ottoman Empire and Middle Eastern nation-states, strategically, geographically, economically, and politically; study of imperialism, colonialism, modernity, and post-colonialism. Core: Global Perspectives.

HIST 121 LATIN AMERICA: COLONIAL PERIOD (3)
Political, economic, and social developments in Portuguese and Spanish America from the pre-Columbian period to the movements for independence. GenEd II.D or Core: Global Perspectives.

HIST 122 LATIN AMERICA: NATIONAL PERIOD (3)
Struggle for political, economic and social stability, international relations and cultural patterns in the development of independent Latin America in the 19th and 20th centuries. GenEd II.D or Core: Global Perspectives.

HIST 135 AFRICAN HISTORY & CULTURE (3)
Sub-Saharan Africa: including the evolution of traditional societies into Western-influenced states, supported by archaeological, anthropological, ecological, geographical, literary, artistic and musical evidence. GenEd II.D or Core: Global Perspectives.

HIST 136 AFRICA SINCE 1900 (3)
An examination of political, social and economic forces of sub-Saharan Africa from 1900 to the present. GenEd II.D or Core: Global Perspectives.

HIST 145 HISTORY OF THE UNITED STATES TO THE CIVIL WAR (3)
Political, economic, social, and cultural forces which shaped the pattern of life in the United States from the founding of the colonies to 1865. GenEd II.B.1 or Core: The United States as a Nation.

HIST 146 HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR (3)
Continuation of HIST 145 from 1865 to the present. GenEd II.B.1 or Core: The United States as a Nation.

HIST 147 HONORS HISTORY OF THE UNITED STATES TO THE CIVIL WAR (3)
Political, economic, social, and cultural forces which shaped the pattern of life in the United States from the founding of the colonies to 1865; emphasis on student initiative and active participation in the learning process. Honors College course. Core: The United States as a Nation.

HIST 148 HONORS HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR (3)
Political, economic, social and cultural forces in American life since 1865; emphasis on student initiative and active participation in the learning process. Honors students only. GenEd II.B.1 or Core: The United States as a Nation.

HIST 160 WORLD HISTORY BEFORE 1300 (3)
Analysis of the global trends in world history until 1300, including the study of migrations, encounters between different cultures, and world geography. GenEd II.D or Core: Global Perspectives (Note: for Fall 2011 - Summer 2012 this was Core: Arts & Humanities).

HIST 161 WORLD HISTORY SINCE 1300 (3)
Analysis of the global trends in world history after 1300, including the study of world travel and discovery, encounters between different cultures, and world geography. GenEd II.D or Core: Global Perspectives.

HIST 162 HONORS AMERICAN INDIAN HISTORY (3)
Introduction to the history of Native America, from time immemorial to the present day. GenEd II.B.1.

HIST 201 HISTORY OF IRELAND (3)
Survey of Irish history emphasizing the demographic patterns, and the cultural, religious, economic and political themes that have shaped the lives of the people of Ireland from the Iron Age to the present.

HIST 202 CITIES OF THE ANCIENT WORLD (3)
An introduction to the social, political, and cultural history of ancient urban centers from the origins of the city in the 4th millennium BCE to the Fall of the Roman Empire. Core: Metropolitan Studies or GenEd II.C.1.

HIST 205 ETHICAL PERSPECTIVE IN HISTORY (3)
Ethical dilemmas and debates treated in historical perspective. Topics may include war crimes, crimes against humanity, genocide, political corruption, medical experimentation, or scientific experiments. Core: Ethical Issues & Perspectives.

HIST 275 HISTORY OF ANCIENT ISRAEL (3)
Survey of the history and culture of the Israelites from Moses to the second Jewish revolt under Bar-Kokhba in 135 C.E.

HIST 277 A SURVEY OF JEWISH HISTORY (3)
Political, cultural, and socio-economic experiences of world Jewry from the Diaspora to the present. Emphasis on the 19th and 20th centuries.

HIST 300 INTRODUCTION TO HISTORICAL STUDY (3)
Survey of historical writings, the theory of history, introduction to research. Not open to students who have successfully completed HIST 290. Requires grade of C or better to fulfill Core or GenEd requirement. Prerequisite: ENGL 102 or ENGL 190. Core: Advanced Writing Seminar or GenEd I.D.

HIST 301 ANCIENT EGYPTIAN CIVILIZATION (3)
An examination of the political, socio-economic and cultural history of Ancient Egypt from the Neolithic Period to the Roman conquest. Prerequisite: HIST 101 or HIST 160.

HIST 302 ANCIENT NEAR EASTERN AND ANATOLIAN CIVILIZATIONS (3)
Political, socio-economic, and cultural history of the Ancient Near East and Anatolia from ca 3200 BCE to the conquest of Alexander the Great. Prerequisite: HIST 101 or permission of the instructor.

HIST 303 ALEXANDER THE GREAT AND HIS SUCCESSORS (3)
Conquests of Alexander the Great; culture and religion of Greece and the Near East in the Hellenistic period. Prerequisite: HIST 101.

HIST 304 ANCIENT GREEK CIVILIZATION (3)
The civilization of classical Greece, including the Minoan and Mycenaean bronze age antecedents, to 323 B.C. Prerequisite: HIST 101.
HIST 305 ROMAN CIVILIZATION (3)
The civilization of ancient Rome from the foundation of the city to the collapse of the Roman empire in the West. Prerequisite: HIST 101.

HIST 306 WOMEN IN 20TH CENTURY U.S. HISTORY (3)
A multicultural perspective on politics, work, family and sexuality in women's lives. Prerequisite: HIST 146 or HIST 148 or WMST 231 or consent of instructor.

HIST 307 THE ANDEAN REPUBLICS (3)
Economic, social, and political developments in Peru, Bolivia, and Ecuador from independence to the present. Prerequisites: 6 units in history or 3 units in Latin American history.

HIST 308 WOMEN IN ANTIQUITY (3)
A survey of the social, economic and cultural roles of women from the third millennium BCE to the Middle Ages. Prerequisite: HIST 101 or HIST 160.

HIST 310 NATIONALISM IN EAST AND SOUTHEAST ASIA (3)
Introduction to the contentious issue of nationalism and state-building through brief case studies of China, Japan, Vietnam, and Indonesia. Prerequisite: 6 units of history or consent of instructor.

HIST 311 TRADITIONAL INDIA: ITS HISTORICAL DEVELOPMENT (3)
Development of the history and culture of India from prehistoric times until the beginnings of European dominance in the 18th century. Prerequisite: 6 units in history or consent of instructor.

HIST 312 HISTORY OF MODERN INDIA (3)
History of the Indian subcontinent since 1750, stressing the rise of British power, the colonial experiences, the development of nationalist movements, and the problems of independence in present-day India, Pakistan, and Bangladesh. Prerequisite: 6 units in history or consent of instructor.

HIST 313 HISTORY OF MODERN SOUTHEAST ASIA (3)
Development of Burma, Thailand, Malaysia, Indonesia, Cambodia, Vietnam and the Philippines since 1500, with emphasis on the colonial experience and development of modern nationhood. Prerequisite: 6 units in history or consent of instructor.

HIST 314 THE UNITED STATES AND VIETNAM:1945-1975 (3)
United States-Vietnamese political, diplomatic and military relations from the period of the Vietnam War to the end of the Vietnam War. Prerequisite: HIST 146 or HIST 148 or consent of instructor.

HIST 315 IMPERIAL CHINA: THE LAST DYNASTY (3)
Ching (Qing) dynasty, 1644-1912; focus on the 19th century collision of imperial China and the West. Prerequisite: 6 units of history or consent of instructor.

HIST 316 REVOLUTIONARY CHINA (3)
The ongoing Chinese revolution from the overthrow of the imperial government through the Nationalist and Communist periods. Prerequisite: HIST 146 or HIST 148 or consent of instructor.

HIST 317 EAST AND SOUTHEAST ASIA AT WAR 1931-1945 (3)
Review of military conflict within and between nations and nationalist movements in East and Southeast Asia between 1931 and 1945. Prerequisites: 6 units of History or permission of the instructor.

HIST 319 JAPAN, 1830-1930 (3)
Japan's transition from feudalism and national seclusion to emergence of a modern nation-state with an overseas empire and a parliamentary form of government. Prerequisite: 6 units of history or consent of instructor.

HIST 320 JAPAN, 1930-PRESENT (3)
Japan's transition from militarism and foreign aggression in the 1930's to postwar pacifism, democracy and dynamic economic growth. Prerequisite: 6 units of history or consent of instructor.

HIST 322 HISTORY OF MEXICO: NATIONAL PERIOD (3)
The political, economic, social and cultural developments from independence to the present. Prerequisite: 6 lower-division units in history.
HIST 349 THE CIVIL WAR (3)
Sectionalism, the coming of the war, and the war years. Emphasis on political, economic, and social issues. Prerequisite: HIST 145.

HIST 351 THE U.S. 1865-1901: AGE OF ENTERPRISE (3)
Industrialization of the United States, the rise of big business and an examination of resulting problems in economic, social and political life. Prerequisite: HIST 145 or HIST 146 or HIST 148.

HIST 352 THE U.S. 1892-1920: AGE OF REFORM (3)
America's efforts to deal with the political, social, and economic problems of industrial life; emphasis on the Populist movement; imperialism and the Spanish-American War; the administrations of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson. Prerequisite: HIST 145 or HIST 146 or HIST 148.

HIST 354 CONFLICT AND COOPERATION IN COLD WAR EAST ASIA (3)
Cold War conflict and cooperation between China, Taiwan, N/S Korea, Japan, the Soviet Union, and the United States. Prerequisite: Three units of non-western history or the consent of the instructor.

HIST 355 HISTORY OF JAPANESE CINEMA (3)
A cultural history of twentieth-century Japan and its film industry. Prerequisite: 6 units of History or consent of instructor.

HIST 359 THE FDR ERA (3)
History of the United States from the 1920's through World War II, with emphasis on the presidential years of Franklin D. Roosevelt.

HIST 360 RECENT AMERICAN HISTORY: 1945-1975 (3)
History of the United States from World War II through the mid 1970's, including political, social, economic, and diplomatic developments. Prerequisite: HIST 146 or HIST 148.

HIST 361 GAYS & LESBIANS IN U.S. HISTORY (3)
Multicultural perspectives on gay and lesbian cultures and communities and their struggle against institutionalized homophobia in education, the military, the media, medicine, religion and government.

HIST 362 MAKERS, BUYERS, USERS: THE HISTORY OF THE AMERICAN ECONOMY 1500-PRESENT (3)
Examination of the American economy and changing forms of consumption from 1500 to the present.

HIST 365 COMPARATIVE HISTORY OF THE MODERN FAMILY (3)
Impact of economic, social and reproductive changes on family life and structure. Prerequisite: one course in HIST, SOCI OR WMST.

HIST 367 THE DEVELOPMENT OF THE U.S. CONSTITUTION: 1787-1941 (3)
Intellectual and political influences which produced the Constitution of 1787, the struggle between national supremacy and state sovereignty up to the Civil War, and the development of the new judicial review after 1870. Prerequisites: HIST 145 or HIST 146 or HIST 148.

HIST 368 THE BILL OF RIGHTS AND THE CONSTITUTION: 1941 TO THE PRESENT (3)
Interpretation of the Bill of Rights before and after the Warren Court. Prerequisite: HIST 146 or HIST 148.

HIST 370 DIPLOMATIC HISTORY OF THE UNITED STATES SINCE 1900 (3)
The role of the United States in modern warfare, world wide economic and financial affairs, overseas expansion, the diplomatic impact of conflict in ideologies, and current international crisis. Prerequisite: HIST 145 or HIST 146 or HIST148.

HIST 374 THE AMERICAN WEST (3)
Study of the earliest Native settlements to the present, including Native cultures, the West as international crossroads, imperial conquests, the modern West, and the mythological West. Prerequisite: HIST 145 or HIST 146 or consent of instructor.

HIST 375 THE CITY IN AMERICAN HISTORY (3)
Development of the American city and its impact on society, culture, ethnicity, race relations, the roles of women, economics, and politics. Prerequisite: 3 units in U.S. history. Core: Metropolitan Perspectives.

HIST 377 ASIAN AMERICAN HISTORY (3)
Political, social, and cultural history of Asian Americans from 1850 to the present. Prerequisite: 3 units in History or consent of the instructor.

HIST 378 IMMIGRANTS & IMMIGRATION IN THE UNITED STATES (3)
Comparative social, cultural, and economic history of selected ethnic groups and their relationship to the dominant culture. Emphasis on the late 19th and 20th centuries. Prerequisite: 3 units of U.S. history or consent of instructor. Prerequisite: 3 units of U.S. history or consent of instructor.

HIST 379 NATIVE AMERICAN HISTORY TO 1900 (3)
Themes include the plurality of Indian societies, the dynamic nature of the cultures, and the active role Indian peoples have played in their own histories. Prerequisite: 3 units of American history or consent of instructor.

HIST 380 NATIVE AMERICAN HISTORY SINCE 1900 (3)
The history of Indigenous people of the United States since the late 19th century. Prerequisite: 3 units of American history or consent of instructor.

HIST 381 AFRICAN-AMERICAN HISTORY TO THE MID-19TH CENTURY (3)
The political, economic, and social history of African-Americans from their African origins through the antebellum period. Prerequisite: HIST 146.

HIST 382 AFRICAN-AMERICAN HISTORY FROM THE MID-19TH CENTURY (3)
Political, economic and social history of African-Americans from the Civil War through the Civil Rights Era. Prerequisite: HIST 146 or HIST 148.

HIST 384 DISEASE AND HISTORY: FROM THE NEO LITHIC TO THE PRESENT (3)
Key disease events - including epidemics - in world history, from the Neolithic Era to the present. Consideration of the ways in which disease shaped historical outcomes, and of the process of reform in public health conditions. Prerequisite: 6 units in HIST.

HIST 385 WORKERS AND WORK IN THE UNITED STATES (3)
The changing nature of agricultural, domestic, and industrial work; business-labor relations; labor unions and leaders; role of labor in mainstream and radical political movements. Emphasis on the late 19th and 20th centuries. Prerequisite: HIST 146 or HIST 148 or 3 units in economics.

HIST 389 ROOTS OF ROCK AND ROLL (3)
The roots of rock and roll from Tin Pan Alley to the youth movements of the 1960's. Social, economic and cultural origins of rock and roll as a legitimate popular music. Prerequisite: HIST 146 or HIST 148 or consent of instructor.

HIST 390 MEDIEVAL CITIES OF EUROPE: A COMPARATIVE HISTORY (3)
The evolution of cities between 500 and 1500 A.D., comparing different regions in Europe. The role of the urban process in shaping the societies of Europe by establishing centers for commercial, artisanal, religious, and political activity. Prerequisite: none. Students are introduced to the study of the course topics by a choice of secondary literature that does not require previous exposure to European history. Core: Metropolitan Perspectives.

HIST 395 DRUG USE AND DRUG POLICY IN AMERICA, 1492-1990 (3)
American usage of drugs, including alcohol, from the earliest settlements to 1990. Emphasis on their role in society, drug dependence, methods of treatment, and policies aimed at regulation. Prerequisite: HIST 145, HIST 146, or consent of the instructor.

HIST 397 HISTORY OF MARYLAND FROM COLONIAL TIMES TO THE PRESENT (3)
Major events and forces that have shaped the political, social, cultural, and economic development of Maryland.

HIST 399 ORIGINS OF WRITING (3)
Examination of the "invention" of writing in a global perspective and its relation with the emergence of complex societies. Prerequisite: HIST 101, HIST 160, or consent of instructor.

HIST 401 THE EARLY MIDDLE AGES: 300-1050 (3)
The rebuilding of Europe after the collapse of the Roman Empire. Emphasis on the Church fathers, the Germanic tribes, Carolingian culture, feudalism and the Vikings. Prerequisite: HIST 102 or consent of instructor.
HIST 402 THE HIGH MIDDLE AGES: 1050-1350 (3)
Medieval culture, emphasizing the role of the church, emergence of the national monarchies of western Europe and the creation of towns and universities. Prerequisite: HIST 102 or consent of instructor.

HIST 403 THE RENAISSANCE ERA: 1300-1500 (3)
Political, economic, social and cultural changes in late medieval and Renaissance Europe. Prerequisite: HIST 102 or consent of instructor.

HIST 404 THE REFORMATION: 1500-1648 (3)
Religious, political, economic and social changes in Reformation and Counter Reformation Europe. Prerequisite: HIST 102 or consent of instructor.

HIST 405 THE VIKINGS IN THE MEDIEVAL WORLD: WARRIORS, EXPLORERS, POETS, AND LAWMAKERS (3)
A history of the Viking period (793-1066 CE), including the laws, literature, mythology, and archaeology of medieval Northern Europe. Prerequisite: History 102 or consent of the instructor.

HIST 406 EUROPE: 1815-1914 (3)
Economic, political, social and intellectual developments emphasizing the industrial revolution, nationalism and imperialism and the origins of World War I. Prerequisite: HIST 103 or HIST 108.

HIST 420 EUROPEAN IDEAS: FRENCH REVOLUTION TO THE PRESENT (3)
Religious, scientific, political, and social theories of the European intellectual class seen in their historical context from the French Revolution to the present. Prerequisite: HIST 103 or consent of instructor.

HIST 421 GREAT BRITAIN IN THE 20TH CENTURY (3)
Political, social and economic developments in Great Britain from 1897 to the present. Prerequisite: HIST 103.

HIST 427 EUROPEAN MILITARY HISTORY: 1871-1925 (3)
Minor wars of 1871-1913, build-up to World War I, the war and its aftermath, seen in the context of diplomatic, political, and socio-economic history. Not open to students who successfully completed HIST 413. Prerequisite: HIST 103 or consent of instructor.

HIST 429 EUROPEAN MILITARY HISTORY 1925-1945 (3)
Military institutions of the Interwar Period, build-up to World War II, the European War, in the context of diplomatic, political, and socio-economic history. Not open to students who successfully completed HIST 413. Prerequisite: HIST 103 or consent of instructor.

HIST 431 FRANCE :1763-1871 (3)
Old Regime and the impact of successive revolutions on French society, emphasis on France's role in the growth of European liberalism and nationalism. Prerequisite: HIST 103.

HIST 432 FRANCE SINCE 1871 (3)
France's history from the Franco-Prussian War through European integration to the present. Political, social, cultural, and intellectual history: World Wars I and II, Vietnam and Algerian conflicts, European Union.

European and American perceptions and constructions of Middle Eastern peoples during the 19th and 20th centuries. Prerequisite: HIST 117 or HIST 118 or consent of instructor.

HIST 440 THE SAMURAI (3)
A comprehensive survey of the samurai in Japan from the eleventh to nineteenth centuries. Prerequisites: 6 units of History or consent of instructor.

HIST 441 GERMANY: 1871-1945 (3)
Analysis of the Bismarckian Empire, Weimar Republic, and the Third Reich, emphasizing the interrelationships between internal developments and Germany's role in Europe and the world. Prerequisite: HIST 103.

HIST 452 RUSSIA/SOVIET UNION: 1894-1953 (3)
Political, ideological, economic, and cultural factors influencing the fall of the monarchy, the Bolshevik Revolution, Leninism, and Stalinism. Prerequisite: HIST 231 or HIST 103 or consent of instructor.

HIST 453 HISTORY OF SOVIET RUSSIA FROM KRUSCHEV TO GORBACHEV (3)
Topical analysis of political history and theory, economic development, foreign affairs, social changes, and cultural and literary trends. Prerequisites: HIST 103 or HIST 231 or consent of instructor.

HIST 462 THE HOLOCAUST IN HISTORICAL AND COMPARATIVE PERSPECTIVE (3)
Origins, implementation, and aftermath of the genocide; motivations of the perpetrators; responses of bystanders; and victims' experiences. Prerequisite: 6 units of coursework in modern European History, including HIST 103.

HIST 475 PUBLIC HISTORY: THEORY & PRACTICE (3)
Approach, theoretical understanding, and methodology of professional historians in representing history to the broader public. Prerequisites: HIST 300 and 6 additional history units.

HIST 482 INTERPRETIVE PROBLEMS IN HISTORY (3)
In-depth study of historical interpretations of selected topics. May be repeated for a maximum of 6 units provided a different topic is taken each time.

HIST 483 PROFILES IN LEADERSHIP (3)
Study of selected leaders and the strategies they pursued to shape the past. Figures to be selected by the instructor. May be repeated for a maximum of 6 units provided a different topic is covered.

HIST 484 HISTORICAL THEMES (3)
Study through lectures and discussions of a historical topic selected by the instructor. May be repeated provided a different topic is taken each time.

HIST 486 SENIOR HISTORICAL SEMINAR (3)
Research and writing in a specific period and area of history to be selected by the instructor. May be repeated for a maximum of 6 units provided a different topic is covered. Prerequisites: 15 units of history, including HIST 300.

HIST 487 COLLOQUIUM (3)
Group discussion of reading in history or related disciplines approached from a viewpoint that is primarily historical and dealing with broad periods, topics, problems or comparative developments selected by the instructor(s). May be repeated for a maximum of 6 units provided a different topic is covered.

HIST 493 INTERNSHIP (3-6)
Experience designed to combine the research and content of history with work in historical libraries, museums, archival depositories, and similar agencies. No more than 6 units to be earned with any one agency. May be repeated for a maximum of 6 units. Graded S/U. Not for graduate credit. Prerequisites: 27 units in history and consent of department chair.

HIST 494 TRAVEL & STUDY (3-6)
Countries and topics to be selected by the departments and instructors sponsoring the program. For complete information, write the chair of the department early in the fall of the academic year preceding the term of intended study. May be repeated for a maximum of 6 units provided a different topic is covered. Prerequisites: junior/senior status and consent of instructor.

HIST 496 DIRECTED INDIVIDUAL RESEARCH (2-4)
Research and reading dealing with a historical topic to be selected by the instructor and student; considerable attention to methodology. May be repeated for a maximum of 6 units.

HIST 499 DIRECTED STUDY (2-4)
Independent reading in history or related disciplines approached from a viewpoint that is primarily historical and dealing with specific periods, topics, problems or comparative developments selected by the student in consultation with the instructor(s). May be repeated for a maximum of 6 units provided a different topic is covered. Prerequisites: 15 units in history or 9 units in history and 6 units in the related discipline and a minimum GPA of 3.00 in history and the related discipline and consent of department chair.

HIST 498 HONORS DIRECTED READINGS (2-4)
Independent reading in history or related disciplines on a topic selected by the student in consultation with the instructor(s). May be repeated for a total of 6 units.
HIST 499 HONORS THESIS IN HISTORY (4-8)
Research and the writing of a thesis, to be directed by a faculty member in a chosen area of specialization.

Honors (HONR)

Courses

HONR 223 HONORS SEMINAR IN USING INFORMATION EFFECTIVELY (3)
Emphasize collaborative ways of learning, emphasize critical thinking in speaking and writing and explore interdisciplinary connections for the specific subject about which the information is gathered; and explore the ethical dimensions of gathering and applying source materials. Content varies and may be repeated provided a different topic is covered. Honors College course. GenEd I.B.

HONR 225 HONORS SEMINAR IN CREATIVITY AND CREATIVE DEVELOPMENT (3)
Involve students in a specific creative activity, emphasizing symbolic, affective, and imaginative thinking in the creative activity and understanding the creative process through participating in it. They also must reflect current scholarship in the field, provide reference to theoretical frameworks and methods, and explore the critical standards central to the genre or medium. Content varies and may be repeated provided a different topic is covered. Honors College course. Gen Ed I.E or Core: Creativity & Creative Development.

HONR 227 HONORS SEMINAR IN SCIENTIFIC INQUIRY (3)
Study of the quantitative and predictive nature of the natural sciences as well as the nature of the scientific method. In addition, certain courses explore the historical development and the structural nature of the subject. Other courses develop one or more issues of current importance to society and place them in broad scientific, technological, societal and ethical contexts. Content varies and may be repeated provided a different topic is covered. Honors College course. GenEd II.A or Core: Biological & Physical Sciences.

HONR 229 HONORS SEMINAR IN METROPOLITAN PERSPECTIVES (3)
Exploration of characteristic features of a metropolis and the persistent problems, institutional transformations, and creative expression that may emerge from this environment. Interpretation, evaluation, comparison, and critique of the views and experiences of particular social, economic, and cultural groups in the metropolis. Content varies and may be repeated provided a different topic is covered. Honors College course. Core: Metropolitan Perspectives.

HONR 230 HONORS SEMINAR IN THE UNITED STATES AS A NATION (3)
Exploration of one or more major issues that characterize the United States as a Nation either through consideration of American culture and society primarily as a distinctive tradition or through comparison and contrast with other societies and cultures. Content varies and may be repeated provided a different topic is covered. Honors College course. Gen Ed II.B.1 or Core: The United States as a Nation.

HONR 233 HONORS SEM IN THE AMERICAN EXPERIENCE IN CONTEMPORARY ISSUES (3)
Engages students in a critical assessment of how social and behavioral studies of American experience extend their understanding of themselves and others and how the methodologies of the social and behavioral sciences help them better understand American culture, behavior, or social and political institutions. Content varies and may be repeated provided a different topic is covered. Honors College course. GenEd II.B.3.

HONR 235 HONORS SEMINAR IN WESTERN HERITAGE ARTS AND HUMANITIES (3)
Engages students in understanding how the Western heritage marks their contemporary experience, positively or negatively. Content varies and may be repeated provided a different topic is covered. Honors College Course. Gen Ed II.C.1. or Core: Arts & Humanities.

HONR 237 HONORS SEMINAR IN WESTERN HERITAGE SOCIAL AND BEHAVIORAL STUDIES (3)
Critical assessment of how social and behavioral studies and their methodologies help them better understand Western culture, behavior, or social and political institutions. Content varies and may be repeated provided a different topic is covered. Honors College course. Gen Ed II.C.2 or Core: Social & Behavioral Sciences.

HONR 240 HONORS SEMINAR IN WESTERN HERITAGE PLURALITY AND DIVERSITY (3)
Explores race, class, gender, religious or ethnic traditions, or minority issues and investigate how Western prejudgments, systems or traditions contribute to issues in diversity. Content varies and may be repeated provided a different topic is covered. Honors College course. Gen Ed II.C.3 or Core: Diversity & Difference.

HONR 243 HONORS SEMINAR IN NON-WESTERN CULTURES, LANGUAGES, AND TRADITIONS (3)
Focus specifically or comparatively (among non-Western civilizations or between non-Western/Western civilizations) on helping students understand multiple modes of human expression and experience. Content varies and may be repeated provided a different topic is covered. Honors College course. Gen Ed II.D or Core: Global Perspectives.

HONR 270 HONORS SEMINAR SPECIAL TOPICS (3)
Course content varies with topic. Designed to enhance the Honors College experience. May be repeated provided a different topic is covered. Honors College course.

HONR 279 HONORS INDEPENDENT STUDY (1-6)
Provides first-year and sophomore students with an introductory experience in research/scholarly activity in any academic discipline at the University.

HONR 345 HONORS SEMINAR IN ETHICAL ISSUES AND PERSPECTIVES (3)
Exploration of the ethical dimensions of significant issues or dilemmas. Content varies and may be repeated provided a different topic is covered. Honors College course. Gen Ed I.E or Core: Ethical Issues & Perspectives.

HONR 370 HONORS SEMINAR ADVANCED TOPICS (3)
Course content varies with topic. Designed to enhance the Honors College experience. May be repeated up to a maximum of 15 units provided a different topic is covered each time the course is taken. Honors College course.

HONR 379 HONORS INDEPENDENT STUDY (1-6)
Provides junior and senior students with an advanced experience in research/scholarly activity in any academic discipline at the University. May be repeated for a maximum of 6 units. Honors College course.

HONR 490 HONORS STUDY ABROAD (3-6)
Travel and study abroad. Countries, topics, issues, programs, projects and / or facilities will be selected by the faculty sponsoring the program. Honors College course.

HONR 491 TRAVEL STUDY HONORS (3-6)
Provides junior and senior students with an advanced experience in research/ scholarly activity in any academic discipline at the University. May be repeated for a total of 6 units.

HONR 492 HONORS INTERNSHIP (1-6)
Supervised experiential learning in a variety of settings which provide Honors College students the opportunity to apply their classroom learning and skills outside the academic world. Students receive 1 unit for 4 hours of work per week. May be repeated for a maximum of 6 units (only 3 units toward Honors seminar requirement). Prerequisite: Junior or senior undergraduate students in good academic standing in the Honors College.

HONR 495 HONORS DIRECTED READINGS (1-6)
Survey of relevant scholarly literature under the guidance of a faculty member who will direct the student's research. Honors College course.

HONR 497 HONORS INDEPENDENT INVESTIGATION (1-6)
Supervised research and investigation leading to a formal paper or project report. The use of a proposal and well-defined objectives are required. Honors College course.
HONR 499 HONORS THESIS (3-6)
Supervised research and writing of thesis directed by a faculty member in a chosen area of specialization. Honors College course.

Information Technology (ITEC)

courses

ITEC 201 METROPOLITAN INFORMATION TECHNOLOGY INFRASTRUCTURE (3)
Technological aspects that drive the Greater Baltimore area and its surroundings by placing them in a social and economic context. Students will be able to evaluate how these technologies affect our metropolitan area’s status and development by comparing our systems to the ones of other cities. Core: Metropolitan Perspectives.

ITEC 217 COMPUTING HARDWARE AND INFRASTRUCTURE (3)
Provides the foundational principles of computer hardware and IT infrastructure. Topics include electricity and circuits, PC components and organization, system performance and tuning, cloud services and virtualization. Prerequisite: CIS 211.

ITEC 231 FUNDAMENTALS OF WEB TECHNOLOGIES (3)
Introduction to web systems and technologies, including the fundamentals of design, implementation, and evaluation of web-based applications including related software, databases, interfaces, and digital media. Social, ethical, and security issues related to web-based systems are also explored. Prerequisites: COSC 236, CIS 211.

ITEC 250 FUNDAMENTALS OF COMPUTER NETWORKS (3)
Based upon the Open Systems Interconnection Reference Model developed by the International Standards Organization. Topics include networking basics, network types and topologies, network protocols, reference models, network hardware, network applications and services, network operating systems and basic network security. Virtual lab, network management, and network simulation tools will be used. Prerequisite: COSC 236.

ITEC 274 FUNDAMENTALS OF SYSTEM MANAGEMENT (3)
Provides foundational principles of system management along with hands-on experience with operating systems. Topics covered include file and directory management, graphical and command line user interfaces, process and thread mechanics and user management. In addition, students will install, manage and safely remove applications. Prerequisite: COSC 236.

ITEC 315 DATA AND INFORMATION MANAGEMENT (3)
Introduction to data and information management, including the collection, organization, modeling, transformation, presentation, safety, and security of data and information. Prerequisites: CIS 211 and COSC 236.

ITEC 325 SYSTEM ADMINISTRATION AND MAINTENANCE (3)
Essentials for effective administration and maintenance of applications, operating systems and networks, including IT system documentation, policies and procedures, and the education and support of the users of these systems. Prerequisites: COSC 236 and ITEC 274.

ITEC 336 LEGAL AND POLICY ISSUES IN INFORMATION TECHNOLOGY (3)
An in-depth exploration of the civil and common law issues that apply to information technology. In addition, the course explores statutes, jurisdictional, and constitutional issues related to computer crime and privacy in the digital age. Course content includes addressing the legal system, rules of evidence, evidence seizure and handling, court presentation, individual rights, and free speech. Prerequisite: CIS 211. Corequisite: COSC 236.

ITEC 345 SCRIPTING LANGUAGES (3)
Provides students with a solid foundation in the concepts which underlie many scripting languages and environments without focusing exclusively on any one language. The emphasis will be on the underlying concepts behind the development of small programs in various scripting languages commonly found in industry. Student will develop, test, and execute programs in a hands-on environment. Prerequisite: COSC 236.

ITEC 397 INFORMATION TECHNOLOGY INTERNSHIP (3)
Opportunity to develop knowledge and skills in information technology by working in a local computing facility with on-site and faculty supervision. May be repeated for a maximum of 6 units. S/U Grading. Prerequisites: 5 units of upper level ITEC, CIS, or COSC courses and consent of instructor.

ITEC 411 SYSTEM ARCHITECTURE AND INTEGRATION (3)
Architecture and integration of systems. Gathering requirements, sourcing, evaluating and integrating components into a single system. It also covers the fundamentals of project management and the interplay between IT applications and organizational processes. Prerequisites: ITEC 315, ITEC 325.

ITEC 423 EMERGING INTERNET TECHNOLOGIES (3)
Focuses on emerging technologies that are essential in current trends and techniques related to Internet-based applications and their role in the IT field. Surveys the framework and essential elements in emerging Internet technology. Innovative technologies and related topics will be introduced along with the basic foundations required for their implementation and use. Prerequisite: ITEC 231 or consent of instructor.

ITEC 425 IT ENTERPRISE ARCHITECTURE (3)
Various standards and methodologies in designing and analyzing enterprise architectures including frameworks, layered architectures, strategic alignment between IT and business, modeling processes, and various viewpoints. Prerequisite: ITEC 411.

ITEC 427 CLOUD COMPUTING FOR ENTERPRISES (3)
Focuses on cloud computing and its role in the IT field. Introduces the fundamental elements, frameworks and standards of cloud computing. Students will work on group and individual projects related to cloud computing. Prerequisite: ITEC 231 or consent of instructor.

ITEC 437 DISASTER RECOVERY AND ENTERPRISE CONTINUITY (3)
Focuses on assessing vulnerabilities to the organization and taking appropriate countermeasures to avoid or mitigate disruption of IT services. Emphasis is on techniques for developing an enterprise continuity plan and building an IT infrastructure to sustain organizational operations. Prerequisite: ITEC 325.

ITEC 450 ADVANCED COMPUTER NETWORKING (3)
Provides thorough grounding in advanced topics in computer networking. Focus is on wired and wireless networking, including technologies in application, transport, and network layers, multimedia networking, and network management and security. Prerequisites: ITEC 250 and ITEC 325.

ITEC 451 ADVANCED DATA MANAGEMENT & ANALYSIS (3)
Data-centric approach of information management and analysis. Students will become familiar with data standards, manipulation, analysis, and management techniques. A survey of popular tools. Prerequisite: ITEC 315.

ITEC 464 WEB DEVELOPMENT (3)
Focuses on client/server side processing, with emphasis on client-server applications. Students are introduced to design and implementation of client-side scripting and server-side database connectivity using a content management system, including dynamic HTML, CSS, scripting, and databases, as well as emerging technologies. Also integrates web security and accessibility as they pertain to advanced web development. Prerequisite: ITEC 231.

ITEC 470 SPECIAL TOPICS IN INFORMATION TECHNOLOGY (3)
Studies in selected areas of information technology. May be repeated for a maximum of 6 units provided a different topic is taken. Prerequisites: 12 units of ITEC, CIS, or COSC courses.

ITEC 485 INFORMATION TECHNOLOGY CAPSTONE (3)
Design and implement an IT project with consideration for real-world issues including cost, safety, efficiency, and suitability for the intended user. Display ability to integrate and apply critical technical skills with a variety of management concepts, principles, techniques, and practices, while effectively managing people, information, information and communication technologies, and business processes for the organizational strategic goals. Prerequisites: ITEC 411, senior standing in Information Technology.
Instructional Technology (ISTC)

Courses

**ISTC 201 INFO EFFECTY EDUC (3)**  
An introduction to gathering, evaluating and communicating information. Emphasis will be on using team collaboration and problem solving to examine current issues in education. GenEd I.B.

**ISTC 202 HONORS USING INFORMATION EFFECTIVELY IN EDUCATION (3)**  
An introduction to gathering, evaluating and communicating information. Emphasis will be on using team collaboration and problem solving to examine current issues in education. GenEd I.B.

**ISTC 269 LABORATORY IN INSTRUCTIONAL HARDWARE (1-2)**  
Emphasizes the development of skills required in the operation of selected instructional hardware. Required of all Secondary Education majors; ISTC 301 may also be used to fulfill this requirement. Not open to students who have successfully completed ISTC 301 or ISTC 415.

**ISTC 301 INTEGRATING INSTRUCTIONAL TECHNOLOGY (3)**  
Materials, devices, techniques, and settings are presented in an overview of the field of instructional technology. Laboratory experiences are provided in the operation of instructional hardware. Prerequisite: junior/senior standing or departmental approval. Lab/Class fee will be assessed.

**ISTC 302 DSGN PRO INST MT (3)**  
Students are required to design and produce selected instructional materials.

**ISTC 307 STUDENT TEACHING TH MEDIA CENTER IN THE ELEMENTARY SCHOOL (6)**  
Supervised media center practice in an elementary or middle school. Graded S/U. Prerequisites: ISTC 475, admission by consent of department coordinator, approval of director of Center for Applied Skills in Education (CASE) and completion of Basic Skills Test; 2.75 QPA. Application must be made to ISTC coordinator by mid-semester prior to semester of enrolling.

**ISTC 308 STUDENT TEACHING THE MEDIA CENTER IN SECONDARY SCHOOL (6)**  
Supervised media center practice in a secondary school. Graded S/U. Prerequisites: ISTC 477, admission by consent of department coordinator, approval of director of Center for Applied Skills in Education (CASE) and completion of Basic Skills Test; 2.75 QPA. Application must be made to ISTC coordinator by mid-semester prior to semester of enrolling.

**ISTC 441 FOUNDATIONS OF INSTRUCTIONAL TECHNOLOGY (3)**  
Exploratory course concerned with the rationale for and use of computers in learning and related administrative matters. Techniques are examined for the organization, storage, processing, and retrieval of data. Applications include the computer for instruction, the management of instruction, simulation, generation of graphics, and accounting for software and hardware. (This course will not prepare students for occupations in computer science). Prerequisite: junior/senior standing.

**ISTC 453 INTRODUCTION TO INSTRUCTIONAL PHOTOGRAPHY (3)**  
Basic planning and darkroom methods for preparing photographic materials. Although the thrust of the course is the black and white mode, color slides and other special topics are treated. Principles of visual literacy are stressed. Students are required to demonstrate competencies in darkroom utilization and print critiquing as well as print production. Prerequisite: consent of department chair.

**ISTC 471 REF INFO SOURCES (3)**  
The bibliographic method, fundamental reference sources, and searching techniques for print and non-print materials are examined. Students are required to demonstrate competencies in the use of reference sources. Prerequisite: junior/senior standing.

**ISTC 473 CATAL CLAS MEDIA (3)**  
Cataloging, subject analysis, classification and bibliographic control. The use of commercial processing services and central processing in the school system. The concept of a unified catalog and materials center for print and non-print materials is stressed. Prerequisite: junior/senior standing.

**ISTC 495 INDEPENDENT STUDY IN INSTRUCTIONAL TECHNOLOGY (1-3)**  
Individual and supervised study of research problems and special projects in specific areas of instructional technology. Prerequisites: junior/senior standing and special permit.

**ISTC 497 INTERNSHIP IN LIBRARY SERVICES (6)**  
The student works in a library media setting under faculty and professional supervision. Prerequisites: major, senior standing, consent of program coordinator and completion of Basic Skills Test. Application must be made to ISTC coordinator by mid-term prior to the term of enrolling.

Integrated Early Childhood Education/Special Education (ECSE)

Courses

**ECSE 315 INFANT AND TODDLER DEVELOPMENT AND PROGRAMMING (3)**  
Overview of the developmental, behavioral, and learning characteristics of young children with and without disabilities, including typical and atypical development in the areas of cognition, motor, social, emotional, and language, with a focus on adaptive skills. Emphasizes legal foundations for early childhood services, family systems and supports, and models theories and philosophies of early intervention and educational practice. Introduces the Individual Family Services Plan. Corequisite: ECSE 316. Prerequisite: Open only to ECSE majors.

**ECSE 316 INFANT AND TODDLER INTERNSHIP (2)**  
Supervised clinical field experience with children from birth through 36 months. Interns will spend six hours a week in the internship setting and meet with the university supervisor on a regular schedule. Prerequisites: 6 hours of ECED or SPED, or consent of the instructor.

**ECSE 341 PRE PRIMARY CURRICULUM & INSTRUCTION IN THE INCLUSIVE CLASSROOM I (3)**  
Emphasizes the historical development and contemporary practices in curriculum content and methods of teaching all children in the pre primary inclusive classroom. Prerequisite: Acceptance into the ECSE Program.

**ECSE 342 FIELD PLACEMENT IN THE PRE-PRIMARY INCLUSIVE CLASSROOM I (2)**  
Internship in the Pre-Primary classroom is a beginning practicum experience in a pre-K or kindergarten inclusive classroom in a public school setting. Prerequisite: Acceptance into the ECSE Program.

**ECSE 351 PRIMARY CURRICULUM AND INSTRUCTION IN THE INCLUSIVE CLASSROOM II (3)**  
Emphasizes developmentally appropriate objectives, materials, activities, and methods used to teach in inclusive primary grades using an integrated curriculum. Prerequisite: Acceptance into the ECSE Program.

**ECSE 352 FIELD PLACEMENT IN THE PRIMARY INCLUSIVE CLASSROOM II (2)**  
Internship in the Primary classroom is a beginning practicum experience in a first, second, or third grade inclusive classroom in a public school setting. Prerequisite: Acceptance into the ECSE Program.
ECSE 413 INSTRUCTIONAL TECHNOLOGY FOR YOUNG CHILDREN (3)
Designing instruction for young children with and without disabilities using instructional and assistive technology. Prerequisites: SPED 301 and ISTC 201 or equivalent.

ECSE 425 ASSESSMENT FOR INFANT / PRIMARY (3)
Assessment techniques; philosophical rationale; data analysis and interpretation; program planning for the infant/primary population. Prerequisites: PSYC 101 and SPED 301.

ECSE 428 FAMILIES AS PARTNERS IN EARLY CHILDHOOD/ SPECIAL EDUCATION (3)
Communication skills, family relations, parent-professional collaboration. Prerequisites: SPEC 301 or SPED 637 and consent of the department.

ECSE 429 SOCIAL COMPETENCE IN EARLY EDUCATION (3)
Examination of factors associated with the development of social competence and emotional health in young children; strategies for promoting such development in early childhood settings. Prerequisites: 6 hours of ECSE or ECED, or consent of the instructor.

ECSE 451 INTERNSHIP IN EARLY CHILDHOOD / SPECIAL EDUCATION (12)
The capstone experience; a full time supervised internship in an inclusive classroom for children from birth through grade three. Graded S/U. Prerequisite: Acceptance into the ECSE Program.

ECSE 452 INTERNSHIP IN EARLY CHILDHOOD / SPECIAL EDUCATION SEMINAR (3)
Seminar held in conjunction with Capstone Internship. Topics include: theoretical and practical aspects of teaching; critical issues and topics; making the transition from pre-service intern to professional teacher / practitioner. Prerequisite: Acceptance into the ECSE Program.

Integrated Elementary Education/ Special Education (EESE)

Courses

ESEE 430 METHODS OF CLASSROOM MANAGEMENT AND COLLABORATION I (3)
Emphasizes foundational theoretical perspectives and practical interventions for behavior management and collaborative teaching. Open only to ESEE majors. Prerequisite: Successful completion of Level II of the ESEE major.

ESEE 431 METHODS OF CLASSROOM MANAGEMENT AND COLLABORATION II (3)
Emphasizes application of theoretical perspectives and practical interventions for behavior management and collaborative teaching. Open only to ESEE majors. Prerequisite: Successful completion of Level III of the ESEE major.

ESEE 468 ESEE FIELD EXPERIENCE (1)
Course provides knowledge of characteristics of students with low-incidence disabilities through a 30-hour field observation. Corequisite of SPED 301 for teacher candidates enrolled in integrated elementary education - special education dual certification program.

ESEE 474 ELEMENTARY EDUCATION / SPECIAL EDUCATION INTERNSHIP I (3-6)
Supervised clinical field experience in elementary general education and elementary / middle special education settings and seminar. May be repeated for a maximum of 12 units. Prerequisite: Successful completion of Level I and II ESEE program courses.

ESEE 476 ELEMENTARY EDUCATION/ SPECIAL EDUCATION INTERNSHIP II (6-12)
Interns demonstrate the knowledge, skills, and dispositions necessary for successful teaching in general and special education settings at the elementary/middle school level. Course may be repeated up to a total of 12 units. Prerequisite: Successful completion of ESEE 474.

ESEE 485 SEMINAR IN ESEE (3)
Seminar held in conjunction with and must be taken at the same time as ESEE 476 Internship II. Topics include: theoretical and practical aspects of teaching; critical issues and topics; making the transition from professional pre-service intern to professional in-service teacher. Restricted to enrollment in Integrated Elementary Education - Special Education Program. Prerequisites: Prescribed courses for ESEE majors.

International Studies (INST)

Courses

INST 100 THE WORLD TODAY (3)
Effectively access, evaluate, and use the best sources of information available from the Internet, the library, and other resources. GenEd I.B.

INST 493 INTERNSHIP IN INTERNATIONAL STUDIES (3-6)
Experiential learning through working with government, non-profit or business private organizations involved with international affairs. No more that 6 units can be counted toward the international studies major. Prerequisites: Junior/ senior status and consent of the International Studies Internship Director.

INST 494 INTERNATIONAL STUDIES ABROAD (3)
Independent study of the culture, history, economy, and society of the country students intend to visit. Taught in three segments over three terms (including one term abroad). Fulfills one requirement for the International Credential. Prerequisites: Students must be registered in an approved study abroad program, experiential learning abroad program or international internship; COMM 379 and permission of coordinator of International Studies.

INST 496 INTERNATIONAL RESEARCH (3)
Independent research taught over two semesters with one semester abroad. Prerequisites: Students must be registered in an approved study abroad program, experiential learning abroad program or international internship; COMM 379 and permission of coordinator of International Studies.

Irish Studies (IRST)

Courses

IRST 465 TOPICS IN IRISH STUDIES (3)
Variable topics. May be repeated for a maximum of 9 units provided a different topic is covered. Prerequisite: 3 units of Irish studies or consent of instructor.

IRST 466 TOPICS IN IRISH STUDIES (3)
Variable topics. May be repeated for a maximum of 9 units provided a different topic is covered. Prerequisite: 3 units of Irish studies or consent of instructor.

IRST 467 TOPICS IN IRISH STUDIES (3)
Variable topics. May be repeated for a maximum of 9 units provided a different topic is covered. Prerequisite: 3 units of Irish studies or consent of instructor.

Italian (ITAL)

Courses

ITAL 101 ITALIAN ELEMENTS I (3)
Principles of Italian grammar; drills in pronunciation; elementary conversation; composition; readings. GenEd II.C.1. or Core: Arts & Humanities.

ITAL 102 ITALIAN ELEMENTS II (3)
Review of further study of grammar principles; pronunciation; conversation; composition; readings. Prerequisite: ITAL101. GenEd II.C.1 or Core: Global Perspectives.

ITAL 201 ITALIAN INTERMEDIATE I (3)
Review of grammar and pronunciation; conversation; reading of cultural texts; oral and written exercises in language lab. Conducted in Italian. Prerequisite: ITAL 102 or equivalent. GenEd II.C.3. or Core: Arts & Humanities.
ITAL 202 ITALIAN INTERMEDIATE II (3)
Advanced grammar structures; composition; reading of cultural texts; oral and written exercises in language lab. Conducted in Italian. Prerequisites: ITAL 201 or equivalent. GenEd II.C.3 or Core: Global Perspectives.

ITAL 301 ADVANCED CONVERSATION (3)
Reading, conversation and composition on topics of cultural and literary interest; grammar and syntax. Conducted in Italian. Prerequisite: ITAL 202 or equivalent. Core: Arts & Humanities.

ITAL 302 ADVANCED COMPOSITION (3)
Written Italian beyond the intermediate level with focus on advanced composition, reading comprehension, and textual analysis. Conducted in Italian. Prerequisite: ITAL 202 or equivalent. Core: Global Perspectives.

ITAL 311 ITALIAN CULTURE AND CIVILIZATION (3)
A comprehensive survey of geography, history, art, music, literature, and cinema of the Italian peninsula, from the Etruscans (ca. 900 BC) to the present. Conducted in Italian. Prerequisite: ITAL 202 or equivalent.

ITAL 321 SURVEY OF ITALIAN LITERATURE I (3)
A thorough examination of Italian literature from the 13th century to the present. Conducted in Italian. Prerequisites: ITAL 201 and ITAL 202.

ITAL 322 SURVEY OF ITALIAN LITERATURE II (3)
A thorough examination of Italian literature from the 13th century to the present. Conducted in Italian. Prerequisites: ITAL 201 and ITAL 202.

ITAL 331 ITALIAN FOR BUSINESS (3)
Introduction to Italian business and economy, with practice in functional spoken and written transactions in Italian. Conducted in Italian. Prerequisite: ITAL 202 or equivalent.

ITAL 341 ITALIAN CINEMA (3)
A survey of Italian cinema, its major movies and most acclaimed directors. Conducted in Italian. Prerequisite: ITAL 202 or equivalent.

ITAL 370 SPECIAL TOPICS IN ITALIAN (3-6)
Specialized topics in language and culture. Content varies. May be repeated once for a maximum of 6 units provided a different topic is covered. Prerequisite: ITAL 202 or equivalent.

ITAL 371 SPECIAL TOPICS IN ITALIAN (3-6)
Specialized topics in language and culture. Content varies. May be repeated once for a maximum of 6 units provided a different topic is covered. Prerequisite: ITAL 202 or equivalent.

ITAL 372 SPECIAL TOPICS IN ITALIAN (3-6)
Specialized topics in language and culture. Content varies. May be repeated once for a maximum of 6 units provided a different topic is covered. Prerequisite: ITAL 202 or equivalent.

ITAL 373 SPECIAL TOPICS IN ITALIAN (3-6)
Specialized topics in language and culture. Content varies. May be repeated once for a maximum of 6 units provided a different topic is covered. Prerequisite: ITAL 202 or equivalent.

ITAL 374 SPECIAL TOPICS IN ITALIAN (3-6)
Specialized topics in language and culture. Content varies. May be repeated once for a maximum of 6 units provided a different topic is covered. Prerequisite: ITAL 202 or equivalent.

ITAL 375 SPECIAL TOPICS IN ITALIAN (3-6)
Specialized topics in language and culture. Content varies. May be repeated once for a maximum of 6 units provided a different topic is covered. Prerequisite: ITAL 202 or equivalent.

ITAL 376 SPECIAL TOPICS IN ITALIAN (3-6)
Specialized topics in language and culture. Content varies. May be repeated once for a maximum of 6 units provided a different topic is covered. Prerequisite: ITAL 202 or equivalent.

ITAL 377 SPECIAL TOPICS IN ITALIAN (3-6)
Specialized topics in language and culture. Content varies. May be repeated once for a maximum of 6 units provided a different topic is covered. Prerequisite: ITAL 202 or equivalent.

ITAL 378 SPECIAL TOPICS IN ITALIAN (3-6)
Specialized topics in language and culture. Content varies. May be repeated once for a maximum of 6 units provided a different topic is covered. Prerequisite: ITAL 202 or equivalent.

ITAL 379 SPECIAL TOPICS IN ITALIAN (3-6)
Specialized topics in language and culture. Content varies. May be repeated once for a maximum of 6 units provided a different topic is covered. Prerequisite: ITAL 202 or equivalent.

ITAL 494 TRAVEL STUDY ABROAD (3-16)
Italian language, culture, civilization and literature at approved study abroad sites in Italy. Prerequisite: approval of department chair.

ITAL 497 INTERNSHIP IN ITALIAN (3)
Training and experience using Italian with government, business, and industry in Maryland or Washington, D.C., under professional supervision. Prerequisites: 6 credits of Italian at the 300 level and written consent of the program coordinator; Italian minors only.

Japanese (JPNS)

Courses

JPNS 101 JAPANESE ELEMENTS I (3)

JPNS 102 JAPANESE ELEMENTS II (3)
Development of elementary vocabulary and sentences, forms of written language, conversation, composition and translation. Uses the techniques of programmed instruction. Prerequisite: JPNS 101. GenEd II.D. or Core: Global Perspectives.

JPNS 201 JAPANESE INTERMEDIATE I (3)
Review of elementary Japanese; intermediate Kanji; conversation and prose composition; translations; outside readings commensurate with the ability of the individual student. Uses the techniques of programmed instruction. Prerequisite: JPNS 102. GenEd II.D. or Core: Arts & Humanities.

JPNS 202 JAPANESE INTERMEDIATE II (3)
Review of elementary Japanese; intermediate Kanji; conversation and prose composition; translations; outside readings commensurate with the ability of the individual student. Uses the techniques of programmed instruction. Prerequisites: JPNS 201. GenEd II.D. or Core: Global Perspectives.

JPNS 301 JAPANESE COMPOSITION AND CONVERSATION I (3)
Composition and conversation beyond the intermediate level. Conducted in Japanese. Prerequisites: JPNS 201 and JPNS 202 or equivalent. GenEd II.D. or Core: Arts & Humanities.

JPNS 302 JAPANESE COMPOSITION AND CONVERSATION II (3)
Composition and conversation beyond the intermediate level. Conducted in Japanese. Prerequisites: JPNS 201 and JPNS 202 or equivalent. GenEd II.D. or Core: Global Perspectives.

JPNS 492 DIRECTED READINGS IN JAPANESE (1-3)
Independent reading in sources written in Japanese. Prerequisites: JPNS 301 and JPNS 302 or equivalent, consent of department chair.

JPNS 494 JAPANESE TRAVEL & STUDY ABROAD (3-16)
Study of language, literature and/or culture at a Japanese University. Contact department chair and Office of International Education. Prerequisites: consent of Japanese Study Abroad Program and department chair.

Kinesiology (KNES)
Courses

KNES 100 WATER AEROBICS (2)
Aerobic aquatic activities designed to improve knowledge, understanding and performance levels of cardiorespiratory fitness, muscular strength and endurance, flexibility, body composition and stress management. Not open to students who successfully completed PHEA 157.

KNES 101 SWIMMING I (0.5-1)
A course for non-swimmers. Elements covered include personal safety, American crawl, elementary backstroke, side stroke, back crawl, deep water adjustment, and beginning diving. Not open to students who successfully completed KNES 165.

KNES 102 SELF DEFENSE (2)
Development of student competence in personal assault prevention and street safety awareness.

KNES 103 RHYM/STEP AERO (2)
Development of sufficient competency to promote active lifestyle, improve knowledge, and performance levels of cardiorespiratory fitness, agility, strength, endurance and flexibility.

KNES 104 BALLROOM DANCE (2)
Development of sufficient competence for active lifestyle through ballroom dance.

KNES 105 JOGGING, CYCLING, SKATING (2)
Development of sufficient competence to promote an active lifestyle through cardiovascular movement.

KNES 106 BILLIARDS, BOWLING, GOLF (2)
Development of sufficient competence to promote an active lifestyle through playing of leisure time activities.

KNES 107 CARDIOVASCULAR FITNESS (3)
A concentration on the physiological components of physical fitness and the effects of exercise upon the risk factors associated with cardiovascular diseases. Ten field trips. A three week workshop. Only taught in minimester.

KNES 108 BASKETBALL LAX SOCCER (2)
Development of sufficient competence to promote active lifestyle through the playing of invasion games.

KNES 109 BADMINTON, TENNIS, VOLLEYBALL (2)
Development of sufficient competence to promote active lifestyle through playing of net games.

KNES 110 RACQUETBALL, SQUASH, HANDBALL (2)
Development of sufficient competence to promote active lifestyle through playing of wall games.

KNES 119 BOWLING I (0.5-1)
For description and prerequisites, consult the Department of Kinesiology.

KNES 123 ELEM BACKPACKING I (1)
For description and prerequisites, consult the Department of Kinesiology.

KNES 124 INTMED BCKPCKING (2)
For description and prerequisites, consult the Department of Kinesiology.

KNES 127 GOLF I (0.5-1)
For description and prerequisites, consult the Department of Kinesiology.

KNES 134 JOGGING (1)
For description and prerequisites, consult the Department of Kinesiology.

KNES 137 ORIENTEERING (0.5)
For description and prerequisites, consult the Department of Kinesiology.

KNES 140 TRACK AND FIELD (1)
Basic instruction of all track and field events and their application across the K-12 curriculum. Open to PHEC majors only.

KNES 141 BASIC ROCK CLIMBING (1)
For description and prerequisites, consult the Department of Kinesiology.

KNES 142 INTERMED. ROCK CLIMBING (2)
For description and prerequisites, consult the Department of Kinesiology.

KNES 143 SELF DEFENSE I (0.5)
For description and prerequisites, consult the Department of Kinesiology.

KNES 150 PERSONAL DEFENSE/WRESTLING (1)
Skills, strategies, and developmentally appropriate activities for personal defense and wrestling. Open to PHEC majors only.

KNES 155 RHYTHMIC AEROBICS (2)
For description and prerequisites, consult the Department of Kinesiology.

KNES 156 GYMNASTICS (1)
For description and prerequisites, consult the Department of Kinesiology.

KNES 163 AQUATIC FITNESS (2)
For description and prerequisites, consult the Department of Kinesiology.

KNES 164 BASIC CANOEING (0.5)
For description and prerequisites, consult the Department of Kinesiology.

KNES 165 BASIC SWIMMING (1)
Designed to teach a non-swimmer, beginner, or advanced beginner to develop intermediate level swimming and diving skills. Strokes presented include: front crawl; elementary backstroke; back crawl; and breast stroke.

KNES 168 WATER POLO (0.5)
For description and prerequisites, consult the Department of Kinesiology.

KNES 169 BASIC DIVING (0.5)
For description and prerequisites, consult the Department of Kinesiology.

KNES 182 FIELD/COURT I (0.5-1)
For description and prerequisites, consult the Department of Kinesiology.

KNES 184 FIELD/COURT II (1)
Skills, strategies, and developmentally appropriate activities for the sports of hockey (field and floor), lacrosse and ultimate frisbee. Open to PHEC majors only.

KNES 196 INDEPENDNT STUDY (0.5-3)
Directed study on specific topics in Kinesiology and related fields. Prerequisite: Consent of instructor and department chair.

KNES 202 NET/WALL GAMES (1)
Skills, strategies, and developmentally appropriate activities for the sports of tennis, badminton, and volleyball. Open to PHEC majors only.

KNES 205 CAMP LEADERSHIP (2)
The role of camp counselor in organized camping. Emphasis on camp related skills of campcraft, trips, crafts and nature study. Several field trips.

KNES 207 FIELD HOCKEY I (0.5)
For description and prerequisites, consult the Department of Kinesiology.

KNES 210 LIFETIME SPORTS (1)
Skills, strategies, and developmentally appropriate activities for the lifetime sports of golf, archery, softball, and bowling.

KNES 215 MEDICAL TERMINOLOGY FOR HEALTH PROFESSIONS AND MEDICAL CONDITIONS (3)
Introduces the student to the detailed language of medicine and provides an overview of medical conditions for students entering a medical-related profession.

KNES 217 FUNCTIONAL ANATOMY FOR EXERCISE SCIENCE (3)
Investigation of the musculoskeletal system with regard to functional anatomy. Prerequisites: BIOL 221/BIOL 221L (BIOL 213); KNES 297 or KNES 291; Academic major EXSC or ATTR.
KNES 235 PHYSICAL WELLNESS FOR A HEALTHY AMERICA (3)
The national health goals and objectives released by the U.S. Department of Health and Human Services in Healthy People: 2020 that are applicable to physical wellness are explored. Students will research the national health objectives of the United States and benefits of a healthy and active lifestyle and issues surrounding lifelong physical health. Fitness principles related to the achievement of the U.S. national health objectives will be further explored through laboratory activities. Core: The United States as a Nation or GenEd: II.B.3.

KNES 238 PHYSICAL FITNESS PROGRAMMING AND ASSESSMENT (3)
Focuses on the design and evaluation of curricula and assessments for the improvement of health related physical fitness of students in grades K-12. Prerequisite: Must be declared as a physical education teacher education (PETE) major.

KNES 239 PHYSICAL FITNESS ACTIVITIES (1)
Development, administration, and evaluation of fitness activities for selected populations. Open to PHEC majors only.

KNES 240 PEDAGOGY IN FIELD/COURT SKILLS AND STRATEGY (3)
Focuses on teaching methodologies and performance of several field court invasion games including ultimate, team handball, soccer, hockey, and lacrosse. Prerequisite: Must be declared as a physical education teacher education (PETE) major.

KNES 241 PROJECT MARJ (1)
A wilderness orientation program in which a small group of students and instructors takes a five day backpacking trip filled with adventure and climbing. Graded SU.

KNES 242 PEDAGOGY IN STRIKING, FIELDING AND TARGET SKILLS AND STRATEGY (3)
Examines the skills, strategies, developmentally appropriate activities, and analysis/evaluation process for teaching lifetime physical activities including both striking/fielding games and target games. Prerequisite: Must be declared as a physical education teacher education (PETE) major.

KNES 243 MOUNTAINEERING (3)
For description and prerequisites, consult the Department of Kinesiology.

KNES 245 CAMP LEADERSHIP (2)
The role of the camp counselor in organized camping. Emphasis on camp related skills of campcraft, trips, crafts, and nature study. Several field trips.

KNES 246 PEDAGOGY OF NET/WALL SKILLS & STRATEGIES (3)
Focuses on teaching methodologies and performance of several sports in the net/wall skill classification including volleyball, tennis, table tennis, pickleball, and badminton. Prerequisite: Must be declared as a physical education teacher education (PETE) major.

KNES 247 OFFICIATING I (2)
A study of the art of officiating through lectures, films, discussions, and practical application. Covers swimming, volleyball, wrestling, football, basketball, and field hockey.

KNES 248 OFFICIATING II (2)
A study of the art of officiating through lectures, films, discussions, and practical application. Covers track, softball, lacrosse, baseball, tennis, and gymnastics.

KNES 251 HISTORY OF SPORT IN AMERICA (3)
Explores the history of American sport, emphasizing its interactions with political, economic, social, and cultural forces; introduces aspects of historical methodology. GenEd II.B.1 or Core: The United States as a Nation.

KNES 255 ADVANCED INDIVIDUALIZED FITNESS (3)
Structure and function of the physiological components of large muscle activity and their relationship to the development and maintenance of fitness.

KNES 262 WTR SAFETY INST (3)
For description and prerequisites, consult the Department of Kinesiology.

KNES 263 SCUBA DIVING (1)
For description and prerequisites, consult the Department of Kinesiology. Lab/Class fee will be assessed.

KNES 265 FUNDAMENTALS IN HEALTH AND PHYSICAL FITNESS ASSESSMENT (3)
Provides an integrated examination of the theory and methodology of health-related physical fitness testing. Allows for practical experience in health-related physical fitness testing and interpretation of assessment data for low-to moderate-risk healthy adults. Prerequisites: KNES 297 and BIOL 221 and BIOL 221L.

KNES 269 LIFEGUARD TRAINING (2)
An advanced course in life guarding techniques for swimming pools and open-water beach areas.

KNES 270 SPECIAL TOPICS IN PHYSICAL EDUCATION (1-3)
Designed for study of special topics of current interest in physical education, athletics, and their related fields. Objectives and content for each topic are reviewed and approved by the physical education faculty. May be repeated for a maximum of 6 units provided a different topic is covered.

KNES 271 SPECIAL TOPICS IN PHYSICAL EDUCATION (1-3)
Designed for study of special topics of current interest in physical education, athletics, and their related fields. Objectives and content for each topic are reviewed and approved by the physical education faculty. May be repeated for a maximum of 6 units provided a different topic is covered.

KNES 272 SPECIAL TOPICS IN PHYSICAL EDUCATION (1-3)
Designed for study of special topics of current interest in physical education, athletics, and their related fields. Objectives and content for each topic are reviewed and approved by the physical education faculty. May be repeated for a maximum of 6 units provided a different topic is covered.

KNES 273 SPECIAL TOPICS IN PHYSICAL EDUCATION (1-3)
Designed for study of special topics of current interest in physical education, athletics, and their related fields. Objectives and content for each topic are reviewed and approved by the physical education faculty. May be repeated for a maximum of 6 units provided a different topic is covered.

KNES 274 SPECIAL TOPICS IN PHYSICAL EDUCATION (1-3)
Designed for study of special topics of current interest in physical education, athletics, and their related fields. Objectives and content for each topic are reviewed and approved by the physical education faculty. May be repeated for a maximum of 6 units provided a different topic is covered.

KNES 275 SPECIAL TOPICS IN PHYSICAL EDUCATION (1-3)
Designed for study of special topics of current interest in physical education, athletics, and their related fields. Objectives and content for each topic are reviewed and approved by the physical education faculty. May be repeated for a maximum of 6 units provided a different topic is covered.

KNES 276 SPECIAL TOPICS IN PHYSICAL EDUCATION (1-3)
Designed for study of special topics of current interest in physical education, athletics, and their related fields. Objectives and content for each topic are reviewed and approved by the physical education faculty. May be repeated for a maximum of 6 units provided a different topic is covered.

KNES 277 SPECIAL TOPICS IN PHYSICAL EDUCATION (1-3)
Designed for study of special topics of current interest in physical education, athletics, and their related fields. Objectives and content for each topic are reviewed and approved by the physical education faculty. May be repeated for a maximum of 6 units provided a different topic is covered.

KNES 278 INTRODUCTION TO SPORTS INDUSTRY (3)
Trends, challenges, and opportunities in the sports industry. Open to SPMT majors only.

KNES 281 PHYSICAL EDUCATION FOR ELEMENTARY EDUCATION STUDENTS I (1)
Designed for the teacher of elementary school children to gain an understanding of and develop a basic ability in the basic skills of children's activities. Provides opportunity to become familiar with methods of learning skills and to appreciate the needs of the individuals in motor learning and analysis of group behavior.

KNES 282 PHYSICAL EDUCATION FOR ELEMENTARY EDUCATION STUDENTS II (1)
Designed for the teacher of elementary school children to gain an understanding of and develop a basic ability in the basic skills of children's activities. Provides opportunity to become familiar with methods of learning skills and to appreciate the needs of the individuals in motor learning and analysis of group behavior.
KNES 283 PHYSICAL EDUCATION ACTIVITIES FOR THE YOUNG CHILD (1)
Provides Physical Education majors with practical knowledge of appropriate movement experiences for use in a developmental program of physical education for children in grades K-3. Open to PHEC majors only.

KNES 284 ADVENTURE BASED EDUCATION ACTIVITIES (1)
Adventure curriculum approach to experiential education including initiations, problem-solving activities, and low and high ropes course elements. Open to PHEC majors only. Lab/Class fee will be assessed.

KNES 285 SPORT: CROSS-CULTURAL PERSPECTIVE (3)
Systematic study of sport from an anthropological perspective. GenEd II.D or Core: Global Perspectives.

KNES 290 INTRO TO TEACHING PHYSICAL EDUCATION (2)
Introduction to the field of teaching in physical education, the students program of study, the profession of physical education, the school physical education program and evaluation. Open to PHEC majors only.

KNES 291 INTRODUCTION TO ATHLETIC TRAINING (3)
Theory, laboratory, and clinical experiences designed to provide students with formal instruction and evaluation about the allied health profession of Athletic Training. Competencies and clinical proficiencies related to the practice of athletic training and prevention and immediate care of orthopedic related injuries are covered. Prerequisite: Pre-Athletic Training major.

KNES 294 PHYSICAL EDUCATION ELEMENTARY CONTENT KNOWLEDGE AND PERFORMANCE I (3)
Includes terminology, fundamental movement skills and associated teaching cues, and developmentally appropriate practice and assessment opportunities essential for teaching elementary physical education (PK-3). Emphasis on the movement education curricular approach. Prerequisite: Must be declared as a physical education teacher education (PETE) major.

KNES 296 INDEPENDENT STUDY (0.5-3)
Directed study on specific topics in Kinesiology and related fields. Prerequisite: Consent of instructor and department chair.

KNES 297 FOUNDATIONS OF EXERCISE SCIENCE (3)
Examination of the historical and cultural aspects of the discipline of exercise science, including an introduction to major sub-disciplines. Prerequisite: Academic major EXSC.

KNES 298 HISTORY & PHILOSOPHY PHYSICAL EDUCATION (3)
Introduction to the historical and philosophical foundations of physical education.

KNES 301 INTRODUCTION TO RECREATION AND LEISURE (3)
Recreation and leisure related to individuals, special populations, and society. The impact of recreation and leisure concepts and theories on time and work. Out of class experiences required.

KNES 303 ORGAN & ADMIN PE (3)
Provides experiences for students in administrative problems and procedures from the perspective of the administrator, and presents the learner with knowledge of the administrative responsibilities associated with the physical education teacher.

KNES 305 OUTDOOR EDUCATION: PHILOSOPHY AND METHODS (3)
Examination of the rationale and basic structure of outdoor education programs. An investigation of effective teaching techniques and procedures for outdoor education. Field experiences are required (students may have to provide their own transportation and equipment). Utilizes an interdisciplinary approach and is team taught.

KNES 307 TEACHING APPRENTICESHIP (0.5-1)
Students with a high degree of competency may request to be assigned to assist a faculty master teacher in class instruction and evaluation. May be repeated for a maximum of 1 unit.

KNES 309 TESTS AND MEASUREMENTS (3)
Elementary statistical procedure as applied to exercise science and physical education measurement. Prerequisite: MATH 109 or higher (except MATH 204).

KNES 311 BIOMECHANICS (3)
Mechanical and anatomical analysis of movement in relation to human performance. Prerequisites: BIOL 221/BIOL 221L (BIOL 213) & BIOL 222/BIOL 222L (BIOL 214).

KNES 313 PHYSIOLOGY OF EXERCISE (3)
Application of principles of physiology to large muscle activity, with special emphasis on the interrelations of muscular, nervous, circulatory, and respiratory functions during exercise. Prerequisites: BIOL 221/ BIOL 221L (BIOL 213) & BIOL 222/ BIOL 222L (BIOL 214).

KNES 315 CARE AND PREVENTION OF ATHLETIC INJURIES (3)
Lecture and practical experiences in the study of modern theories and principles of athletic training mechanisms, nature and causes of the most common sports-related injuries.

KNES 316 LOWER EXTREMITY AND SPINE EVALUATION (4)
Designed to provide the athletic training student with a foundation to effectively assess musculoskeletal injuries to the lower extremity and spine; fundamentals of determining injury severity, proper management and the ability to make an appropriate referral to other sports medicine professionals. Prerequisite: KNES 291, ATEP Major.

KNES 321 SCIENCE OF SPORT SUCCESS: CONTRIBUTIONS OF GENETICS AND PRACTICE (3)
Study of elite athletic performance within broad scientific and societal contexts; ethics of identifying, classifying, and training athletes; approaches to the problems inherent in evaluating decisions emerging from scientific study of sport. GenEd II.A.

KNES 324 TEACHING PHYSICAL EDUCATION IN ELEMENTARY SCHOOL (3)
Responsibilities of the elementary school physical education teacher, including class organizational procedures, a variety of teaching methods, lesson and unit plan development, and content appropriate for the elementary school child. Includes observation and teaching experiences with elementary school children at various ages. Prerequisites for PHEC majors: KNES 290, KNES 283, KNES 284 and passing scores on Praxis I, SAT, ACT, or GRE. Prerequisites for Elementary Education majors: KNES 281 and KNES 282.

KNES 325 TEACHING PHYSICAL EDUCATION IN SECONDARY SCHOOL (3)
Responsibilities of the secondary school physical education teacher, including class organizational procedures, variety of teaching methods, lesson and unit planning, and topics resulting from the observation/participation experience in a secondary school. Prerequisites: four of the following KNES courses: KNES 140, KNES 150, KNES 156, KNES 182, KNES 184, KNES 202, KNES 239 and KNES 324.

KNES 327 TEACHING CULTURAL DANCE FORMS AND CREATIVE MOVEMENT FOR PHYSICAL EDUCATION (3)
Study and performances of basic skills required in various dance styles and creative movement using different teaching methodologies.

KNES 331 PRINCIPLES OF COACHING (3)
Develops within each student an educationally sound philosophy of coaching. Emphasis on learning and understanding the principles and guidelines of good coaching and the application of human psychology as it relates to the coach and athlete in their unique relationship.

KNES 333 SPORT MANAGEMENT (3)
Managing an organization providing sport/fitness activities products or services. Prerequisites: ACCT 201, ACCT 202, and KNES 280.

KNES 335 PRIN/TECHN WRAP/TAPE (1)
Laboratory study and application of bandaging and taping for preventive and therapeutic purposes in athletic training.

KNES 337 ADVANCED TECHNIQUES AND ANALYSIS OF COACHING IN SELECTED TOPICS (3)
Theoretical and practical application of principles and techniques of coaching offensive and defensive techniques; strategy, scouting, organizing practice, and utilizing staff.
KNES 341 CONCEPTS OF MOTOR LEARNING (3)
Study of effects of sensation and perception, reaction time, knowledge of results, retention, transfer, physical and mental practice, and motivation on learning and performing motor skills. Prerequisite: PSYC 101.

KNES 345 SEMINAR AND FIELD EXPERIENCE IN SPORT MANAGEMENT (3)
Professional practices necessary to be a successful sport manager, specifically focusing on professional development with an experiential component. Prerequisites: KNES 280; KNES 333 (may be taken concurrently).

KNES 349 THE MODERN OLYMPIC GAMES (3)
A socio-historically based interpretation of the modern Olympic Games as athletic festival, social construction, cultural symbol, philosophic movement, and world stage phenomenon.

KNES 351 PHILOSOPHY: THE SPORT EXPERIENCE (3)
Philosophy of sport and the body, including the major philosophical schools of thought and their implications on physical education. Requires grade of C or better to fulfill Core or GenEd requirement. Prerequisite: ENGL 102 or 190. Core: Advanced Writing Seminar or GenEd I.D.

KNES 353 SPORT & SOCIETY (3)
Explores relationships between sport and social institutions. Requires grade of C or better to fulfill Core or GenEd requirement. Prerequisites: ENGL 102 or ENGL 190 and junior/senior standing. Core: Advanced Writing Seminar or GenEd I.D.

KNES 354 HONORS SPORT AND SOCIETY (3)
Explores relationships between sport and social institutions. Requires grade of C or better to fulfill Core or GenEd requirement. Prerequisites: Honors College admission; ENGL 102 or ENGL 190, Core: Advanced Writing Seminar or GenEd I.D.

KNES 355 PSYCHOLOGY OF SPORT (3)
Designed to study the psychological correlates of sport. The approach will be one of understanding and application of the literature and research design of sport psychology publications. Prerequisite: PSYC 101.

KNES 356 HONORS PSYCHOLOGY OF SPORT (3)
Designed to study the psychological correlates of sport. The approach will be one of understanding and application of the literature and research design of sport psychology publications. Prerequisite: PSYC 101. Honors College course.

KNES 357 SPORT IN FILM (3)
Meaning of sport in 20th century Western culture through film.

KNES 359 PSYCHOLOGY OF SPORT INJURY (3)
Application of psychological research and theory to sport injury and sport injury rehabilitation. Prerequisite: PSYC 101.

KNES 361 EXERCISE PSYCHOLOGY (3)
Contemporary research and theory, including exercise and fitness motives, psychological effects, theoretical models of exercise behavior, motivating behavior, cognitive and behavioral change strategies. Prerequisite: PSYC 101.

KNES 363 NUTRITION FOR EXERCISE AND SPORT (3)
Critical and practical aspects of nutrition related to exercise and sport. Prerequisites: BIOL 221/BIOL 221L (BIOL 213) & BIOL 222/BIOL 222L (BIOL 214).

KNES 365 EXERCISE TESTING AND PRESCRIPTION (3)
Theoretical concepts and application skills; includes assessment of components of fitness, exercise prescription for apparently healthy and special concerns populations. Prerequisites: KNES 265, KNES 297 and KNES 313.

KNES 369 CLINICAL COMPETENCIES AND FIELDWORK IN EXERCISE SCIENCE (4)
Examination of the clinical skills and competencies needed to perform a complete physical fitness assessment. Supervised opportunities to both observe and apply these skills and competencies will take place in a variety of professional settings. Corequisite: KNES 365. Prerequisites: KNES 297 and KNES 313. Lab/Class fee will be assessed.

KNES 371 FIELD EXPERIENCE IN EXERCISE SCIENCE (3)
Prepare students to carry out research or applied experiences in exercise science and build awareness of novel, controversial and/or pressing issues within the field. May be taken twice for a total of six units.

KNES 372 PRACTICAL AND INSTRUCTIONAL SKILLS IN EXERCISE LEADERSHIP (3)
Assessment, design, and instruction for individual and group fitness programs; professional responsibilities of the fitness instructor will also be addressed. Prerequisites: KNES 297 and KNES 217. Lab/Class fee will be assessed.

KNES 381 BASIC CLINICAL ATHLETIC TRAINING I (2)
Observe and perform professional skills under the supervision of a certified athletic trainer; focuses on psychomotor competencies and clinical proficiencies introduced in KNES 291. Prerequisites: KNES 316 (taken concurrently), Athletic Training major. Lab/Class fee will be assessed.

KNES 382 BASIC CLINICAL ATHLETIC TRAINING II (2)
Observe and performance of professional skills under the supervision of a certified athletic trainer; focuses on psychomotor competencies and clinical proficiencies from KNES 316. Corequisite: KNES 415. Prerequisites: KNES 316, Athletic Training Major.

KNES 385 INTERMEDIATE CLINICAL ATHLETIC TRAINING I (2)
Observation and performance of professional skills under the supervision of a certified athletic trainer; focuses on Competencies and Proficiencies from KNES 415. Corequisite: KNES 427. Prerequisites: KNES 415, Athletic Training Major.

KNES 386 INTERMEDIATE CLINICAL ATHLETIC TRAINING II (2)
Observation and performance of professional skills under the supervision of a certified athletic trainer; focuses on skills related to therapeutic modalities. Corequisite: KNES 428. Prerequisites: KNES 427 and Athletic Training Major.

KNES 388 ADVANCED CLINICAL ATHLETIC TRAINING I (2)
Application in a laboratory and clinical setting of the knowledge and skills introduced in KNES 427. Prerequisite: KNES 427, Athletic Training major.

KNES 389 ADVANCED CLINICAL ATHLETIC TRAINING II (2)
Observation and performance of professional skills under the supervision of a BOC Certified Athletic Trainer; focuses on competencies and proficiencies covered in KNES 432 and KNES 417. Prerequisite: Senior status Athletic Training major. Lab/Class fee will be assessed.

KNES 390 SPORT AND GLOBALIZATION (3)
Addresses the historical and cultural global impact of sport using the lens of sociology, globalization, and critical cultural studies. We will examine sport in a variety of different nations and global settings as well as discuss the most pressing issues regarding global sport. Not open to students who have successfully completed KNES 285. Prerequisite: KNES 280.

KNES 392 ELEMENTARY INTERNSHIP (6-8)
Practical experiences in observation, participation, and student teaching in elementary public schools under the guidance of master teachers and a university supervisor. Not open to students who have successfully completed ELED 392. Graded S/U.

KNES 393 A WORLD HISTORY OF SPORT TO 1900 (3)
Explores sport and physical education in context of social, economic, and political influences. Focuses upon Greece, Rome, Western Europe to ca. 1900.

KNES 394 SECONDARY INTERNSHIP (6-8)
Practical experience in observation, participation, and internship in secondary public schools under the guidance of master teachers and a university supervisor. Not open to students who have successfully completed SCED 392. Graded S/U.

KNES 395 INTERNSHIP IN SPORT MANAGEMENT (3)
Provides fundamental theoretical and practical knowledge in management principles and techniques, managerial responsibilities, and issues confronting professionals in the sports industry. May be repeated for a maximum of 6 units. Not open to students who have successfully completed KNES 445. Graded S/U. Prerequisite: KNES 333, junior/senior standing, special permission.
KNES 396 INDEPENDENT STUDY (1-6)
Directed study on specific topics in Kinesiology and related fields. Prerequisite: Consent of instructor and department chair.

KNES 397 INTERNSHIP IN CAMPING OR OUTDOOR EDUCATION (3)
Allows academic and practical experience for students in the camp program or outdoor education area of their choice. Students will participate as a volunteer, aide, or staff member. Seminars will be held to discuss experiences. Students should expect to pay for their transportation, meals, and lodging during the practicum experience. The course will be offered primarily during the minimester and summer sessions. May be repeated for a maximum of 8 units.

KNES 398 INTERNSHIP IN EXERCISE SCIENCE (3-6)
Opportunity to integrate knowledge and skills learned during course work and through on-campus experiences in actual practice situations. The exercise science internship must be at an approved site in settings such as a hospital-based wellness or cardiac rehabilitation program or a corporate fitness center. A three unit internship requires completion of a minimum of 120 hours; a six unit internship requires completion of a minimum of 240 hours. S/U Grading. Prerequisites: KNES 365; cumulative GPA 2.5 or higher; academic major EXSC.

KNES 399 DIFFERENTIATED INTERNSHIP IN PHYSICAL EDUCATION (1-6)
An experience in internship in addition to the regular student teaching experience. May be repeated for a maximum of 6 units.

KNES 403 ORGANIZATION AND ADMINISTRATION OF INTRAMURALS (3)
Permits students to acquire the skills of administration in the development and organization of intramural programs in schools and colleges.

KNES 405 BEHAVIOR MANAGEMENT TECHNIQUES IN THE CLASSROOM (3)
Causes of misbehavior in pre-schools, elementary and secondary schools. Crisis prevention. Preventive, supportive and directive strategies and their practical application. Class rules, reinforcers, assessment and legal issues. Not available for credit if student successfully completed SPED 429. Prerequisite: PSYC 201 or equivalent.

KNES 406 EXERCISE PRESCRIPTIONS AND PROGRAMMING FOR SPECIAL POPULATIONS (3)
The impact of chronic disease, co-morbidity, age, and pregnancy on exercise prescription methodology and exercise program development. Prerequisites: KNES 313.

KNES 407 ADVANCED PRINCIPLES OF STRENGTH AND CONDITIONING (3)
Strength training activities and program design for various populations. Measurement of physiologic factors related to strength and conditioning and the development and delivery of sport-specific strength and conditioning training programs to improve athletic performance will be addressed. Prerequisites: KNES 313 and KNES 311.

KNES 409 STRESS MANAGEMENT, TENSION CONTROL AND HUMAN PERFORMANCE (3)
Presents information about the manifestation of stress and systematic programs for tension control. The correlates surrounding progressive muscle relaxation and biofeedback are explored in detail, as well as the neurological responses which produce tension responses. Lectures are combined with laboratory experiences in an effort to understand and practice relaxation techniques.

KNES 412 THEORY AND ANALYSIS OF GYMNASTICS MOVEMENT (3)
Theoretical and practical application of mechanical analysis of movement concepts as related to proper execution of skills in gymnastics. The techniques and methods used in this course are designed to provide the teacher a logical system for presenting gymnastic skills to facilitate learning for the student; to demonstrate that gymnastic skills are logically founded on basic physics or terrestrial mechanics; to present aiding and spotting techniques.
KNES 430 MOVEMENT EDUCATION IN ELEMENTARY SCHOOL (3)
Application of problem solving and individualized methods of teaching of movement for the elementary school child. Development of programs and materials for teaching creative dance, games, and sports. Survey of current literature.

KNES 431 SEMINAR IN ATHLETIC TRAINING (3)
Analysis and application of athletic training knowledge, skills, attributes, and decision making proficiency; assessment of clinical applications of knowledge and skills pertaining to the athletic training education domains. Prerequisites: Athletic Training major, KNES 388, KNES 417, KNES 432.

KNES 432 GENERAL MEDICAL ASPECTS (4)
Study of pharmaco-therapeutic agents and general medical conditions, disabilities, abnormalities, and diseases of physically active individuals; prevention, recognition, physical examination, management, and referral of common general medical conditions. Prerequisites: KNES 427 and KNES 386; Athletic Training major.

KNES 433 APPLIED SPORT AND EXERCISE PSYCHOLOGY (3)
Applications of sport and exercise psychology theory to sport and exercise settings. Prerequisite: KNES 355 or KNES 361.

KNES 435 PROGRAMS IN OUTDOOR EDUCATION (3)
Examines the varied programs in outdoor education offered within the state, nation, and selected foreign countries. Traditional and innovative programs will be reviewed. Concepts revealed will be contrasted with meeting educational objectives. Several field trips are required. Open to Education majors.

KNES 437 SPORT AND THE MEDIA (3)
Symbolic relationship between sport and electronic/print media.

KNES 439 SPORT CULTURE AND COUNTERCULTURE (3)
Cultural ideologies and practices of sport and physical activity; counterculture critiques and alternative constructions of the body and public culture. Prerequisite: Junior/senior standing.

KNES 441 THE AMERICAN WOMEN IN SPORT (3)
Historical, physiological, psychological, sociological, and philosophical perspectives and societal attitudes toward women who participate in sport.

KNES 445 INTERNSHIP IN SPORT MANAGEMENT (6-12)
Internship in Sport Management. May be repeated, or enrolled concurrently, for a maximum of 12 units. Not open to students who have successfully completed KNES 395. Prerequisites: KNES 333; KNES 345; junior/senior standing; 72 unit hours earned, cumulative GPA of 2.0 or higher; academic major of SPMT.

KNES 449 LEADERSHIP FOR SPORT PROFESSIONALS (3)
Development of effective, personal leadership skills for coaches, athletic directors, managers, and others in the sport industry. Prerequisite: PSYC 101 or SOCI 101.

KNES 450 BALTIMORE: POST-INDUSTRIAL SPORTING METROPOLIS (3)
A theoretically- and empirically-intensive survey of professional and community-based sport in metropolitan Baltimore with a specific focus on the economic and cultural impact of sport in the era of declining industrial manufacturing and emerging information technology within the city.

KNES 452 SPORT MARKETING (3)
Fundamental marketing theories and principles applied to selling of sports; focusing on the concepts and practices forming the knowledge base for effective marketing strategies in sports. Prerequisite: MKTG 341.

KNES 453 SPORT ADMINISTRATION (3)
Designed to aid persons responsible for organizing and administering intramural and interschol athletic programs. Topics such as organizational patterns, objectives of the programs, controls, game management, records, conduct of tournaments, officials, awards, and means of promoting the programs will be considered. Study will be made of competitive as well as informal recreation programs on all educational levels, with special emphasis on the secondary schools.

KNES 454 SPORT SALES AND SPONSORSHIP (3)
Selling and negotiating within the sport-business climate. Development, implementation, and evaluation of a sport sponsorship deal. Prerequisite: KNES 333 or KNES 452.

KNES 455 PHYSICAL ACTIVITY PROGRAMMING FOR THE OLDER ADULT (3)
Application of physiological, psychological, sociological, and motor learning principles to the development of physical activity programs for older adults.

KNES 456 LEGAL AND ETHICAL ISSUES IN SPORT (3)
Critical strategic analysis of legal and ethical issues in the sports industry. Prerequisite: KNES 333.

KNES 457 PHYSIOLOGY OF AGING (3)
Interaction of physical, psychological, social, and environmental systems in the aging process from the late-middle to old age.

KNES 460 CULTURAL ECONOMY OF SPORT (3)
A theoretically-intensive investigation of the cultural significance and economic formations of contemporary sport in the context of a 21st-century global marketplace. Prerequisites: KNES 333 or permission from the Kinesiology Department.

KNES 465 STRATEGIC SPORT COMMUNICATION (3)
Designed to develop practical skills and competencies in sport communication. Prerequisite: declared sport management major with junior/senior standing or instructor permission.

KNES 469 RESEARCH METHODS IN EXERCISE SCIENCE (3)
Prepares students to read and interpret research in exercise science. Topics include scientific process, research questions and theories, literature review, research methods and measurement, data analysis, and reporting. Requires grade of C or better to fulfill Core or GenEd requirement. Prerequisites: ENGL 102 or ENGL 190, (KNES 309 or MATH 231 or MATH 330 or MATH 237), and senior status in exercise science major. Core: Advanced Writing Seminar or GenEd I.D.

KNES 470 SELECTED TOPICS IN PHEC (1-3)
Workshop designed for study of special topics of current interest in physical education and athletics. Content varies and will focus on substantive material or operational problems. May be repeated for a maximum of 6 units provided a different topic is covered.

KNES 471 SELECTED TOPICS IN PHYSICAL EDUCATION (1-3)
Workshop designed for study of special topics of current interest in physical education and athletics. Content varies and will focus on substantive material or operational problems. May be repeated for a maximum of 6 units provided a different topic is covered.

KNES 472 SELECTED TOPICS IN PHYSICAL EDUCATION (1-3)
Workshop designed for study of special topics of current interest in physical education and athletics. Content varies and will focus on substantive material or operational problems. May be repeated for a maximum of 6 units provided a different topic is covered.

KNES 473 SELECTED TOPICS IN PHYSICAL EDUCATION (1-3)
Workshop designed for study of special topics of current interest in physical education and athletics. Content varies and will focus on substantive material or operational problems. May be repeated for a maximum of 6 units provided a different topic is covered.

KNES 474 SELECTED TOPICS IN PHYSICAL EDUCATION (1-3)
Workshop designed for study of special topics of current interest in physical education and athletics. Content varies and will focus on substantive material or operational problems. May be repeated for a maximum of 6 units provided a different topic is covered.

KNES 475 SELECTED TOPICS IN PHYSICAL EDUCATION (1-3)
Workshop designed for study of special topics of current interest in physical education and athletics. Content varies and will focus on substantive material or operational problems. May be repeated for a maximum of 6 units provided a different topic is covered.
KNES 476 SELECTED TOPICS IN PHYSICAL EDUCATION (1-3)
Workshop designed for study of special topics of current interest in physical education and athletics. Content varies and will focus on substantive material or operational problems. May be repeated for a maximum of 6 units provided a different topic is covered.

KNES 477 SELECTED TOPICS IN PHYSICAL EDUCATION (1-3)
Workshop designed for study of special topics of current interest in physical education and athletics. Content varies and will focus on substantive material or operational problems. May be repeated for a maximum of 6 units provided a different topic is covered.

KNES 478 SELECTED TOPICS IN PHYSICAL EDUCATION (1-3)
Workshop designed for study of special topics of current interest in physical education and athletics. Content varies and will focus on substantive material or operational problems. May be repeated for a maximum of 6 units provided a different topic is covered.

KNES 479 SELECTED TOPICS IN PHYSICAL EDUCATION (1-3)
Workshop designed for study of special topics of current interest in physical education and athletics. Content varies and will focus on substantive material or operational problems. May be repeated for a maximum of 6 units provided a different topic is covered.

KNES 480 SEMINAR IN TEACHING PHYSICAL EDUCATION (1)
Discussion and analysis of selected topics during the internship semester.

KNES 494 TRAVEL STUDY (3)
Study of selected physical education programs, practices, or facilities. Study group will be accompanied by TU Department of Kinesiology faculty member.

KNES 496 INDEPENDENT STUDY (0.5-3)
Directed study on specific topics in Kinesiology and related fields. Prerequisite: Consent of instructor and department chair.

Latin American and Latino/Latina Studies (LAST)

Courses

LAST 100 LATIN AMERICA: ISSUES AND APPROACHES (3)
Multi-disciplinary approaches to leading issues in recent Latin America. Access, evaluate, and use information. Core: Global Perspectives.

LAST 385 MODEL ORGANIZATION OF AMERICAN STATES (3)
Structure and function of OAS, the inter-American system and U.S. Latin American policy. Students represent member states of the OAS in a mock General Assembly in Washington, D.C. Course may be repeated for a maximum of 6 units. Prerequisite: sophomore standing and written consent in instructor.

LAST 484 SPECIAL TOPICS IN LATIN AMERICAN AND LATINO/A STUDIES (3)
Study through lectures and discussions of interdisciplinary topics selected by the instructor. May be repeated for a maximum of 6 units provided different topics are covered. Prerequisite: Junior or Senior standing or consent of instructor.

LAST 491 DIRECTED READINGS IN LATIN AMERICAN AND LATINO/A STUDIES (3)
Independent reading in Latin American studies on a topic selected by the student in consultation with the instructor(s). May be repeated for a maximum of 6 units. Prerequisites: advanced undergraduate standing, junior/senior standing, and consent of instructor.

LAST 492 DIRECTED READINGS IN LATIN AMERICAN AND LATINO/A STUDIES (3)
Independent reading in Latin American studies on a topic selected by the student in consultation with the instructor(s). May be repeated for a maximum of 6 units. Prerequisites: advanced undergraduate standing and consent of instructor.

LAST 497 INTERNSHIP IN LATIN AMERICAN AND LATINO/A STUDIES (3-6)
Training and experience with public and private organizations. May be repeated for a maximum of 6 units. S/U grading. Prerequisites: Junior or senior standing and consent of instructor.

Latin (LATN)

Courses

LATN 101 LATIN ELEMENTS I (3)
Principles of Latin grammar and syntax; drills in morphology and translation; introduction to Roman culture as appropriate; elementary composition; readings. GenEd II.C.1. or Core: Arts & Humanities.

LATN 102 LATIN ELEMENTS II (3)
Review and further study of grammar and syntax, drills in morphology and translation; discussion of Roman culture as appropriate; composition; readings. Prerequisite: LATN101. GenEd II.C.1 or Core: Global Perspectives.

LATN 201 LATIN INTERMEDIATE I (3)
Review of elementary grammar and syntax, continuing to advanced structures; composition; study of Roman culture as appropriate. Prerequisite: LATN 102 or equivalent. GenEd II.C.1 or Core: Arts & Humanities.

LATN 202 LATIN INTERMEDIATE II (3)
Review of elementary grammar and syntax and introduction to most advanced structures; composition; study of Roman culture as appropriate; introduction to Latin stylistics through study of longer passages from ancient authors. Prerequisite: LATN 201 or equivalent. GenEd II.C.1 or Core: Global Perspectives.

LATN 301 ADVANCED READINGS IN LATIN I (3)
Study and translation of selected texts from Latin authors with special attention to review of grammar, syntax and vocabulary. Prerequisite: LATN 202 or equivalent. GenEd II.C.1 or Core: Arts & Humanities.

LATN 302 ADV READ LATN II (3)
Study and translation of selected texts from Latin authors with special attention to Roman history and culture. Discussion of varying approaches to translation. Prerequisites: LATN 301 or equivalent. GenEd II.C.1 or Core: Global Perspectives.

Law and American Civilization (LWAC)

Courses

LWAC 491 THESIS IN LAW AND AMERICAN CIVILIZATION (3)
Using internet technology and traditional classroom instruction students will research and write on some aspect of law in American society and civilization. Prerequisites: open only to majors who have completed at least 24 units in the major; consent of instructor.

LWAC 497 PRACTICUM IN LAW AND AMERICAN CIVILIZATION (3)
Practicum in a law firm, court of law or in business. Prerequisite: open only to students majoring in Law and American Civilization who have earned a cumulative GPA of 3.00.

LWAC 498 DIRECTED READINGS IN LWAC (3)
Readings and research in preparation for the writing of an honors thesis under the supervision of the director or one member of the Law and American Civilization advisory board. Prerequisites: open only to majors who have completed at least 30 units in the major and have earned a cumulative GPA of 3.25 and a GPA of 3.50 in the major, consent of instructor.
LGBT 473 SPECIAL TOPICS IN LGBT STUDIES (3)
Survey and critical examination of current research and literature in LGBT studies. May be repeated for a maximum of 9 units with a different topic. Prerequisite: 6 units in the LGBT minor or consent of instructor.

LGBT 474 SPECIAL TOPICS IN LGBT STUDIES (3)
Survey and critical examination of current research and literature in LGBT studies. May be repeated for a maximum of 9 units with a different topic. Prerequisite: 6 units in the LGBT minor or consent of instructor.

LGBT 475 SPECIAL TOPICS IN LGBT STUDIES (3)
Survey and critical examination of current research and literature in LGBT studies. May be repeated for a maximum of 9 units with a different topic. Prerequisite: 6 units in the LGBT minor or consent of instructor.

LGBT 476 SPECIAL TOPICS IN LGBT STUDIES (3)
Survey and critical examination of current research and literature in LGBT studies. May be repeated for a maximum of 9 units with a different topic. Prerequisite: 6 units in the LGBT minor or consent of instructor.

LGBT 477 SPECIAL TOPICS IN LGBT STUDIES (3)
Survey and critical examination of current research and literature in LGBT studies. May be repeated for a maximum of 9 units with a different topic. Prerequisite: 6 units in the LGBT minor or consent of instructor.

LGBT 478 SPECIAL TOPICS IN LGBT STUDIES (3)
Survey and critical examination of current research and literature in LGBT studies. May be repeated for a maximum of 9 units with a different topic. Prerequisite: 6 units in the LGBT minor or consent of instructor.

LGBT 479 SPECIAL TOPICS IN LGBT STUDIES (3)
Survey and critical examination of current research and literature in LGBT studies. May be repeated for a maximum of 9 units with a different topic. Prerequisite: 6 units in the LGBT minor or consent of instructor.

LGBT 485 INTERNSHIP IN LGBT STUDIES (3-6)
Supervised internship experience in the field of LGBT Studies under the direction of a faculty member. May be repeated for a maximum of 9 units, but only 6 units can be applied to the LGBT minor. Prerequisite: 6 units of course work in the LGBT minor or consent of instructor.

LGBT 491 INDEPENDENT INVESTIGATIONS IN LGBT STUDIES (3)
Research problems under the direction of a faculty member. May be repeated for a maximum of 6 units. Prerequisite: 6 hours of course work in the LGBT minor, or consent of instructor.

Marketing (MKTG)

Courses

MKTG 341 PRINCIPLES OF MARKETING (3)
Design, distribution, pricing and promotion of goods, services, places, people and causes of both national and international markets. Included is an introduction to strategic and tactical applications of marketing. Not open to students who have completed MKTG T41. Prerequisites: sophomore standing; majors and eligible pre-major, BUAD majors or MKTG minor.

MKTG 345 MANAGING INTEGRATED MARKETING COMMUNICATIONS (3)
Focuses on planning and managing the integrated marketing communications (IMC) program of an organization. Topics include advertising, direct marketing, consumer and trade promotions, and public relations. Emphasis will be placed on strategic planning to effectively use promotional tools to meet marketing goals. Various regulatory, social, and economic factors that affect an organization's IMC program will be examined. Prerequisites: junior/senior standing; major in ACCT, BUAD, EBUS, ECON, XEBBA or minor in MKTG; and MKTG 341.
MKTG 347 SERVICES MARKETING (3)
Examines the marketing of services. The uniqueness of services marketing will be analyzed along with the similarities to product marketing. Selected topics among the following services will be examined: health care, museums, government services, travel, transportation, food, education, banking, and legal services. The service aspects of product marketing will also be analyzed. Prerequisite: major in ACCT, BUAD, EBUS, ECON, XEBBA or minor in MKTG. Junior/Senior standing; and MKTG 341.

MKTG 349 PRODUCT MANAGEMENT (3)
Development of new goods and services, including idea generation, concept evaluation, test marketing, and product launch. Prerequisites: MKTG 341 and junior major standing.

MKTG 350 ENTREPRENEURIAL MARKETING (3)
Examines how start-up and small/medium-sized companies identify and critically evaluate opportunities that exist within new and established market niches and develop marketing plans to take advantage of those opportunities based on the creative use of scarce resources. Prerequisite: MKTG 341.

MKTG 355 RETAIL MANAGEMENT (3)
Provides students with an in-depth knowledge of marketing activities at the retail level in the business environment. Different types of retail institutions are examined as to the types of strategies employed in the performance of major functions, such as buying, merchandising, selling, advertising, and physical operation. Key issues, such as market segmentation, geographical location and internal organization, are analyzed. Prerequisites: MKTG 341 and major in ACCT, BUAD, EBUS, ECON, XEBBA or minor in MKTG. Junior/Senior standing.

MKTG 357 MARKETING CHANNELS (3)
Processes and interdependent institutions for transfer of product ownership from seller to buyer: structure, functions, and activities of traditional and contemporary channels. Prerequisites: MKTG 341 and junior major standing.

MKTG 361 MARKETING FOR NON-PROFIT ORGANIZATIONS (3)
Analyzing marketing management approaches and techniques for non-profit sector: market-driven organizations, developing resources, designing and implementing the marketing mix. Prerequisites: MKTG 341 and junior/senior standing; major in ACCT, BUAD, EBUS, ECON, XEBBA or minor in MKTG.

MKTG 411 INTERACTIVE MARKETING (3)
Design, implementation, and assessment of interactive marketing strategies that deliver value to customers, stakeholders, and the organization. Introduction to integrated digital communication strategies for brand management. Not open to students who have successfully completed EBTM 411/EBUS 411/ECOM 411. Prerequisites: MKTG 341, majors only; junior/senior standing.

MKTG 425 CONSUMER BEHAVIOR ANALYSIS (3)
An examination of the buying behavior of individual and organizational buyers with regards to the decision process utilized when purchasing goods and services and the resulting consequences in the development of marketing strategies by business firms, and other organizations. Prerequisites: major in ACCT, BUAD, EBUS, ECON, XEBBA or minor in MKTG; MKTG 341 or concurrent enrollment in MKTG 441 is recommended.

MKTG 431 MARKETING INFORMATION FOR DECISION MAKING (3)
Assemble, manipulate, and synthesize internal and external secondary data to develop sophisticated situation analyses, empirical-based customer segmentation classifications and behavioral analyses, and metrics by which firms can evaluate their marketing strategies and dynamics. Prerequisites: MKTG 341; majors only. Junior/Senior standing.

MKTG 441 MARKETING RESEARCH AND FORECASTING (3)
Students develop skills in the total research process, including the use of scientific methods for the acquisition, analysis and interpretation of marketing data. Includes coverage of primary research, secondary data sources and marketing information systems. Students receive an overview of exploratory, descriptive and causal research designs, as well as an understanding of sampling theory, questionnaire design, data collection, statistical analysis, and presentation of results. Prerequisites: ECON 205 or MATH 231 or equivalent; MKTG 341 / 342. Majors only. Junior/senior standing.

MKTG 445 GLOBAL MARKETING (3)
Impact of globalization, inter-country trade agreements, and national culture on country marketing environments and their influence on strategic marketing decisions related to pricing, product, channels of distribution, and marketing communications. Problems and obstacles related to acquiring information to guide market entry decisions and development of country marketing plans and policies. Prerequisites: MKTG 341, junior/senior standing.

MKTG 451 PERSONAL SELLING AND SALES MANAGEMENT (3)
Successful selling, presenting and negotiating are core activities of boundary-spanning marketing positions; principles of personal selling and fundamentals of managing a sales force. Prerequisite: MKTG 341 and major in ACCT, BUAD, EBUS, ECON, XEBBA or minor in MKTG. Junior/Senior standing.

MKTG 470 SPECIAL TOPICS IN MARKETING (3)
Course content varies with each topic. In-depth study of contemporary business issues and how they affect current marketing practices. May be repeated for a maximum of 6 units provided a different topic is covered. Prerequisite: consent of instructor. Special permit only.

MKTG 485 STRATEGIC MARKETING (3)
Capstone course emphasizing management of marketing activities and the development and implementation of product, pricing, promotion and distribution strategies within an interdisciplinary context. Prerequisites: MKTG 341, major standing and 6 additional units in marketing courses.

MKTG 491 DIRECTED READINGS (1-3)
Assigned readings in selected functional or conceptual areas of marketing. A total of 6 units for any combination of directed readings, independent study and internship is allowed in the marketing area study. Prerequisites: Consent of the instructor, a minimum of 3.00 cumulative GPA, completion of all 200- and 300-level BUAD core requirements, 2 additional Marketing courses, and a special permit.

MKTG 494 MARKETING STUDY ABROAD (3)
On-site course of study of the culture, history, economy, society, and political structure of the country and region visited as it relates to marketing and related business activities. This course may be structured as a study group accompanied by TU Department of Marketing faculty member or a course with an approved affiliated study abroad program. Prerequisites: MKTG 341; Marketing majors only; junior standing; must be registered in an approved study abroad program; and consent of the department chair.

MKTG 495 INDEPENDENT RESEARCH (1-3)
Directed research on specific problems in a functional area of marketing. A total of 6 units for any combination of directed readings, independent study and internship is allowed in the marketing area of study. Prerequisites: consent of the instructor, a minimum of 3.00 cumulative GPA, completion of all 200- and 300-level BUAD core requirements, 2 additional Marketing courses, and a special permit.

MKTG 497 MARKETING INTERNSHIP (1-3)
Upon completion, a formal portfolio presentation of the internship experience is required. A total of 6 units for any combination of directed readings, independent study and internship is allowed in the marketing area of study. Prerequisites: consent of the instructor, a minimum of 3.00 cumulative GPA, completion of all 200- and 300-level BUAD core requirements, 2 additional Marketing courses, and a special permit.

MKTG 498 SPECIAL TOPICS IN MARKETING (3)
Capstone course emphasizing management of marketing activities and the development and implementation of product, pricing, promotion and distribution strategies within an interdisciplinary context. Prerequisites: MKTG 341, major standing and 6 additional units in marketing courses.

Mass Communication (MCOM)
Courses

MCOM 100 USING INFORMATION EFFECTIVELY IN MASS COMMUNICATION (3)
Effective and ethical gathering, evaluation, application and presentation of information in the study of mass communication. Prerequisite: freshmen and sophomores only. GenEd I.B.

MCOM 101 INTRODUCTION TO MASS COMMUNICATION (3)
Issues, theories and structures of mass communication and careers in the mass media.

MCOM 102 HONORS INTRODUCTION TO MASS COMMUNICATION (3)
Issues, theories and structures of mass communication and careers in the mass media. Honors College course.

MCOM 214 PRINCIPLES OF ADVERTISING (3)
Review of contribution made by advertising to the United States economy and of the principles and practices as applied to mass media. Prerequisites: COMM 131/COMM 132 and MCOM 101/MCOM 102.

MCOM 253 PRINCIPLES OF STRATEGIC PUBLIC RELATIONS AND INTEGRATED COMMUNICATION (3)
History and development of the field as a profession; strategic management; research; legal and ethical issues; communication theories; strategies and tactics; global trends. Prerequisites: COMM 131 and MCOM 101.

MCOM 255 NEWSWRITING (3)
Newswriting from the standpoint of style, structure, and readability. Prerequisites: MCOM 101 and ENGL 102.

MCOM 256 WRITING FOR THE MEDIA (3)
Principles of good writing with emphasis on writing basics, research, and analysis to create effective communication in a variety of venues. Prerequisites: MCOM 101 or MCOM 102 and ENGL 102 or ENGL 190.

MCOM 257 JOURNALISM/NEW MEDIA I (3)
An introduction to writing skills required in print, broadcast, and online journalism, and emerging news media formats. Prerequisite: MCOM 101. Lab/Class fee will be assessed.

MCOM 258 JOURNALISM AND NEW MEDIA II (3)
Advanced skills in new writing, interviewing, reporting, and editing required in print, broadcast, and online journalism, and emerging new media formats. Prerequisite: MCOM 257. Lab/Class fee will be assessed.

MCOM 323 ADVERTISING MEDIA PLANNING (3)
Application of advertising media principles to the development of a media plan that involves objectives, strategy, and execution of electronic, print and new media. Prerequisites: MCOM 214, majors only. Lab/Class fee will be assessed.

MCOM 325 ADVERTISING COPYWRITING (3)
Creative process and production of copy for various media including print, broadcast, direct mail, out-of-home, and new media. Prerequisite: MCOM 214, MCOM 256, majors only. Lab/Class fee will be assessed.

MCOM 333 SOCIAL MEDIA AND STRATEGIC COMMUNICATION (3)
Examines the changing world of social media, strategic implications, and its usefulness to advertising, journalism, and public relations practitioners. Prerequisite: MCOM 214 or MCOM 253 or MCOM 257.

MCOM 341 DIGITAL PUBLISHING (3)
Computer technology to create publications for delivery in print and online. Prerequisite: MCOM 257. Lab/Class fee will be assessed.

MCOM 350 MEDIA LAW (3)
Examination of libel, slander, invasion of privacy and copyright. Legal considerations in reporting on judicial and governmental activities. Prerequisites: MCOM 101/MCOM 102, majors only, junior/senior standing.

MCOM 352 MEDIA CRITICISM (3)
Theory and practice of media criticism intended for various audiences, including consumer oriented criticism, social criticism, and scholarly criticism. Prerequisite: MCOM 101 or EMF 140 or COMM 201.

MCOM 356 FEATURE WRITING (3)
Researching and writing journalistic articles for publication in newspapers, magazines, and other media. Requires grade of C or better to fulfill Core or GenEd requirement. Prerequisites: ENGL 102 or ENGL 190; MCOM 255, MCOM 256, or MCOM 258. Core: Advanced Writing Seminar or GenEd I.D.

MCOM 357 PUBLIC RELATIONS WRITING (3)
Composing, editing, and producing media materials for both internal and external audiences. Requires grade of C or better to fulfill Core or GenEd requirement. Prerequisites: ENGL 102 or ENGL 190; MCOM 253; MCOM 256. Core: Advanced Writing Seminar or GenEd I.D.

MCOM 358 NEWS EDITING (3)
Practice in editing and headline writing for print and online media. Prerequisites: MCOM 257 and majors only. Lab/Class fee will be assessed.

MCOM 359 MAGAZINE PUBLISHING (3)
Examination of the principles, practices, problems and trends in magazine publishing through tracing the process of a magazine from copy to bindery. Steps in periodical production stressing emphasis on layout factors. Intensive analysis of magazine markets and case studies of magazine publishing problems. Prerequisites: MCOM 356.

MCOM 381 BROADCAST JOURNALISM I (3)
Theory and practice of broadcast journalism. The gathering, writing and presentation of news for audio-only and audio-visual media. Ethical standards for broadcast journalism will be analyzed. Prerequisites: MCOM 258; junior/senior standing. Lab/Class fee will be assessed.

MCOM 383 NEWS REPORTING (3)
Experience in reporting. Coverage of specific news beats on and off campus and general assignment work. Consideration of news-gathering techniques, including direct and participant observation, use of survey research data and use of official records. Prerequisite: MCOM 258.

MCOM 385 MASS MEDIA AND SOCIETY (3)
Seminar on current issues and effects of mass communication. Prerequisite: MCOM 101/ MCOM 102 or EMF 140.

MCOM 390 MASS COMMUNICATION RESEARCH (3)
Survey of methods and uses of research in mass media fields. Prerequisites: majors and junior/senior standing only. Not open to students who have successfully completed MCOM 490.

MCOM 391 PHOTOJOURNALISM I (3)
Photography for the mass media. History, aesthetics and ethics are covered. Prerequisite: MCOM 258 or consent of instructor. Lab/Class fee will be assessed.

MCOM 392 SPORTS WRITING (3)
Researching and writing news and feature articles and opinion columns focusing on local, state, and national sports. Prerequisite: MCOM 356.

MCOM 407 MULTIMEDIA REPORTING CAPSTONE (3)
Research and create multimedia news and feature articles incorporating hypertext, graphics, photographs, audio and video elements. Capstone course. Prerequisites: MCOM 341, MCOM 356 and majors only. Lab/Class fee will be assessed.

MCOM 409 LITERARY JOURNALISM (3)
Literary technique and dramatic structure for print and online journalistic media. Prerequisite: MCOM 356.

MCOM 411 COMMUNICATION PROCESS (3)
Prominent theories and research on mass media and human communication. Prerequisites: COMM 13/COMM102 and junior/senior standing.

MCOM 415 MASS MEDIA GRAPHICS (3)
Communication potential of design elements in a variety of graphics using computer technology. Prerequisite: MCOM 101/MCOM 102 and junior/senior standing.
MCOM 431 PUBLIC OPINION AND THE PRESS (3)
Journalistic aspects of public opinion and propaganda; the impact of mass communication media on the formation of public opinion. Techniques of polling and testing public opinion. Prerequisites: MCOM 101/MCOM 102 and junior/senior standing.

MCOM 433 MEDIA ETHICS (3)
Ethical principles, issues, dilemmas in mass communication; professional codes; personal, interpersonal, small group, organizational, and societal factors affecting ethical mediated communication. Prerequisites: MCOM 101/ MCOM 102, majors only, junior/senior standing.

MCOM 440 ADVERTISING MEDIA SALES (3)
Procedures for selling media space and time; strategy, training, and preparation. Prerequisites: MCOM 214 and junior/senior standing.

MCOM 443 INTERNATIONAL ADVERTISING AND PUBLIC RELATIONS (3)
Role of advertising and public relations in the world marketplace. Consideration of global and local perspectives, key decisions in agency operations, creative aspects and media. Prerequisites: MCOM 214 or MCOM 253 and junior/senior standing.

MCOM 445 CORPORATE INSTITUTIONAL ADVERTISING (3)
Techniques used by corporations to develop institutional messages for public presentations. Prerequisites: MCOM 214 and MCOM 253.

MCOM 447 ADVERTISING CAMPAIGNS (3)
Application of advertising principles and practices to the development of campaigns and the preparation of a plan book. Prerequisites: MCOM 323; MCOM 325; MCOM 390; majors only.

MCOM 451 PUBLIC RELATIONS FOR NONPROFIT ORGANIZATIONS (3)
Fundraising and development, implementing and evaluating public relations campaigns for nonprofit organizations. Prerequisite: MCOM 357.

MCOM 453 STRATEGIC PUBLIC RELATIONS & INTEGRATED COMMUNICATIONS CAMPAIGNS. (3)
Research, planning, implementing and evaluating programs and campaigns. Prerequisites: MCOM 357 and MCOM 390; majors only.

MCOM 457 PHOTOJOURNALISM II (3)
Color photography for the mass media including electronic imaging. Prerequisite: MCOM 391.

MCOM 459 PROFESSIONAL ISSUES IN STRATEGIC PUBLIC RELATIONS AND INTEGRATED COMMUNICATIONS (3)
Technical, managerial, legal, ethical and accreditation issues and concerns involved in the practice of public relations and integrated communications. Prerequisite: COMM419 or MCOM453 or MCOM447.

MCOM 460 INTERNSHIP IN ADVERTISING AND PUBLIC RELATIONS (1-3)
Students work as interns with a professional in the field of advertising or public relations. Graded S/U. Students are allowed to repeat internships. May be repeated for a maximum of 9 units, but only 6 units may be counted toward the major. Prerequisites: junior/senior standing; cumulative GPA of 2.75 and 3.00 in the major; completion of appropriate courses determined by the department.

MCOM 461 INTERNSHIP IN JOURNALISM AND NEW MEDIA (1-3)
With approval from the department and under faculty supervision, students work as interns with a professional in the field of journalism. Graded S/U. May be repeated for a maximum of 9 units, but only 6 units will apply to the major. Prerequisites: junior/senior standing; cumulative GPA of 2.75 and 3.00 in the major; completion of appropriate courses determined by the department; majors only.

MCOM 477 SPECIAL TOPICS IN JOURNALISM (3)
In-depth study of a selected area within journalism, dependent upon faculty and student interest. May be repeated for a maximum of 6 units provided a different topic is covered. Prerequisite: junior/senior standing or consent of instructor.

MCOM 478 SPECIAL TOPICS IN ADVERTISING AND PUBLIC RELATIONS (3)
In-depth study of a selected area within advertising and public relations, dependent upon faculty and student interest. May be repeated for a maximum of 6 units provided a different topic is covered. Prerequisite: junior/senior standing or consent of instructor.

MCOM 479 SPEC TOPICS IN MASS COMMUNICATION (3)
In-depth study of a selected area dependent upon faculty and student interest. May be repeated for a maximum of 6 units provided a different topic is covered. Prerequisite: junior/senior standing or consent of instructor.

MCOM 481 BROADCAST JOURNALISM II (3)
Advanced news and feature writing, interviewing, reporting, and editing for broadcast and new media. Prerequisites: MCOM 381 or (EMF 373 with consent of instructor). Lab/Class fee will be assessed.

MCOM 496 INDEPENDENT STUDY IN MASS COMMUNICATION (1-3)
Directed study through readings, projects, papers, or seminars. May be repeated for a maximum of 6 units.

MCOM 499 HONORS THESIS IN MASS COMMUNICATION (3)
Intensive research paper or media production project in the areas of newspaper/magazine journalism, photojournalism, public relations, advertising, or new media as chosen by the student in consultation with the thesis adviser. Restricted to candidates for Departmental Honors in Mass Communication. Prerequisites: 3.50 GPA in major, 3.20 GPA overall, and junior/senior standing.

Mathematics (MATH)

Courses

MATH 102 INTERMEDIATE ALGEBRA (3)
Intended primarily for students who will use algebraic skills in future mathematics courses. Topics include: factoring of polynomials, rational expressions and equations, graphs, relations and functions, radicals and exponents, and quadratic equations. Graded S/U. Prerequisite: qualifying score on placement test or DVMT 101.

MATH 105 MATHEMATICAL IDEAS (3)
Basic concepts and ideas in mathematics are selected to explore the aesthetics and utility of mathematics. Topics are chosen from sets, counting methods, mathematical systems, basic rules of probability, statistics, logic, finance, geometry, number systems and modeling. Not counted toward nor required for Early Childhood Education or Elementary Education majors. Not open to those who successfully completed MATH 103 or MATH 106. Prerequisites: One year of plane geometry and one of the following: two years of algebra or DVMT 110 or MATH 102 or MATH 109 or University placement above the developmental level. GenEd I.C. or Core: Mathematics.

MATH 109 TRANSITION TO ALGEBRA FOR APPLICATIONS (3)
Intended primarily for students in business, economics, psychology and the social sciences. This course has 2 parts. Part 1 is DVMT 110 and Part 2 is MATH 111. Successful completion of Part 1 is required for entry into Part 2. Open only to students in the developmental math program. Not open to students who have completed DVMT 110 or MATH 111. Prerequisite: competency test score or DVMT 101. GenEd I.C. or Core: Mathematics.

MATH 111 FINITE MATHEMATICS (3)
Intended primarily for students in business, economics, psychology, and the social sciences. Applications of finite mathematics: linear equations, matrices, linear programming using graphical and simplex methods, sets and counting, elementary probability, and difference equations. Not open to students who have successfully completed MATH 115 or MATH 119 or MATH 109. Prerequisites: One year of plane geometry and one of the following: two years of algebra or MATH 102 or University placement above the developmental level. GenEd I.C. or Core: Mathematics.
MATH 115 BASIC MATHEMATICS FOR THE SCIENCES (3)
Intended primarily for students in biology, natural sciences, environmental studies, medical technology and nursing. Functions and equations; linear, quadratic, exponential, trigonometric. Applications of concepts and skills to the life and physical sciences are stressed. Not open to those who successfully completed MATH 119. Prerequisites: one year of plane geometry and one of the following: two years of algebra or DVMT 110 or MATH 102 or MATH 103 or MATH 109 or University placement above the developmental level. GenEd I.C. or Core: Mathematics.

MATH 119 PRE-CALCULUS (4)
The concept of function, exponential, logarithmic, circular and trigonometric functions, systems of linear equations, vectors in two space, lines, conic sections and polar coordinates. Prerequisites: One year of plane geometry, one-half year of trigonometry, and one of the following: two years of algebra or MATH 102 or MATH 109 or University placement above the developmental level. GenEd I.C. or Core: Mathematics.

MATH 204 MATHEMATICAL CONCEPTS AND STRUCTURES I (4)
Problem solving, sets, systems of numeration, development of numeration system through rational numbers, arithmetic operations and algorithms, number theory and use of appropriate technology. (Required of all Early Childhood and Elementary Education Majors.) Prerequisites: One year of plane geometry and one of the following: two years of algebra or MATH 102 or MATH 109 or University placement above the developmental level.

MATH 205 MATHEMATICAL CONCEPTS & STRUCTURES II (4)
Statistical concepts and applications (experimental design issues, graphical representations, center, and spread of one variable data; analysis and display of bivariate data), basic probability concepts (including simulations, conditional probability), normal distribution, functions and graphs with an emphasis on real-world applications. Additional topics to be chosen from elementary counting techniques, binomial distribution, odds and expected value. Appropriate technology is integrated throughout. (Required of all Early Childhood and Elementary Education Majors.) Prerequisite: MATH 204. GenEd I.C. or Core: Mathematics.

MATH 211 CALCULUS FOR APPLICATIONS (3)
Intended primarily for students in biology, business, economics, psychology and the social sciences. Elements of differential and integral calculus from an intuitive standpoint with emphasis on the use of calculus in the above fields. Exponential and logarithmic functions, partial derivatives included. Not open to mathematics majors or minors. Prerequisite: MATH 109/ MATH 111, MATH 115 or MATH 119. GenEd I.C. or Core: Mathematics.

MATH 225 ALGEBRA AND NUMBER CONCEPTS FOR MIDDLE SCHOOL TEACHERS (4)
Content includes number concepts underlying pre-algebra and algebra content (base numeration systems, concepts from number theory, integers, rational number concepts, proportional reasoning, patterns and functions), linear equations, inequalities, quadratic and exponential models. Prerequisite: Two years of high school algebra or MATH 102 or MATH 109 or permission of the Mathematics Department.

MATH 230 COMPUTER LAB FOR BEGINNING STATISTICS (1)
A statistical package will be used to complete computer lab assignments on data manipulation, descriptive statistics, one and two sample inference and linear regression. Intended only for students who transfer a basic statistics course without a computer lab component. Prerequisite: Beginning statistics course without a computer component. Graded S/U.

MATH 231 BASIC STATISTICS (3)
Frequency distributions and graphical methods, percentiles, measures of central tendency and variability, probability emphasizing binomial and normal distributions, sampling distributions, point and interval estimation, one and two sample hypothesis tests, simple linear regression. MINITAB or an equivalent computer package is introduced as a computational tool. Practical applications of statistics. Prerequisite: MATH 109 or higher, except MATH 204. GenEd I.C. or Core: Mathematics. Lab/Class fee will be assessed.

MATH 233 HONORS BASIC STATISTICS (3)
Frequency distributions and graphical methods, percentiles, measures of central tendency and variability, probability, emphasizing binomial and normal distributions, sampling distributions, point and interval estimation, one and two sample hypothesis tests, simple linear regression. MINITAB or an equivalent computer package is introduced as a computational tool. Practical applications of statistics. Prerequisite: Admission to Honors College and MATH 111 or MATH 115 or equivalent. GenEd I.C or Core: Mathematics. Lab/Class fee will be assessed.

MATH 235 STATISTICS AND PROBABILITY FOR THE MIDDLE SCHOOL TEACHER (4)
Topics from data analysis, probability, and inferential statistics, including recent methodologies and standards for the middle school level. The course integrates activities using the graphing calculator and an inquiry-based computer learning environment. Prerequisite: Two years of high school algebra or MATH 102 or MATH 109 or permission of the Mathematics Department.

MATH 237 ELEMENTARY BIOSTATISTICS (4)
Elementary statistical concepts and their application to the biological and health sciences. Descriptive statistics, estimation techniques, hypothesis testing, analysis of enumerative data, one-way analysis of variance, and simple linear regression and correlation analysis. A statistical package such as MINITAB is introduced as a computational tool. Not open to students who have successfully completed MATH 231 or MATH 330 or to mathematics majors. Prerequisite: MATH 102 or University placement above the developmental level. GenEd I.C. or Core: Mathematics. Lab/Class fee will be assessed.

MATH 251 ELEMENTS OF GEOMETRY (4)
Geometric vocabulary, relationships, concepts and skills in two and three dimensions using techniques of synthetic, coordinate and transformational geometries, measurement, and use of appropriate technology. (Required of all Early Childhood and Elementary Education majors.) Not open to Mathematics majors. Prerequisite: MATH 204.

MATH 255 GEOMETRY FOR MIDDLE SCHOOL TEACHERS (4)
Content includes angle relationships, parallel lines, triangle congruence and similarity, quadrilaterals, circles, and area and perimeter of such figures. Also included is the pedagogy of using the van Hiele Model of Geometric Thought. Prerequisites: One year of high school geometry and (two years of high school algebra or MATH 102 or MATH 109 or MATH 225) or permission of the Mathematics Department.

MATH 256 GEOMETRIC PROOF AND DEDUCTION FOR MIDDLE SCHOOL TEACHER (1)
Provides additional information in both content and pedagogy to students who have successfully completed MATH 251 and wish to replace the required course of MATH 255. Focuses on the van Hiele Model for Geometric Thought, an introduction to logical reasoning through inductive and deductive methods, and geometric proofs. Not open to students who have successfully taken MATH 255. Prerequisite: MATH 251.

MATH 263 DISCRETE MATHEMATICS (3)
Sets, logic, induction, functions, relations, sequences, recursion, combinatorics, graphs and trees, matrices with an emphasis on applications in computer science. Prerequisite: four years of high school mathematics or MATH 119. GenEd I.C. or Core: Mathematics.

MATH 265 ELEMENTARY LINEAR ALGEBRA (4)
Matrix calculations and determinants, vector spaces over the real numbers, linear transformations, eigenvalues, eigenvectors, and inner products with emphasis on applications. Not open to students who successfully completed MATH 365 or MATH 463. Prerequisite: MATH 211 or MATH 273.

MATH 267 INTRODUCTION TO ABSTRACT MATHEMATICS (4)
Sets, mappings, relations, logic, mathematical induction, properties of the integers, Fundamental Theorem of Arithmetic, polynomials, and elementary analytic concepts. Not open to those who successfully completed MATH 361 or MATH 467. Prerequisites: MATH 273 and MATH 265 or consent of the instructor.
MATH 273 CALCULUS I (4)
Functions, limits, and continuity; differentiation of algebraic and trigonometric functions; mean value theorem; differentials; introduction to integration; applications. Four lecture hours and one laboratory hour per week. Prerequisite: MATH 119 or calculus course in high school or adequate score on placement test. GenEd I.C. or Core: Mathematics. Lab/Class fee will be assessed.

MATH 274 CALCULUS II (4)
Differentiation and integration of exponential, logarithmic, and inverse trigonometric functions; techniques of integration and applications; indeterminate forms; improper integrals; sequences and series of numbers; power series. Prerequisite: MATH 273. GenEd I.C. or Core: Mathematics. Lab/Class fee will be assessed.

MATH 275 CALCULUS III (4)
Vectors in two and three dimensions, differential and integral calculus of functions of several variables. Four lecture hours and one laboratory hours per week. Prerequisite: MATH 274. GenEd I.C. or Core: Mathematics. Lab/Class fee will be assessed.

MATH 283 HONORS CALCULUS I (4)
Functions, limits, and continuity; differentiation of algebraic and trigonometric functions; mean value theorem; differentials; introduction to integration; applications. Prerequisite: Admission to Honors College and MATH 119 or calculus course in high school or adequate score on placement test. GenEd I.C. or Core: Mathematics.

MATH 284 HONORS CALCULUS II (4)
Differentiation and integration of exponential, logarithmic, and inverse trigonometric functions; techniques of integration and applications; indeterminate forms; improper integrals; sequences and series of numbers; power series. Prerequisites: Admission to Honors College and MATH 273 or calculus course in high school or adequate score on placement test. GenEd I.C. or Core: Mathematics.

MATH 290 FUNCTIONS AND MODELING FOR SECONDARY SCHOOL TEACHERS (3)
Engagement in explorations of mathematics to broaden and deepen content knowledge, emphasizing concepts needed to teach secondary mathematics at various levels. Consists of three instructional units: (1) regressions in modeling; (2) functions, rates, and patterns; (3) functions in other systems. Intended for students pursuing certification in secondary mathematics education. Prerequisite: MATH 273 (may be taken concurrently).

MATH 293 HONORS SEMINAR IN MATHEMATICS (3)
A problem solving seminar designed for students who have shown talent in mathematics but have not yet been exposed to advanced mathematics courses. Techniques of problem solving and the solution of challenging problems involving elementary mathematics, such as probability, number theory, graph theory, and counting. Qualified students will usually take this course during their freshman or sophomore year. Prerequisite: Admission to Honors College and special permit only by Departmental Honors Committee. Core: Mathematics or GenEd I.C.

MATH 301 HISTORY OF MATHEMATICS (3)
Development of mathematics emphasizing mathematical concepts and contributions and individuals and societies. Major credit only toward Secondary Education concentration. Prerequisites: MATH 263 or MATH 265, and MATH 274.

MATH 305 CHANCE (3)
Role of chance in a variety of contemporary scientific, social, and ethical issues. No credit toward a mathematics major. Prerequisites: One college level mathematics course and one college level science course; junior standing or by permission. GenEd II.A.

MATH 312 THEORY OF INTEREST (4)
Mathematical theory and applications of key financial management concepts and procedures including term structure of interest rates; force of interest; interest rate sensitivity; annuity; perpetuity; amortization; stocks; bonds. Mathematical theory of modern financial economics and analysis; at an introductory level, involving basic derivative contracts (forwards, futures, options, swaps). Prerequisite: MATH 274.

MATH 314 INTRODUCTION TO CRYPTOGRAPHY (3)
A broad introduction to cryptography and its mathematical foundations. The course will also cover applications to computer-network security services and mechanisms (confidentiality, integrity, authentication, electronic cash, and others), and to various protocols in distributed computation. Prerequisites: COSC 236, and either MATH 263 or MATH 267, and junior standing or permission of instructor.

MATH 315 APPLIED COMBINATORICS (3)
General counting methods, pigeon-hole principle, generating functions, partitions, recurrence relations, inclusion-exclusion principle, Polya's enumeration, introduction to graph theory. Prerequisite: MATH 263 or MATH 265 or MATH 267.

MATH 321 TEACHING MATHEMATICS IN EARLY CHILDHOOD EDUCATION (3)
Materials of instruction and methods of presentation with emphasis on the discovery approach. No credit toward a mathematics major or minor. Prerequisites: MATH 204 and MATH 205.

MATH 323 TEACHING MATHEMATICS IN ELEMENTARY SCHOOL (3)
Nature of instruction, organization of units of instruction, provisions for developing understandings, new programs and research findings, and techniques and evaluation. Required of all Elementary Education majors. No credit toward a mathematics major or minor. Prerequisites: MATH 204 (or MATH 206), MATH 205 (or MATH 207), and MATH 251.

MATH 324 SUPERVISED OBSERVATION/PARTICIPATION IN ELEMENTARY SCHOOL MATHEMATICS (2)
Application of methodology for developing and conducting classroom activities in mathematical concepts and skills at local elementary school(s). Corequisite: MATH 323. Graded S/U.

MATH 325 MATHEMATICAL PROBLEM SOLVING FOR MIDDLE SCHOOL TEACHERS (3)
A problem solving seminar designed for students who have not yet been exposed to advanced mathematics courses. Problems solving strategies will be applied to a variety of challenging problems, related to topics from middle and high school mathematics curricula. An important focus of the course is oral and written justifications of solutions. No credit toward a Mathematics major or minor. Prerequisites: MATH 273 and one from MATH 225, MATH 235 (or MATH 205), MATH 255 (or MATH 251 and MATH 256).

MATH 330 INTRODUCTION TO STATISTICAL METHODS (4)
An introductory course for students with mathematics and computing backgrounds emphasizing statistical ideas and techniques. Descriptive statistics, probability, estimation and sampling, hypothesis testing, regression and correlation, and analysis of variance. A statistical package such as MINITAB is introduced as a computational tool. Prerequisite: MATH 274.

MATH 331 PROBABILITY (4)
Probability in sample spaces, discrete and continuous random variables, distribution theory, Chebychev's Theorem, Central Limit Theorem, expected values and moments. Prerequisite: MATH 275 (may be taken concurrently).

MATH 332 MATHEMATICAL STATISTICS (3)
Sample theory and distributions, point estimation, confidence intervals, tests of hypothesis, and theory of statistical inference. Prerequisite: Math 331 (531).
MATH 337 APPLIED REGRESSION AND TIME SERIES ANALYSIS (4)
Simple and multiple regression, least squares estimates, hypothesis testing, confidence intervals and prediction intervals, model building methods and diagnostic checking. Non-seasonal time series models: autoregressive, moving-average and/or autoregressive integrated moving-average models, parameter estimation and forecasting. Minitab or a similar software is used for real data analysis. Prerequisites: MATH 265 or equivalent and MATH 332/ MATH 532 or equivalent.

MATH 339 BIOSTATISTICS II (3)
Probability and random variables, estimation and hypothesis testing, nonparametric methods, categorical data analysis, multiple regression, analysis of variance, and design techniques for epidemiological study. Minitab or a similar software will be used for data analysis. Prerequisites: MATH 237 Elementary Biostatistics or equivalent and MATH 273 Calculus I or equivalent.

MATH 353 EUCLIDEAN AND NON-EUCLIDEAN GEOMETRIES (3)
Review of synthetic Euclidean geometry, non-Euclidean geometries, finite geometries and systems of axioms, classical theorems and elementary transformations. Prerequisite: MATH 267 or all three of the following: MATH 251, MATH 273, and MATH 265.

MATH 369 INTRODUCTION TO ABSTRACT ALGEBRA (4)
Elementary number theory; congruencies, groups up to and including the isomorphism theorems, commutative rings, polynomials, unique factorization, irreducibility, finite fields. Prerequisites: MATH 265, MATH 267, and MATH 274.

MATH 374 DIFFERENTIAL EQUATIONS (3)
Theory and application of linear ordinary differential equations: homogeneous and nonhomogeneous linear equations, initial and boundary value problems, exact equations, variation of parameters, Euler equations; solutions of non-linear ordinary differential equations of the first order and second order; power series solutions; system of linear equations. Prerequisite: MATH 274.

MATH 377 MATHEMATICAL MODELS (3)
Developing appropriate mathematical models and techniques to solve mathematical problems in sociology, psychology, economics, management science, and ecology. Prerequisites: MATH265, MATH 274, COSC 236 and at least junior standing.

MATH 378 SCIENTIFIC MODELING AND SIMULATION (3)
Interdisciplinary introduction to scientific simulation. Mathematical modeling, numerical analysis, and object oriented computer programming. Not open to students who have successfully completed COSC 378. Prerequisites: MATH 274 and COSC 236.

MATH 379 FOURIER ANALYSIS WITH APPLICATIONS (3)
Fourier series, orthogonal functions, partial differential equations, and boundary value problems. The Fourier integral and applications. Prerequisite: MATH 275.

MATH 390 INTRODUCTION TO ACTUARIAL MATHEMATICS (3)
Introduction to actuarial science, insurance, and risk management. Problem-oriented review of fundamental probability tools for quantitatively assessing risk. The application of these tools to problems encountered in actuarial science, insurance, and risk management is emphasized. Prerequisites: MATH 265 and MATH 275.

MATH 397 INTERNSHIP IN MATHEMATICS (3)
Students will be assigned to work on a mathematics project for a local business or industry under the direction of the industry supervisor and a member of the mathematics faculty. May be repeated for a maximum of 6 units. No credit toward a mathematics major or minor. Prerequisites: junior standing and 6 units, of upper-division mathematics courses. Graded S/U.

MATH 420 APPLICATIONS OF TECHNOLOGY FOR SECONDARY SCHOOL TEACHERS (3)
Use of technology in teaching mathematics that includes, but is not limited to, graphing calculators and their accessories, the Geometry's Sketchpad, the CBL and CBR, the Internet, Fathom, and the Equation Editor or Math Type. Utilization of the instructional technology with topics from the areas of algebra, geometry, trigonometry, and calculus. Prerequisites: MATH 330 and MATH 353.

MATH 423 TEACHING MATHEMATICS IN THE SECONDARY SCHOOLS (3)
Examination of courses of study and textbooks, study of methods of teaching. Open only to students in the internship block. Prerequisites: MATH 267 and MATH 353 and MATH 301, or consent of instructor.

MATH 424 SCHOOL-BASED METHODS FOR MIDDLE SCHOOL MATHEMATICS TEACHING (2)
Application of methodology for developing and conducting classroom activities in mathematical concepts and skills relevant at the middle school level of instruction. No credit toward a Mathematics major or minor. Graded S/U. Corequisite: MATH 425.

MATH 425 MATHEMATICS TEACHING IN THE MIDDLE SCHOOL (3)
Best practices for delivery and assessment of mathematical concepts and skills relevant to the middle school level of instruction. No credit toward a Mathematics major or minor. Prerequisites: MATH 225, MATH 235, MATH 255, MATH 325 (or consent of instructor).

MATH 426 INTERNSHIP IN SECONDARY EDUCATION-MATHEMATICS (12)
Field experience in public school classrooms under the guidance of master teachers and a university supervisor. Prerequisites: PSYC 201, SCED 319 or SCED 341, SCED 460, SPED 301, MATH 423, and written permission from the Center for Professional Practice. Graded S/U.

MATH 428 SENIOR SEMINAR MATHEMATICS EDUCATION (2)
Integration of mathematical knowledge and pedagogical issues in secondary schools. Prerequisites: senior standing and MATH 423 (may be taken concurrently).

MATH 429 READINGS IN MATHEMATICS EDUCATION FOR THE SECONDARY SCHOOL TEACHER (1-3)
Directed study for the teacher of secondary school mathematics. No credit toward mathematics major. Prerequisite: consent of instructor.

MATH 430 SEMINAR IN INTERNSHIP (1)
Seminar for current student interns to discuss topics from the classroom experience and current issues. Prerequisites: MATH 423 or SEMS 370; and current with MATH 426.

MATH 435 NUMERICAL ANALYSIS I (3)
Error analysis, interpolation, numerical differentiation and integration, numerical solution of algebraic equations, direct and interactive techniques for solving linear systems of algebraic equations. Mathematical and comparable computer algebra systems will be used. Prerequisites: MATH 265, MATH 274, and COSC 236.

MATH 436 NUMERICAL ANALYSIS II (3)
Numerical solution of differential equations. Least squares and its applications, linear programming and extension of the concepts of MATH 435. Mathematical and comparable computer algebra systems will be used. (Offered only in the spring semester.) Prerequisite: MATH 435.

MATH 437 OPERATIONS RESEARCH (3)
Introduction to linear, integer and nonlinear programming, the simplex method and interior point methods, duality and sensitivity analysis; formulation of optimization models and applications to problems from industry. Prerequisites: MATH 265 and MATH 331.

MATH 438 ACTUARIAL MODELS (3)
Theory of actuarial models and the application of the models to insurance and other financial risks. Survival models, life table, contingent payment models, contingent annuity models, funding plans of contingent contracts, contingent contract reserves, models dependent on multiple survivals, multiple contingencies with applications. Prerequisite: MATH 312 and MATH 331.

MATH 439 COMPUTATIONAL PROBABILITY MODELS (3)
Markov chains, exponential distribution, Poisson process, continuous time Markov chains, Brownian motion and stationary processes. Prerequisite: MATH 331.
MATH 442 ACTUARIAL MODEL CONSTRUCTION (4)
Introduction to modeling in actuarial mathematics. Construction of frequency-severity models with coverage modifications, aggregate loss models, and discrete-time ruin models. Construction of empirical models using estimators and parametric methods. Introduction to credibility theory. Prerequisite: MATH 332 or equivalent.

MATH 448 ADVANCED ACTUARIAL MODELS (3)
Benefit reserves for traditional life insurances and annuities; multiple state models and multiple life functions, premiums and reserves based on these models; multiple decrement models and probabilities; models for cash flow of basic universal life insurance. Prerequisite: MATH 438.

MATH 451 GRAPH THEORY (3)
Hamiltonian and Eulerian graphs, coloring graphs, planar and non-planar graphs, connectivity problems; isomorphic graphs, and advanced topics. Prerequisite: MATH 263 or MATH 267.

MATH 457 DIFFERENTIAL GEOMETRY (3)
Curvatures of curves and surfaces in three dimensional Euclidean space, geodesics, invariants, mappings, and special surfaces. Prerequisite: MATH 275 and MATH 265.

MATH 463 LINEAR ALGEBRA (3)
Vector spaces over arbitrary fields, linear transformations, eigenvalues, eigenvectors, inner products, bilinear forms, direct sum decompositions and the Jordan form. Not open to students who successfully completed MATH 365. Prerequisites: MATH 265 and MATH 267.

MATH 465 THEORY OF NUMBERS (3)
Topics include congruencies, polynomial congruencies, primitive roots, residues, multiplicative functions. Prerequisites: MATH 369.

MATH 467 ALGEBRAIC STRUCTURES (3)
Topics include groups, solvability, and insolvability of polynomials, principal ideal, Euclidean, and unique factorization domains. Prerequisite: MATH 369.

MATH 473 INTRODUCTORY REAL ANALYSIS (4)
An introduction to mathematical analysis. Sequences, series, continuity, differentiation, integration and uniform convergence. Prerequisites: MATH 267 and MATH 275.

MATH 475 COMPLEX ANALYSIS (3)
Complex number system, analytic functions, Cauchy's integral theorem and integral formula, Taylor and Laurent series, isolated singularities, Cauchy's residue theorem and applications. Prerequisite: MATH 275.

MATH 477 TOPOLOGY (3)
Basic concepts of point set topology, separation axioms, compact and connected spaces, product and quotient spaces, convergence, continuity and homeomorphisms. Prerequisites: MATH 267 and MATH 275.

MATH 480 SELECTED TOPICS IN MATHEMATICS (1-4)
Topics will be chosen from different areas in mathematics and statistics. Content will be determined so as to complement course offerings as well as the needs and desires of students. MATH 480 may not be counted towards a Mathematics major. May be repeated for a maximum of 9 units, provided a different topic is covered.

MATH 485 MATHEMATICAL FINANCE (3)
Mathematical theory, computation and practical applications of financial derivatives in managing financial risk. Parity and option relationships, binomial option pricing, the Black-Scholes equation and formula, option Greeks, market-making and delta-hedging, exotic options, lognormal distribution, Brownian motion and Itô's lemma, interest rate models. Computer laboratory activities throughout. Prerequisite: MATH 331.

MATH 486 RISK MANAGEMENT AND FINANCIAL ENGINEERING (3)
Cash flow engineering, Monte Carlo methods, statistical analysis of simulated data, risk measures, framework for fixed income engineering, portfolio management, change of measures and Girsanov Theorem and tools for volatility engineering. Computer laboratory activities throughout. Prerequisite: MATH 485.

MATH 490 SENIOR SEMINAR IN MATHEMATICS (3)
Selected mathematical topics and their applications. Prerequisites: senior standing and a grade of C or better in MATH 331 and MATH 369; or permission of instructor.

MATH 491 READINGS IN MATHEMATICS (1-3)
Independent reading in selected areas of mathematics. May be repeated for a maximum of 6 units. Prerequisites: consent of instructor and senior status.

MATH 492 RESEARCH IN MATHEMATICS (1-3)
Supervised original work in pure or applied mathematics. Formal written report required. May be repeated for 6 units. Prerequisite: consent of instructor. Graded S/U.

MATH 494 INDEPENDENT STUDY: RESEARCH IN MATHEMATICS EDUCATION (1-3)
Supervised original work in mathematics education. May be repeated once for up to six units. Prerequisite: consent of instructor. Graded S/U.

MATH 495 APPLIED MATHEMATICS LABORATORY I (3)
Investigation by a team of students under faculty direction of a problem of mathematical and/or computational nature, chosen from proposals submitted by clients in the university or local industry. Team involvement may include literature searches, model definition, collection and analysis of data, and model verification. Restricted to invited students. Prerequisites: 9 units, of mathematics and/or computer science, at least junior standing, and consent of instructor.

MATH 496 APPLIED MATHEMATICS LABORATORY II (3)
Investigation by a team of students under faculty direction of a problem of mathematical and/or computational nature, chosen from proposals submitted by clients in the university or local industry. Team involvement may include literature searches, model definition, collection and analysis of data, and model verification. Restricted to invited students. Prerequisites: 9 units, of mathematics and/or computer science, at least junior standing, and consent of instructor.

MATH 497 SURVEY OF MATHEMATICS (3)
A survey of various branches of mathematics. Prerequisites: MATH 265 and MATH 267.

MATH 498 HONORS IN MATHEMATICS (1-3)
For students of exceptional ability. Prerequisites: successful completion of the course requirements and consent of instructor.

MATH 499 ENTRANCE EXAMINATION IN MATHEMATICS (1-3)
Examination by a team of students under faculty direction of a problem of mathematical and/or computational nature, chosen from proposals submitted by clients in the university or local industry. Team involvement may include literature searches, model definition, collection and analysis of data, and model verification. Restricted to invited students. Prerequisites: 9 units, of mathematics and/or computer science, at least junior standing, and consent of instructor.

MATH 500 SEMINAR IN MATHEMATICS (1-3)
Investigation by a team of students under faculty direction of a problem of mathematical and/or computational nature, chosen from proposals submitted by clients in the university or local industry. Team involvement may include literature searches, model definition, collection and analysis of data, and model verification. Restricted to invited students. Prerequisites: 9 units, of mathematics and/or computer science, at least junior standing, and consent of instructor.
MTRO 475 SPECIAL TOPICS IN METROPOLITAN STUDIES (3)
Examination of current topics in metropolitan studies. May be repeated for a maximum of nine units provided a different topic is covered for each three unit course.

MTRO 476 SPECIAL TOPICS IN METROPOLITAN STUDIES (3)
Examination of current topics in metropolitan studies. May be repeated for a maximum of nine units provided a different topic is covered for each three unit course.

MTRO 477 SPECIAL TOPICS IN METROPOLITAN STUDIES (3)
Examination of current topics in metropolitan studies. May be repeated for a maximum of nine units provided a different topic is covered for each three unit course.

MTRO 478 SPECIAL TOPICS IN METROPOLITAN STUDIES (3)
Examination of current topics in metropolitan studies. May be repeated for a maximum of nine units provided a different topic is covered for each three unit course.

MTRO 479 SPECIAL TOPICS IN METROPOLITAN STUDIES (3)
Examination of current topics in metropolitan studies. May be repeated for a maximum of nine units provided a different topic is covered for each three unit course.

MTRO 497 METROPOLITAN STUDIES INTERNSHIP (3)
Placement in positions in the public, nonprofit and private sectors related to urban planning, metropolitan growth, economic development, community development, or the formation and implementation of policies aimed at addressing key challenges facing metropolitan areas. May be repeated for a maximum of 6 units. Prerequisite: Open to juniors or seniors with 3.0 GPA or higher.

MTRO 498 INDEPENDENT STUDY IN METROPOLITAN STUDIES (1-3)
Individual and supervised study in selected topics related to Metropolitan Studies. May be repeated for a maximum of 6 units. Prerequisite: consent of the program director.

MTRO 499 THESIS IN METROPOLITAN STUDIES (3)
Research and writing of a thesis in Metropolitan Studies guided by the director or an affiliated faculty member. Prerequisites: At least 33 units in the major and consent of the program director.

Middle School Education (MSED)

Courses

MSED 342 PRINCIPLES OF MIDDLE LEVEL EDUCATION (4)
Introduction to the field of middle level education; professional decision making and field experience in the middle school setting. Prerequisite: Acceptance into the Middle Level program.

MSED 365 TEACHING SOCIAL STUDIES IN THE MIDDLE SCHOOL (3)
Knowledge, skills, and dispositions to make decisions about curriculum, instruction, and assessment in a middle school social studies classroom. Open only to seniors immediately prior to internship and to others with equivalent backgrounds and objectives with consent of instructor. Corequisite: SCED 499. Prerequisites: 2.50 GPA in major field; SCED 342, SCED 460, and written permission from chair, secondary education.

MSED 367 TEACHING LANGUAGE ARTS IN THE MIDDLE SCHOOL (3)
English language arts as taught in middle schools. Open only to seniors immediately prior to internship and to others with equivalent backgrounds and objectives with consent of instructor. Corequisite: SCED 499. Prerequisites: 2.50 GPA in major field; SCED 342, SCED 460, and written permission from secondary education chairperson.

MSED 383 STUDENT TEACHING IN MIDDLE SCHOOL EDUCATION IN ENGLISH (6)
Student teaching provides students the opportunity to practice what they have learned in their middle school education courses and to enhance their ability to become competent, professional decision-makers in the middle school setting. Teacher candidates will work with mentor teachers in order to develop and deliver effective instruction, classroom management, and discipline strategies that meet the needs of learners in culturally diverse secondary classrooms. Middle school student teachers must take a total of two student teaching placements (8 weeks each), one for each of their content areas. Graded S/U. Prerequisites: MSED 499 and its prerequisites, appropriate methods course for each content area (total of two methods courses), MSED 461, requisite MSED minimum scores on PRAXIS I, requisite MSED minimum GPA requirements, and written permission from the advisor.

MSED 389 STUDENT TEACHING IN MIDDLE SCHOOL EDUCATION IN HISTORY (6)
Student teaching provides students the opportunity to practice what they have learned in their middle school education courses and to enhance their ability to become competent, professional decision-makers in the middle school setting. Teacher candidates will work with mentor teachers in order to develop and deliver effective instruction, classroom management, and discipline strategies that meet the needs of learners in culturally diverse secondary classrooms. Middle school student teachers must take a total of two student teaching placements (8 weeks each), one for each of their content areas. Graded S/U. Prerequisites: MSED 499 and its prerequisites, appropriate methods course for each content area (total of two methods courses), MSED 461, requisite MSED minimum scores on PRAXIS I, requisite MSED minimum GPA requirements, and written permission from the advisor.

MSED 393 STUDENT TEACHING IN MIDDLE SCHOOL EDUCATION IN SCIENCE (6)
Student teaching provides students the opportunity to practice what they have learned in their middle school education courses and to enhance their ability to become competent, professional decision-makers in the middle school setting. Teacher candidates will work with mentor teachers in order to develop and deliver effective instruction, classroom management, and discipline strategies that meet the needs of learners in culturally diverse secondary classrooms. Middle school student teachers must take a total of two student teaching placements (8 weeks each), one for each of their content areas. Graded S/U. Prerequisites: MSED 499 and its prerequisites, appropriate methods course for each content area (total of two methods courses), MSED 461, requisite MSED minimum scores on PRAXIS I, requisite MSED minimum GPA requirements, and written permission from the advisor.

MSED 426 STUDENT TEACHING IN MIDDLE SCHOOL EDUCATION IN MATH (6)
Student teaching provides students the opportunity to practice what they have learned in their middle school education courses and to enhance their ability to become competent, professional decision-makers in the middle school setting. Teacher candidates will work with mentor teachers in order to develop and deliver effective instruction, classroom management, and discipline strategies that meet the needs of learners in culturally diverse secondary classrooms. Middle school student teachers must take a total of two student teaching placements (8 weeks each), one for each of their content areas. Graded S/U. Prerequisites: MSED 499 and its prerequisites, appropriate methods course for each content area (total of two methods courses), MSED 461, requisite MSED minimum scores on PRAXIS I, requisite MSED minimum GPA requirements, and written permission from the advisor.

Molecular Biology, Biochemistry and Bioinformatics (MBBB)
Courses

MBBB 301 INTRO TO BIOINFORMATICS (4)
Fundamental principles of bioinformatics, including searching genomic and protein databases, sequence alignment, multiple sequence alignment, protein structural analysis, graphical tools for studying protein structures, RNA databases and RNA structure prediction, functional genomics, including analysis of DNA microarrays. Prerequisites: BIOL 309 or CHEM 351.

MBBB 315 GENOMICS (3)
The study of genes, their expression within a cell and how they interact with cellular components. An overview that details how genes within living systems operate and affect living populations. Topics include sequencing of genomes, genome organization, evolution and genomic changes, genomic identification and annotation, gene and genome circuits, synthetic biology, proteomics and systems biology. Prerequisite: MBBB 301 (may be taken concurrently) or consent of instructor.

MBBB 401 ADVANCED BIOINFORMATICS (4)
Advanced topics in bioinformatics, and the use of computational tools in simulation, animation, modeling and visualization of biological data. Techniques such as statistical analysis, data mining, databases, and data warehousing are covered. Prerequisite: MBBB 301 and COSC 237.

MBBB 490 HONORS RESEARCH IN MOLECULAR BIOLOGY, BIOCHEMISTRY, AND BIOINFORMATICS (2)
Individual research under the direction of a faculty member, culminating in an honors thesis. Credit for MBBB 490 not awarded until MBBB 491 is successfully completed. Prerequisites: Open only to advanced honors candidates and by consent of MBBB Program Director. Repeatable for a total of 4 units towards the major.

MBBB 491 SENIOR THESIS IN MOLECULAR BIOLOGY, BIOCHEMISTRY, AND BIOINFORMATICS (2)
Writing of an honors thesis based on an individual research done under the direction of a faculty member. Prerequisites: Open to advanced honors candidates and by consent of MBBB program director.

MBBB 493 SEMINAR IN BIOETHICS (1)
Ethical and legal issues associated with current trends in molecular biological, biochemical and bioinformatics research. Prerequisite: BIOL 309.

MBBB 499 HONORS THESIS IN MBBB (2)
Writing of an honors thesis based on individual research done under the direction of a faculty member. Prerequisites: open to advanced honors candidates and by consent of MBBB program director.

Music (MUSC)

Courses

MUSC 100 USING INFORMATION EFFECTIVELY IN MUSIC (3)
Traditional and electronic information, sources, methods and technology to retrieve, critically assess, and integrate information.

MUSC 101 INTRODUCTION TO MUSIC OF THE WESTERN HERITAGE (3)
Masterworks of European and American art music from the perspective of contemporary society through lecture, listening, discussion. Open to non-music majors; does not satisfy major or minor requirement. GenEd II.C.1 or Core: Arts & Humanities.

MUSC 105 MUSIC THEORY FOR NON-MAJORS (3)
Theoretical concepts through practical experiences with notation, meter, scales, intervals, and chord structures. Open to non-majors and music minors. GenEd II.C.1 or Core: Creativity & Creative Development. Lab/Class fee will be assessed.

MUSC 111 INTRO TO MUSIC IN THE US (3)
Traditional, popular, and classical music in the U.S. from the colonial period to the present. GenEd II.B.1 or Core: The United States as a Nation.
MUSC 231 MUSIC THEORY III (2)
Analysis of form and chromatic harmony, including tonicization, modulation, and Neapolitan chords. Department consent required. Prerequisite: MUSC 132. Lab/Class fee will be assessed.

MUSC 232 MUSIC THEORY IV (2)
Capstone study of chromatic harmony and large-scale traditional forms. Department consent required. Prerequisite: MUSC 231. Lab/Class fee will be assessed.

MUSC 233 MUSICIANSHIP III (2)
Aural skills through sight singing, dictation, improvisation, ear training software, and keyboard applications. Department consent required. Prerequisite: MUSC 132; MUSC 133; MUSC 134; MUSC 231 (may be taken concurrently).

MUSC 234 MUSICIANSHIP IV (2)
Aural skills through sight singing, dictation, improvisation, use of computer programs, and keyboard applications. Department consent required. Prerequisite: MUSC 231; MUSC 233; MUSC 232 (may be taken concurrently).

MUSC 245 SING I ENG-ITAL (2)
Using the International Phonetic alphabet as a basis for pronunciation, this course is designed to introduce singers to the fundamentals of English and Italian diction. Prerequisite: voice major or consent of instructor.

MUSC 246 SING II FR-GERM (2)
Using the International Phonetic alphabet as a basis for pronunciation, this course is designed to introduce singers to the fundamentals of French and German diction. Prerequisite: voice concentration and MUSC 245 or consent of instructor.

MUSC 287 CREATIVE MUSIC TECHNOLOGY (3)
Theory, techniques, practices, and aesthetics surrounding creative applications of current and emerging music technologies. Prerequisite: MUSC 105 or MUSC 132; or consent of instructor.

MUSC 301 WESTERN MUSIC TO 1750 (3)
Development of western music from ancient Greece to the end of the Baroque period. Emphasis is placed on stylistic analysis of the music. Prerequisites: MUSC 201; MUSC 231.

MUSC 302 WESTERN MUSIC FROM 1750-1914 (3)
Development of western music from the classical era to 1914, emphasizing stylistic analysis of the music and principles of scholarly writing. Requires grade of C or better to fulfill Core or GenEd requirement. Prerequisites: Completion of GenEd Category I.B., MUSC 201, MUSC 232, MUSC 301, and ENGL 102 or ENGL 190; or consent of instructor. Core: Advanced Writing Seminar or GenEd I.D.

MUSC 313 KEYBOARD HARMONY AND SIGHT READING I (2)
Beginning aural, reading and practical keyboard harmony skills, including ensemble experiences. Prerequisite: consent of instructor.

MUSC 314 KEYBOARD HARMONY SIGHT READING II (2)
Advanced aural, reading and practical keyboard harmony skills, including ensemble experiences. Prerequisite: MUSC 313.

MUSC 320 JAZZ THEORY AND IMPROVISATION I (3)
Fundamental theoretical study of rhythm, harmony, melody, repertoire, performers, improvisational techniques and historical style of jazz; practical application through improvisational performance and aural dictation. Prerequisites: MUSC 231 and MUSC 232 or consent of the instructor.

MUSC 322 JAZZ THEORY AND IMPROVISATION II (3)
Advanced theoretical study of rhythm, harmony, melody, repertoire, improvisational techniques and historical styles of jazz; practical application through improvisational performance and aural dictation. Prerequisite: MUSC 320 or consent of instructor.

MUSC 327 CHORAL CONDUCTING (3)
Group instruction in basic conducting techniques and interpretation with relation to choral organizations. Prerequisites: MUSC 232 and MUSC 234 or consent of instructor; Music Education majors: junior standing, successful completion of Keyboard Proficiency examination; Performance and Composition majors: junior standing, successful completion of MUSA 290.

MUSC 329 INSTRUMENTAL CONDUCTING (3)
Group instruction in basic conducting techniques and interpretation with relation to instrumental organizations. Prerequisites: MUSC 232 and MUSC 234 or consent of instructor; Music Education majors: junior standing, successful completion of Keyboard Proficiency Examination; Performance and Composition majors: junior standing, successful completion of MUSA 290.

MUSC 335 CHORAL AND INSTRUMENTAL ARRANGING (3)
Composition and arranging techniques for voices and/or instruments. Prerequisite: MUSC 232 or consent of instructor.

MUSC 350 MUSIC INDUSTRY: LIVE PERFORMANCE (3)
A survey of the music business focusing on songwriting, publishing, copyright, licensing, agents, managers, artist contracts, unions, concerts, musical theatre, arts administration and music products. Prerequisite: Junior standing or instructor consent.

MUSC 355 ETHICAL ISSUES AND PERSPECTIVES IN MUSIC (3)
Issues, dilemmas, and legalities encountered in defining, creating, distributing, and accessing music with special attention given to digital formats. Prerequisites: Sophomore standing and ENGL 102 or instructor's consent. Core: Ethical Issues & Perspectives.

MUSC 382 RECORDING TECHNIQUES I (3)
A course in recording techniques involving the history, concepts, and mechanics of the recording process. In-class technical labs, tutorials, and hands-on recording sessions will contribute to the development of core technical and aesthetic skills. Several class meetings will consist of recording sessions in the Music Department recording studio. Prerequisite: EMF 265 or MUSC 287, or consent of instructor. Lab/Class fee will be assessed.

MUSC 403 MUSIC OF THE CLASSICAL PERIOD (3)
Styles, forms, and techniques from 1750-1820. Particular emphasis is placed on such instrumental categories as the string quartet, sonata, symphony and concerto as illustrated in the works of Haydn, Mozart, and Beethoven. Attention is given to operatic and sacred compositions masters. Prerequisite: MUSC 302 or consent of instructor.

MUSC 405 WESTERN MUSIC FROM 1914 TO THE PRESENT (3)
Styles, forms, and techniques of western music since 1914. Prerequisite: MUSC 302 or consent of instructor.

MUSC 406 SURVEY OF SOLO VOICE LITERATURE (3)
A musical survey of the art-song from circa 1750 to the present. Prerequisites: Completion of GenEd Category I.B., MUSC 201, and MUSC 232; or consent of instructor.

MUSC 409 HISTORY AND LITERATURE OF GUITAR, LUTE AND VIHUELA (3)
A survey of the history of and literature written for or readily adaptable to the guitar. Includes study of tablatures and transcriptions to modern notation. Prerequisites: Completion of GenEd Category I.B., MUSC 201, and MUSC 232; or consent of instructor.

MUSC 411 SURVEY OF OPERA (3)
Study of opera literature of various periods and styles. Prerequisites: Completion of GenEd Category I.B., MUSC 201, and MUSC 232; or consent of instructor.

MUSC 413 SYMPHONIC LITERATURE (3)
Survey of orchestral music from the Classical Period to the present. Includes symphony, overture, and symphonic poem. Prerequisite: MUSC 302 or consent of instructor.

MUSC 414 COUNTERPOINT (3)
Principles of species counterpoint, using examples from all style periods and writing of counterpoint in all five species. Prerequisite: completion of music theory sequence or consent of instructor.

MUSC 419 KEYBOARD LITERATURE (3)
Literature for keyboard instruments from 1450 to present. Prerequisites: Completion of GenEd Category I.B., MUSC 201, and MUSC 232; or consent of instructor.
MUSC 421 MUSIC IN THE U.S. (3)  
American music from the Colonial Period to the present. Prerequisites: Completion of GenEd Category I.B., MUSC 201, and MUSC 232; or consent of instructor.

MUSC 425 JAZZ REPertoire (3)  
Study and performance of standard jazz literature for small, varied instrumental groups or vocalists. Prerequisite: MUSC 232 or consent of instructor.

MUSC 426 JAZZ HISTORY (3)  
Study of jazz from its origins to the present day. Prerequisites: Completion of GenEd Category I.B., MUSC 201, and MUSC 232; or consent of instructor.

MUSC 427 JAZZ ARRANGING I (3)  
Study and practice of arranging of standard material for Jazz Ensembles. Prerequisite: MUSC 232 or consent of instructor.

MUSC 442 VOCAL PEDAGOGY (3)  
The art and science of teaching musical instruments in the applied setting. Prerequisite: Upper division status or instructor approval.

MUSC 443 INSTRUMENTAL PEDAGOGY (1)  
The art and science of teaching guitar, historical and current practices; observations. Private studio organization and administration. Prerequisite: Junior standing or instructor consent.

MUSC 460 PIANO PEDAGOGY (3)  
Teaches the goals and steps in the art of teaching beginner, elementary, and intermediate piano.

MUSC 462 GUITAR PEDAGOGY (3)  
Art and science of teaching guitar, historical and current practices; observations. Private studio organization and administration. Prerequisite: 200 level guitar private lessons or consent of instructor.

MUSC 463 MUSIC IN LATIN AMERICA (3)  
Genres and styles of art and popular musics in Latin America from colonial times to today. The role of music in processes of political, social, and cultural change in Latin America, including issues of colonialism, nationalism, music and identity and globalization. Prerequisite: MUSC 232 or consent of the instructor.

MUSC 471 SPECIAL TOPICS IN MUSIC (1-3)  
Consideration of a central topic in music with a different topic each term. May be repeated for a maximum of 9 units provided a different topic is covered. Prerequisites: Completion of GenEd Category I.B., MUSC 201, and MUSC 232; or consent of instructor.

MUSC 472 SPECIAL TOPICS (1-3)  
Consideration of a central topic in music with a different topic each term. May be repeated for a maximum of 9 units provided a different topic is covered. Prerequisite MUSC 232 or consent of instructor.

MUSC 473 SPECIAL TOPICS (1-3)  
Consideration of a central topic in music with a different topic each term. May be repeated for a maximum of 9 units provided a different topic is covered. Prerequisite MUSC 232 or consent of instructor.

MUSC 474 SPECIAL TOPICS (1-3)  
Consideration of a central topic in music with a different topic each term. May be repeated for a maximum of 9 units provided a different topic is covered. Prerequisite MUSC 232 or consent of instructor.

MUSC 475 SPECIAL TOPICS (1-3)  
Consideration of a central topic in music with a different topic each term. May be repeated for a maximum of 9 units provided a different topic is covered. Prerequisite: MUSC 232 or consent of instructor.

MUSC 476 SPECIAL TOPICS (1-3)  
Consideration of a central topic in music with a different topic each term. May be repeated for a maximum of 9 units provided a different topic is covered. Prerequisite: MUSC 232 or consent of instructor.

MUSC 477 SPECIAL TOPICS (1-3)  
Consideration of a central topic in music with a different topic each term. May be repeated for a maximum of 9 units provided a different topic is covered. Prerequisite: MUSC 232 or consent of instructor.

MUSC 478 RECORDING TECHNIQUES II (3)  
Advanced subjects in audio engineering: ProTools, recording and mixing in surround sound, advanced MIDI applications and professional mastering techniques. Includes regular studio work. Prerequisite: MUSC 281, junior/senior standing or consent of instructor. Lab/Class fee will be assessed.

MUSC 482 RECORDING TECHNIQUES II (3)  
Advanced subjects in audio engineering: ProTools, recording and mixing in surround sound, advanced MIDI applications and professional mastering techniques. Includes regular studio work. Prerequisite: MUSC 281, junior/senior standing or consent of instructor. Lab/Class fee will be assessed.

MUSC 493 INDEPENDENT RESEARCH IN MUSIC (1-3)  
Supervised research in a selected topic in music culminating in an extended paper. May be repeated for credit provided a different topic is covered. May be taken for a maximum of 3 elective units only by successful petition to the department chairperson. Prerequisites: MUSC 302 and consent of department chairperson.

MUSC 495 SENIOR THESIS/PROJECT IN MUSIC (3)  
Supervised research in a selected topic in music culminating in a Thesis/Project for the B.S. in Music degree. Prerequisite: Departmental approval for capstone experience in B.S. in Music.

MUSC 497 INTERNSHIP IN MUSIC INDUSTRY (1-6)  
Field experience with working professionals. Prerequisites: consent of Music Internship Coordinator, successful completion (grade of C or better) of MUSC 305, appropriate courses determined by the Coordinator, junior/senior status, minimum GPA requirement of 2.5 overall and 2.75 in music courses (including classes, ensembles and private lessons). Graded S/U.

Music Applied (MUSA)

Courses

MUSA 100 COMPOSITION (1-2)  
Instruction in composition: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group composition seminar. The Department of Music Applied Music Handbook lists criteria for acceptance and standards for each level. Successful completion of an upper-division jury is required before registering at the 300 level. By department consent only. May be repeated for a maximum of 6 units. Contact the department for fee policy, 410-704-2836. Lab/Class fee will be assessed.

MUSA 101 JAZZ / COMMERCIAL COMPOSITION (1-2)  
Instruction in composition: individual lessons (1/2 hour for 1 unit, one hour for 2 units) and one-hour group composition seminar. The Department of Music Applied Music Handbook lists criteria for acceptance and standards for each level. Successful completion of an upper-division jury is required before registering at the 300-level. By department consent only. Fees: additional fees apply. Contact the department for fee policy.

MUSA 102 MUSIC TECHNOLOGY (1-2)  
Instruction in music technology: individual lessons (1/2 hour for 1 unit, one hour for 2 units) and one hour group master class. Private instruction in the use of current and emerging technologies for the creation, performance, research and teaching of music and sound art. Successful completion of an upper-division jury is required before registering at the 300 level. By department consent only. Fees: additional fees apply. Contact the Department of Music for applicable fees. Prerequisite: consent of instructor.
MUSA 103 VOICE LESSONS (1-2)
Instruction in vocal technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester. An upper division jury is required before registering at the 300 level. By department consent only. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the department for fee policy.

MUSA 105 KEYBOARD/PIANO (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 106 KEYBOARD/PIPE ORGAN (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 107 KEYBOARD/HARPSCORD (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 110 PERCUSSION/SNARE DRUM (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 111 PERCUSSION/MALLETS (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 112 PERCUSSION/TIMPANI (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 113 PERCUSSION (1-2)
Instruction in percussion techniques and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 120 BRASS/TRUMPET (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 121 BRASS/TROMBONE (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 122 BRASS/FRENCH HORN (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 123 BRASS/TUBA (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 125 WOODWINDS/FLUTE (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.
MUSA 127 WOODWINDS/OBOE (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 128 WOODWINDS/BASSOON (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 129 WOODWINDS/SAXOPHONE (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 130 STRINGS/VIOLIN (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 131 STRINGS/VIOLA (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 132 STRINGS/Cello (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 133 STRINGS/STRING BASS (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 134 STRINGS/HARP (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 135 GUITAR/CLASSIC (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 136 GUITAR/OTHER FRETTED INSTRUMENTS (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 140 JAZZ/COMMERCIAL GUITAR (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 141 JAZZ/COMMERCIAL BASS (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 142 JAZZ/COMMERCIAL PIANO (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 143 JAZZ/COMMERCIAL DRUMS (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.
MUSA 144 JAZZ/COMMERCIAL TRUMPET (1-2)  
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 145 JAZZ/COMMERCIAL SAXOPHONE (1-2)  
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 146 JAZZ/COMMERCIAL TROMBONE (1-2)  
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 147 JAZZ/COMMERCIAL ELECTRIC BASS (1-2)  
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 148 JAZZ/COMMERCIAL VOICE (1-2)  
Instruction in vocal technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 149 JAZZ, COMMERCIAL LESSONS - MISCELLANEOUS INSTRUMENTS (1-2)  
Instruction in the techniques and performance practices in Jazz and Commercial settings: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent.

MUSA 150 CHORAL SOCIETY (1)  
The study and performance of literature for the designated ensemble. May be repeated for credit depending on the concentration.

MUSA 151 MARCHING BAND (1)  
The study and performance of literature for the designated ensemble. May be repeated for credit depending on the concentration.

MUSA 160 MARCHING BAND (1)  
The study and performance of literature for the designated ensemble. May be repeated for credit depending on the concentration.

MUSA 163 CONCERT BAND (1)  
Large non-auditioned instrumental ensemble open to all interested students across campus. Standard repertoire for wind band is studied and performed, including contemporary repertoire. Explore and perform a variety of high quality band literature with emphasis on educational band literature of grade 3, 4, and 5 difficulty.

MUSA 170 WORLD MUSIC ENSEMBLE (1)  
Performance of music from different regions of the world. Focus on the musical experience and on the creative process. May be repeated for credit depending on the concentration.

MUSA 176 CONDUCT LAB BAND (0.5)  
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for up to 6 units depending on the concentration. Graded S/U.

MUSA 190 PIANO CLASS I (1)  
Class instruction on the designated instrument.

MUSA 191 PIANO CLASS II (1)  
Class instruction on the designated instrument.

MUSA 192 GUITAR CLASS I (1)  
Class instruction on the designated instrument.

MUSA 193 GUITAR CLASS II (1)  
Class instruction on the designated instrument.

MUSA 200 COMPOSITION (1-2)  
Instruction in composition: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group composition seminar. The Department of Music Applied Music Handbook lists criteria for acceptance and standards for each level. Successful completion of an upper-division jury is required before registering at the 300 level. By department consent only. May be repeated for a maximum of 6 units. Lab/Class fee will be assessed. Contact the department for fee policy.

MUSA 201 JAZZ / COMMERCIAL COMPOSITION (1-2)  
Instruction in composition: individual lessons (1/2 hour for 1 unit, one hour for 2 units) and one-hour group composition seminar. The Department of Music Applied Music Handbook lists criteria for acceptance and standards for each level. Successful completion of an upper-division jury is required before registering at the 300-level. By department consent only. Fees: additional fees apply. Contact the department for fee policy.

MUSA 202 MUSIC TECHNOLOGY (1-2)  
Instruction in music technology: individual lessons (1/2 hour for 1 unit, one hour for 2 units) and one hour group master class. Private instruction in the use of current and emerging technologies for the creation, performance, research and teaching of music and sound art. Successful completion of an upper-division jury is required before registering at the 300 level. By department consent only. Fees: additional fees apply. Contact the Department of Music for applicable fees. Prerequisite: consent of instructor.

MUSA 203 VOICE LESSONS (1-2)  
Instruction in vocal technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each term. An upper division jury is required before registering at the 300 level. By department consent only. May be repeated for credit depending on the concentration. Prerequisite: audition and by department consent. Contact the department for fee policy.

MUSA 205 KEYBOARD/PIANO (1-2)  
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.
MUSA 206 KEYBOARD/PIPE ORGAN (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class.
The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 207 KEYBOARD/HARPSCICHORD (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class.
The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 210 PERCUSSION/SNARE DRUM (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class.
The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 211 PERCUSSION/MALLETS (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class.
The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 212 PERCUSSION/TIMPANI (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class.
The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 213 PERCUSSION (1-2)
Instruction in percussion techniques and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class.
The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 220 BRASS/TRUMPET (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class.
The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 221 BRASS/TROMBONE (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class.
The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 222 BRASS/FRENCH HORN (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class.
The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 223 BRASS/TUBA (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class.
The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 225 WOODWINDS/FLUTE (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class.
The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 226 WOODWINDS/CLARINET (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class.
The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 227 WOODWINDS/OBOE (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class.
The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 228 WOODWINDS/BASSOON (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class.
The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.
MUSA 229 WOODWINDS/SAXOPHONE (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 230 STRINGS/VIOLIN (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 231 STRINGS/VIOLA (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 232 STRINGS/CELLO (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 233 STRINGS/STR BASS (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 234 STRINGS/HARP (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 235 GUITAR/CLASSICAL GUITAR (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 236 GUITAR/OTHER FRETTED INSTRUMENTS (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 240 JAZZ/COMMERCIAL GUITAR (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 241 JAZZ/COMMERCIAL BASS (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 242 JAZZ/COMMERCIAL PIANO (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 243 JAZZ/COMMERCIAL DRUMS (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 244 JAZZ/COMMERCIAL TRUMPET (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 245 JAZZ/COMMERCIAL SAXOPHONE (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.
MUSA 246 JAZZ/COMMERCIAL TROMBONE (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 247 JAZZ/COMMERCIAL ELECTRIC BASS (1-2)
Instruction in instrumental technique and performance; individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 248 JAZZ/COMMERCIAL VOICE (1-2)
Instruction in vocal technique and performance; individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 249 JAZZ, COMMERCIAL LESSONS - MISCELLANEOUS INSTRUMENTS (1-2)
Instruction in the techniques and performance practices in Jazz and Commercial settings: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent.

MUSA 250 JAZZ BRASS (1-2)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 251 CHORALE (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 252 CHAMBER SINGERS (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 253 MUSIC FOR THE STAGE (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 254 MUSIC THEATER CHORUS (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 261 SYMPHONIC BAND (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 262 SYMPHONY ORCHESTRA (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 263 OPERA ORCHESTRA (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 264 MUSC THEA ORCHESTRA (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 265 WIND ENSEMBLE (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 266 WOODWIND ENSEMBLE (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 267 CHAMBER MUSIC ENSMBLE (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 268 JAZZ ENSEMBLE - JAZZ ORCHESTRA (1)
The study and exploration of multifaceted improvisational practice. Open to both instrumentalists and vocalists. May be repeated for a maximum of 4 units. Prerequisite: Audition or permission of instructor.

MUSA 269 BRASS ENSEMBLE (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 270 PEP BAND (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 271 CLARINET CHOIR (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 272 PERCUSSION ENSEMBLE (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 273 SAXOPHONE ENSEMBLE (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 274 SOLO & ENSEMBLE ACCOMPANYING (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 275 GUITAR ENSEMBLE (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 276 SMALL INSTRUMENTAL ENSEMBLE - FREE IMPROVISATION (1)
The study and exploration of multifaceted improvisational practice. Open to both instrumentalists and vocalists. May be repeated for a maximum of 4 units. Prerequisite: Audition or permission of instructor.

MUSA 281 JAZZ ENSEMBLE - JAZZ ORCHESTRA (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.
MUSA 282 JAZZ ENSEMBLE-COMBO (1)
The study and performance of literature for the designated ensemble. Open
to all students by audition or permission of the instructor. May be repeated for
credit depending on the concentration.

MUSA 283 JAZZ ENSEMBLE-GUITAR (1)
The study and performance of literature for the designated ensemble. Open
to all students by audition or permission of the instructor. May be repeated for
credit depending on the concentration.

MUSA 284 JAZZ ENSEMBLE-VOCAL (1)
The study and performance of literature for the designated ensemble. Open
to all students by audition or permission of the instructor. May be repeated for
credit depending on the concentration.

MUSA 285 JAZZ ENSEMBLE-LATIN (1)
The study and performance of literature for the designated ensemble. Open
to all students by audition or permission of the instructor. May be repeated for
credit depending on the concentration.

MUSA 286 JAZZ ENSEMBLE - POPULAR (1)
Popular music ensemble. Performance of popular music of the 1950's to the
present day, including pop, rock, hip-hop, rap, country, bluegrass. By audition
or Chair's consent.

MUSA 290 PIANO III:KEYBOARD HARMONY (1)
Keyboard application of theoretical techniques with emphasis on chordal
harmonization and transposition of melodies.

MUSA 300 COMPOSITION (1-2)
Instruction in composition: individual lesson (1/2 hour for 1 unit, 1 hour for 2
units) and one hour group composition seminar. The Department of Music
Applied Music Handbook lists criteria for acceptance and standards for each
level. Successful completion of an upper-division jury is required before registering at the 300 level. By department consent only. May be repeated for a
maximum of 6 units. Contact the department for fee policy. Lab/Class fee will be assessed.

MUSA 301 JAZZ / COMMERCIAL COMPOSITION (1-2)
Instruction in composition: individual lessons (1/2 hour for 1 unit, one hour for 2 units) and one-hour group composition seminar. The Department of Music
Applied Music Handbook lists criteria for acceptance and standards for each
level. Successful completion of an upper-division jury is required before registering at the 300 level. By department consent only. Fees: additional fees apply. Contact the department for fee policy.

MUSA 302 MUSIC TECHNOLOGY (1-2)
Instruction in music technology: individual lessons (1/2 hour for 1 unit, one hour for 2 units) and one hour group master class. Private instruction in the use of
current and emerging technologies for the creation, performance, research and
teaching of music and sound art. Successful completion of an upper-division jury is required before registering at the 300 level. By department consent only. Fees: additional fees apply. Contact the Department of Music for applicable fees. Prerequisite: Consent of instructor.

MUSA 303 VOICE LESSONS (1-2)
Instruction in vocal technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each term. An upper division jury is required before registering at the 300 level. By department consent only. May be repeated for credit depending on the concentration. Prerequisite: audition and by department consent. Contact the department for fee policy.

MUSA 305 KEYBOARD/PIANO (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on the concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 306 KEYBOARD/PIPE ORGAN (1-2)
Instruction in instrumental technique and performance: individual lesson
(1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class.
The Department of Music Applied Music Handbook lists criteria for auditions
and performance standards for each level. Successful completion of a jury
examination is required at the end of each semester; an upper division jury
is required before registering at the 300 level. May be repeated for credit
depending on concentration. Prerequisite: audition and by department consent.
Additional fees apply. Contact the Music Dept. for fees.

MUSA 307 KEYBOARD/HARPSCORD (1-2)
Instruction in instrumental technique and performance: individual lesson
(1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class.
The Department of Music Applied Music Handbook lists criteria for auditions
and performance standards for each level. Successful completion of a jury
examination is required at the end of each semester; an upper division jury
is required before registering at the 300 level. May be repeated for credit
depending on concentration. Prerequisite: audition and by department consent.
Additional fees apply. Contact the Music Dept. for fees.

MUSA 310 PERCUSSION/SNARE DRUM (1-2)
Instruction in composition: individual lesson (1/2 hour for 1 unit, 1 hour for 2
units) and one hour group composition seminar. The Department of Music
Applied Music Handbook lists criteria for acceptance and standards for each
level. Successful completion of an upper-division jury is required before registering at the 300 level. By department consent only. May be repeated for a
maximum of 6 units. Contact the department for fees.

MUSA 311 PERCUSSION/MALLETS (1-2)
Instruction in instrumental technique and performance: individual lesson
(1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class.
The Department of Music Applied Music Handbook lists criteria for auditions
and performance standards for each level. Successful completion of a jury
examination is required at the end of each semester; an upper division jury
is required before registering at the 300 level. May be repeated for credit
depending on concentration. Prerequisite: audition and by department consent.
Additional fees apply. Contact the Music Dept. for fees.

MUSA 312 PERCUSSION/TIMPANI (1-2)
Instruction in instrumental technique and performance: individual lesson
(1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class.
The Department of Music Applied Music Handbook lists criteria for auditions
and performance standards for each level. Successful completion of a jury
examination is required at the end of each semester; an upper division jury
is required before registering at the 300 level. May be repeated for credit
depending on concentration. Prerequisite: audition and by department consent.
Additional fees apply. Contact the Music Dept. for fees.

MUSA 313 PERCUSSION (1-2)
Instruction in percussion techniques and performance: individual lesson
(1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class.
The Department of Music Applied Music Handbook lists criteria for auditions
and performance standards for each level. Successful completion of a jury
examination is required at the end of each semester; an upper division jury
is required before registering at the 300 level. May be repeated for credit
depending on concentration. Prerequisite: audition and by department consent.
Additional fees apply. Contact the Music Dept. for fees.

MUSA 320 BRASS/TRUMPET (1-2)
Instruction in instrumental technique and performance: individual lesson
(1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class.
The Department of Music Applied Music Handbook lists criteria for auditions
and performance standards for each level. Successful completion of a jury
examination is required at the end of each semester; an upper division jury
is required before registering at the 300 level. May be repeated for credit
depending on concentration. Prerequisite: audition and by department consent.
Additional fees apply. Contact the Music Dept. for fees.
MUSA 321 BRASS/TROMBONE (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class.
The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 322 BRASS/FRENCH HORN (1-2)
Instruction in composition: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group composition seminar. The Department of Music Applied Music Handbook lists criteria for acceptance and standards for each level. Successful completion of an upper-division jury is required before registering at the 300 level. By department consent only. May be repeated for a maximum of 6 units. Contact the department for fee policy.

MUSA 323 BRASS/TUBA (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class.
The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 325 WOODWINDS/FLUTE (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class.
The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 326 WOODWINDS/CLARINET (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class.
The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 327 WOODWINDS/OBOE (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class.
The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 328 WOODWINDS/BASSOON (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class.
The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 329 WOODWINDS/SAXOPHONE (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class.
The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 330 STRINGS/VIOLIN (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class.
The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 331 STRINGS/VIOLA (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class.
The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 332 STRINGS/CELLO (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class.
The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 333 STRINGS/STRING BASS (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class.
The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 334 STRINGS/HARP (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class.
The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 335 GUITAR/CLASSICAL GUITAR (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class.
The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.
MUSA 336 GUITAR/OTHER FRETTED INSTRUMENTS (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 340 JAZZ/COMMERCIAL GUITAR (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 341 JAZZ/COMMERCIAL BASS (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 342 JAZZ/COMMERCIAL PIANO (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 343 JAZZ/COMMERCIAL DRUMS (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 344 JAZZ/COMMERCIAL TRUMPET (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 345 JAZZ/COMMERCIAL SAXOPHONE (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 346 JAZZ/COMMERCIAL TROMBONE (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 347 JAZZ/COMMERCIAL ELECTRIC BASS (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 348 JAZZ/COMMERCIAL VOICE (1-2)
Instruction in vocal technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 349 JAZZ, COMMERCIAL LESSONS - MISCELLANEOUS INSTRUMENTS (1-2)
Instruction in the techniques and performance practices in Jazz and Commercial settings: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 350 CHORAL SOCIETY (1)
The study and performance of literature for the designated ensemble. May be repeated for credit depending on the concentration.

MUSA 360 MARCHING BAND (1)
The study and performance of literature for the designated ensemble. May be repeated for credit depending on the concentration.

MUSA 370 WORLD MUSIC ENSEMBLE (1)
Performance of music from different regions of the world. Focus on the musical experience and on the creative process. May be repeated for credit.

MUSA 399 JUNIOR RECITAL FOR BACHELOR OF MUSIC DEGREE (1)
Preparation and performance of the junior recital. Corequisite: must be concurrently enrolled in 300-level applied lessons. Prerequisite: successful completion of upper-division jury and consent of instructor. Graded S/U.

MUSA 400 COMPOSITION (1-2)
Instruction in composition: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each term. An upper division jury is required before registering at the 400 level. By department consent only. Lab/Class fee will be assessed. Contact the Music Department for fees.
MUSA 401 JAZZ / COMMERCIAL COMPOSITION (1-2)
Instruction in composition: individual lessons (1/2 hour for 1 unit, one hour for 2 units) and one-hour group composition seminar. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of an upper division jury is required before registering at the 300-level. By department consent only. Fees: additional fees apply. Contact the department for fees.

MUSA 402 MUSIC TECHNOLOGY (1-2)
Instruction in music technology: individual lessons (1/2 hour for 1 unit, one hour for 2 units) and one hour group master class. Private instruction in the use of current and emerging technologies for the creation, performance, research and teaching of music and sound art. Successful completion of an upper-division jury is required before registering at the 300 level. By department consent only. Fees: additional fees apply. Contact the Department of Music for applicable fees. Prerequisite: consent of instructor.

MUSA 403 VOICE LESSONS (1-2)
Instruction in vocal technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each term. An upper division jury is required before registering at the 400 level. May be repeated for credit depending on concentration. Prerequisites: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 405 KEYBOARD/PIANO (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 406 KEYBOARD/PIPE ORGAN (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 400 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 407 KEYBOARD/HARPSCICHORD (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 400 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 410 PERCUSSION/SNARE DRUM (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 400 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 411 PERCUSSION/MALLETS (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 400 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 412 PERCUSSION/TIMPANI (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 400 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 413 PERCUSSION (1-2)
Instruction in percussion techniques and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 400 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 420 BRASS/TRUMPET (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 400 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 421 BRASS/TROMBONE (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 400 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 422 BRASS/FRENCH HORN (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 400 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 423 BRASS/TUBA (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 400 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.
MUSA 425 WOODWINDS/FLUTE (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 400 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 426 WOODWINDS/CLARINET (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 400 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 427 WOODWINDS/OBOE (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 400 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 428 WOODWINDS/BASSOON (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 400 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 429 WOODWINDS/SAXOPHONE (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 400 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 430 STRINGS/VIOLIN (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 400 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 431 STRINGS/VIOLA (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 400 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 432 STRINGS/Cello (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 400 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 433 STRINGS/STRING BASS (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 400 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 434 STRINGS/HARP (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 400 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 435 GUITAR/CLASSIC GUITAR (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 400 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 436 GUITAR/OTHER FRETTED INSTRUMENTS (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 400 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 440 JAZZ/COMMERCIAL GUITAR (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 400 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 441 JAZZ/COMMERCIAL BASS (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 400 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.
MUSA 442 JAZZ/COMMERCIAL PIANO (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 400 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 443 JAZZ/COMMERCIAL DRUMS (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 400 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 444 JAZZ/COMMERCIAL TRUMPET (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 400 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 445 JAZZ/COMMERCIAL SAXOPHONE (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 400 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 446 JAZZ/COMMERCIAL TROMBONE (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 400 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 447 JAZZ/COMMERCIAL ELECTRIC BASS (1-2)
Instruction in instrumental technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 400 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 448 JAZZ/COMMERCIAL VOICE (1-2)
Instruction in vocal technique and performance: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 400 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent. Additional fees apply. Contact the Music Dept. for fees.

MUSA 449 JAZZ, COMMERCIAL LESSONS - MISCELLANEOUS INSTRUMENTS (1-2)
Instruction in the techniques and performance practices in Jazz and Commercial settings: individual lesson (1/2 hour for 1 unit, 1 hour for 2 units) and one hour group master class. The Department of Music Applied Music Handbook lists criteria for auditions and performance standards for each level. Successful completion of a jury examination is required at the end of each semester; an upper division jury is required before registering at the 300 level. May be repeated for credit depending on concentration. Prerequisite: audition and by department consent.

MUSA 451 CHORALE (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 452 CHAMBER SINGERS (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 453 MUSIC FOR THE STAGE (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 454 MUSIC THEATER CHORUS (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 456 SYMPHONIC BAND (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 460 WIND ORCHESTRA (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 461 CHORALE (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 461 CHORALE (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 462 SYMPHONY ORCHESTRA (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 464 SYMPHONY ORCHESTRA (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 465 WIND ENSEMBLE (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 466 WOODWIND ENSEMBLE (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 467 CHAMBER MUSIC ENSEMBLE (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 468 EARLY MUSIC ENSEMBLE (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 469 BRASS ENSEMBLE (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.
MUSA 470 PEP BAND (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 471 CLARINET CHOIR (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 472 PERCUSSION ENSEMBLE (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 473 SAXOPHONE ENSEMBLE (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 474 SOLO & ENSEMBLE ACCOMPANYING (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 475 GUITAR ENSEMBLE (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 476 SMALL INSTRUMENTAL ENSEMBLE: FREE IMPROVISATION (1)
The study and exploration of multifaceted improvisational practice. Open to both instrumentalists and vocalists. May be repeated for up to 4 units. Prerequisite: Audition or permission of instructor.

MUSA 479 APPLIED CONDUCTING LESSONS (1-2)
Private applied lessons in conducting including study of repertoire as well as preparation and implementation of all aspects of musical leadership and instruction to a musical ensemble. Prerequisites: MUSC 329 Instrumental Conducting (or equivalent) or MUSC 327 Choral Conducting or (equivalent); consent of instructor.

MUSA 481 JAZZ ENSEMBLE - JAZZ ORCHESTRA (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 482 JAZZ ENSEMBLE-COMBO (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 483 JAZZ ENSEMBLE-GUITAR (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 484 JAZZ ENSEMBLE-VOCAL (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 485 JAZZ ENSEMBLE-LATIN (1)
The study and performance of literature for the designated ensemble. Open to all students by audition or permission of the instructor. May be repeated for credit depending on the concentration.

MUSA 486 JAZZ ENSEMBLE - POPULAR (1)
Popular music ensemble. Performance of popular music of the 1950's to the present day, including pop, rock, hip-hop, rap, country, bluegrass. By audition or Chair's consent.

MUSA 497 SENIOR RECITAL FOR BACHELOR OF SCIENCE IN MUSIC DEGREE (1)
Preparation and performance of the senior recital. Corequisite: Must be concurrently enrolled in upper-level applied lessons. Prerequisites: successful completion of upper-level applied lesson requirements and consent of instructor. Graded S/U.

MUSA 498 SENIOR RECITAL FOR MUSIC EDUCATION MAJORS (1)
Preparation and performance of the senior recital. Corequisite: Must be concurrently enrolled in 400 level applied lessons. Prerequisites: successful completion of 300 level applied lesson requirements for B.S. in Music Education and permission of instructor. Graded S/U.

MUSA 499 SENIOR RECITAL FOR BACHELOR OF MUSIC DEGREE (1)
Preparation and performance of the senior recital. Corequisite: must be concurrently enrolled in 400 level applied lessons. Prerequisites: successful completion of 300 level applied lesson requirements and permission of instructor. Graded S/U.

Music Education (MUED)

Courses

MUED 201 BRASS METHODS: TRUMPET AND TROMBONE (1)
Class instruction for music education majors on the designated instrument or voice. All classes are one (1) unit unless otherwise designated. Lab/Class fee will be assessed.

MUED 202 BRASS METHODS: HORN, EUPHONIUM AND TUBA (1)
Class instruction for music education majors on the designated instrument or voice. All classes are one (1) unit unless otherwise designated. Lab/Class fee will be assessed.

MUED 203 STRING METHODS: CELLO AND BASS (1)
Class instruction for music education majors on the designated instrument or voice. All classes are one (1) unit unless otherwise designated. Lab/Class fee will be assessed.

MUED 204 STRING METHODS: VIOLIN AND VIOLA (1)
Class instruction for music education majors on the designated instrument or voice. All classes are one (1) unit unless otherwise designated. Lab/Class fee will be assessed.

MUED 205 WOODWIND METHODS: FLUTE, CLARINET, AND SAXOPHONE (1)
Class instruction for music education majors on the designated instrument or voice. All classes are one (1) unit unless otherwise designated. Lab/Class fee will be assessed.

MUED 206 WOODWIND METHODS: OBOE AND BASSOON (1)
Class instruction for music education majors on the designated instrument or voice. All classes are one (1) unit unless otherwise designated. Lab/Class fee will be assessed.

MUED 207 PERCUSSION METHODS: CONCERT PERCUSSION (1)
Class instruction for music education majors on the designated instrument or voice. All classes are one (1) unit unless otherwise designated. Lab/Class fee will be assessed.

MUED 208 PERCUSSION METHODS: MALLET/World PERCUSSION (1)
Class instruction for music education majors on the designated instrument or voice. All classes are one (1) unit unless otherwise designated. Lab/Class fee will be assessed.

MUED 209 TEACHING GUITAR IN THE CLASSROOM (2)
Class instruction for music education majors on the designated instrument or voice. All classes are one (1) unit unless otherwise designated.

MUED 210 VOICE CLASS (1)
Class instruction for music education majors on the designated instrument or voice. All classes are one (1) unit unless otherwise designated. May be repeated for a maximum of 2 units.
MUED 220 PERCUSSION WORKSHOP (1)
Performance and teaching concepts on all percussion instruments; class type lessons on auxiliary percussion; learning to maintain and repair mallets and instruments; learning to "custom make" beaters, holders, etc.; learning to write for percussion; rehearsing and conducting percussion solo and ensemble literature. Prerequisite: Open only to percussion students. Lab/Class fee will be assessed.

MUED 301 MARCHING BAND TECHNIQUES (0.5)
Organization and administration of marching bands; show design, music programming, field preparation, and rehearsal techniques.

MUED 304 TEACHING MUSIC IN EARLY CHILDHOOD EDUCATION (2)
Methods and materials in music education for children ages three through eight in a laboratory setting. Not open to students who have successfully completed MUSC 307. Corequisite: ECED 341. Prerequisites: MUSC 101; Early Childhood Education major.

MUED 305 TEACHING MUSIC ELEMENTARY EDUCATION (2)
Methods and materials for teaching music in elementary school presented in a laboratory setting. Elementary education majors only. Not open to students who have successfully completed MUED 307. Prerequisite: MUSC 101.

MUED 306 TEACHING INSTRUMENTAL MUSIC IN ELEMENTARY SCHOOLS (4)
Role of instrumental music in elementary school. Taken as part of the Fall MUED Intensive Term and Field Experience preceding enrollment in the following Spring Student Internship term; requires two full day field experiences per week. Corequisites: concurrent enrollment in fall term MUED 308 and MUED 310. Prerequisites: ELED 324; MUSC 329; admission to the Music Teacher Education Program.

MUED 307 METHODS OF TEACHING VOCAL-GENERAL MUSIC IN ELEMENTARY SCHOOL (4)
Vocal-general programs in elementary schools: Orff, Kodaly, and Dalcroze techniques, principles and current trends; additional pre-K emphasis. Taken as part of the Fall MUED Intensive Term and Field Experience preceding enrollment in the following Spring Student Internship term; requires two full day field experiences per week. Corequisites: concurrent enrollment in fall term MUED 309, MUED 310 and MUED 337. Prerequisites: ELED 324; MUSC 329; admission to the Music Teacher Education Program.

MUED 308 METHODS OF TEACHING INSTRUMENTAL MUSIC IN SECONDARY EDUCATION (2)
Methods and materials for the instruction of instrumental music. Taken as part of the Fall MUED Intensive Term and Field Experience preceding enrollment in the following Spring Student Internship term; requires two full day field experiences per week. Corequisites: concurrent enrollment in fall term MUED 306 and MUED 310. Prerequisites: ELED 324; MUSC 329; admission to the Music Teacher Education Program.

MUED 309 METHODS OF TEACHING VOCAL-GENERAL MUSIC IN SECONDARY SCHOOLS (2)
Methods and materials for the instruction of general music. Taken as part of the Fall MUED Intensive Term and Field Experience preceding enrollment in the following Spring Student Internship term; requires two full day field experiences per week. Corequisites: concurrent enrollment in fall term MUED 307, MUED 310 and MUED 337. Prerequisites: ELED 324; MUSC 329; admission to the Music Teacher Education Program.

MUED 310 INTRODUCTION TO MUSIC IN SPECIAL EDUCATION (3)
Curriculum materials and activities address needs of students with disabilities; development and adaptation of lesson plans and individual education programs are emphasized. Taken as part of the Fall MUED Intensive Term and Field Experience preceding enrollment in the following Spring Student Internship term; requires two full day field experiences per week. Corequisites: concurrent enrollment in fall term MUED 306 and MUED 308 (instrumental majors) or MUED 307, MUED 309, and MUED 337 (vocal-general majors). Prerequisites: ELED 324; MUSC 329; admission to the Music Teacher Education Program.

MUED 324 INTEGRATING LITERACY IN THE MUSIC CLASSROOM I (3)
Overview of process and acquisition of literacy, informal strategies for assessing literacy, and the range of instructional strategies and materials for integrating literacy into P-12 music education. Prerequisite: consent of instructor.

MUED 337 TEACHING CHORAL MUSIC IN THE ELEMENTARY AND THE SECONDARY SCHOOL (2)
Examination of materials, methods, and procedures in organizing school choral groups and in teaching choral music to elementary and secondary students. Taken as part of the Fall MUED Intensive Term and Field Experience preceding enrollment in the following Spring Student Internship term; requires two full day field experiences per week. Corequisites: concurrent enrollment in fall term MUED 307, MUED 309 and MUED 310. Prerequisites: ELED 324; MUSC 327; admission to the Music Teacher Education Program.

MUED 391 STUDENT INTERNSHIP IN ELEMENTARY SCHOOL MUSIC (6)
Full-time field experience in public school music classrooms under guidance of mentor teachers and university supervisor. Spring Term only. Corequisites: concurrent enrollment in MUED 392 and MUED 401. Prerequisites: ELED 324, MUSC 327 or MUSC 329; successful completion of preceding fall term MUED 306 and MUED 308 (for instrumental majors), or MUED 307, MUED 309 and MUED 337 (for vocal-general majors) and MUED 310. Graded S/U.

MUED 392 INTERNSHIP IN SECONDARY SCHOOL MUSIC (6)
Full-time field experience in public school music classrooms under guidance of mentor teachers and university supervisor. Spring Term only. Corequisites: concurrent enrollment in MUED 392 and MUED 401. Prerequisites: ELED 324; MUSC 327 or MUSC 329; successful completion of preceding fall term MUED 306 and MUED 308 (for instrumental majors), MUED 307, MUED 309 and MUED 337 (for vocal-general majors), and MUED 310. Graded S/U.

MUED 401 INTEGRATING LITERACY IN THE MUSIC CLASSROOM II (3)
Children’s literature, content area reference materials, music performance, and reading/writing strategies combine to integrate literacy into P-12 music education classrooms. Corequisites: concurrent with spring enrollment in MUED 391 and MUED 392. Prerequisites: MUED 324 or ELED 324; MUSC 327 or MUSC 329; successful completion of preceding fall term MUED 306 and MUED 308 (for instrumental majors) or MUED 307, MUED 309 and MUED 337 (vocal-general majors), MUED 310.

Nursing (NURS)
Courses

NURS 323 CRISIS AND STRESS MANAGEMENT (3)
Integrated, comprehensive, multicomponent approach to crisis intervention in a variety of individuals, groups, and settings. Prerequisite: PSYC 101 or HLTH 101.

NURS 330 PROFESSIONAL NURSING: BRIDGE (3)
Conceptual framework of Department of Nursing, including health, health promotion, and maintenance for clients throughout the life span. Prerequisite: admission to Nursing major, RN in the state of Maryland.

NURS 331 PROFESSIONAL NURSING I: INTRODUCTION (2)
Introduces students to the professional role of nursing. Encompasses the conceptual framework of the Department of Nursing. Prerequisite: admission to the Nursing major.

NURS 332 PROFESSIONAL NURSING I: INTRODUCTION TO NURSING (3)
Introduces students to the profession of nursing including the historical and theoretical basis of nursing and current issues facing the nursing profession. Prerequisite: Admission to Nursing Program or sophomore standing with permission of department.

NURS 333 PROFESSIONAL NURSING III: ISSUES (3)
Advanced writing course for nursing that focuses on social policy and the contemporary issues and challenges of the healthcare system and nursing. Requires grade of C or better to fulfill Core or GenEd requirement. Prerequisites: ENGL 102 or ENGL 190; junior level first semester Nursing courses. Core: Advanced Writing Seminar or GenEd I.D.
NURS 340 PATHOPHARMACOLOGY (5)
Focuses on human pathophysiological and pharmacological concepts as a basis for nursing practice. Prerequisites: All required pre-nursing prerequisites.

NURS 341 ALTERATIONS IN HEALTH (3)
Pathophysiological processes of human illness across the life span. Adaptive and maladaptive responses to stress are examined. Prerequisites: admission to the Nursing major; NURS 331 and NURS 341 (may be taken concurrently).

NURS 343 PHARMACOTHERAPEUTIC AGENTS (2)
Pharmacologic agents commonly used in treatment of disease states and the nursing responsibilities involved. Prerequisites: admission to the Nursing major; NURS 331 and NURS 341 (may be taken concurrently).

NURS 345 TECHNOLOGY & THERAPEUTIC INTERVENTIONS (2)
Technological, psychomotor and psychosocial skills used by the nurse in the provider of care role. Prerequisites: admission to the Nursing major; NURS 331, NURS 341, NURS 343, NURS 347 (may be taken concurrently).

NURS 347 HEALTH ASSESSMENT ACROSS THE LIFE SPAN (3)
Prepares the student to perform and document physical and psychosocial health assessments using the Department of Nursing's Conceptual Framework as a foundation. Focus is on acquisition of the psychomotor and interpersonal skills required for the nurse to enact the provider of care role and perform safe, comprehensive assessments of infants, children, adults, and the elderly. Prerequisites: admission to the Nursing major.

NURS 349 HEALTH ASSESSMENT AND HEALTH PROMOTION ACROSS THE LIFESPAN (4)
Major concepts of health, health promotion and maintenance, and therapeutic communication. Focuses on the acquisition of skills for physical and psychosocial assessment across the lifespan. Prerequisites: Admission to the Nursing major and ATB or ATM program. Course is not open to students who have successfully completed NURS 347 or NURS 351.

NURS 351 NURSING PRACTICE I: HEALTH PROMOTION ACROSS THE LIFE SPAN (4)
Major concepts of health, health promotion and maintenance for clients throughout the life span. Initial experience in the provider role of the professional nurse. Prerequisites: admission to the nursing major; NURS 331, NURS 341, NURS 343, NURS 345, and NURS 347 (may be taken concurrently).

NURS 353 NURSING PRACTICE II: ADULT HEALTH (5)
Nursing care of adults experiencing alterations in health. Application of critical thinking skills and therapeutic nursing interventions in a variety of community-based environments. Prerequisite: completion of all courses in junior year, first term.

NURS 356 NURS & HEALTHCARE I: FOUNDATIONS [LEC] (3)
Focuses on the theoretical and conceptual knowledge base of foundational nursing care for adult patients/clients. Concepts integrated throughout the course include the nursing process, clinical judgment, evidence-based practice, written and oral communication, basic patient/client care and comfort, medication management, infection control, and perioperative care. Emphasis is placed on understanding the role of the nurse as coordinator of care and responsibilities related to accountability for the quality of care provided in various environments, experience in patient/client advocacy, and collaboration with members of the healthcare team in order to provide exemplary care. Not open to students who have successfully completed NURS 350. Corequisite: NURS 356C.

NURS 356C NURSING AND HEALTHCARE I: FOUNDATIONS CLINICAL (2)
Focuses on the role of the nurse as provider of foundational nursing care for adult patients/clients in a variety of settings. Concepts integrated into planning and implementing care include the nursing process, clinical judgement, evidence-based practice, written and oral communication, basic patient/client care and comfort, medication management, infection control, and preoperative care. Clinical experiences in health care agencies and the Simulation Laboratory provide the student with opportunities to develop psychomotor skills associated with a range of fundamental nursing care interventions. The role of nurse as a coordinator of care includes a clinical focus on accountability for the quality of care provided in various environments, experience in client advocacy, and collaboration with members of the healthcare team to provide exemplary care. Grading S/U. Corequisites: NURS 332, NURS 340, NURS 347 and NURS 356. Prerequisite: Admission to Nursing Major.

NURS 358 NURSING AND HEALTHCARE III: MENTAL HEALTH [LEC] (3)
Focuses on the theoretical and conceptual knowledge base of nursing care for patients across developmental stages experiencing alterations in psychological and mental health. Concepts integrated throughout the course include health. Concepts integrated throughout the course include health; wellness-illness; physiological, psychological, spiritual and sociocultural dimensions; stress and adaptation; caring; communication; health promotion, maintenance and restoration. Emphasis is placed on understanding the role of the nurse as coordinator of care and responsibilities related to accountability for the quality of care provided in various environments, client advocacy, and collaboration with members of the healthcare team in order to provide exemplary psychiatric care. Not open to those who have successfully completed NURS 352. Corequisite: NURS 358C. Prerequisites: All junior-level first-term courses.

NURS 358C NURSING AND HEALTHCARE III: MENTAL HEALTH CLINICAL (2)
Focuses on the role of the nurse as provider of care for patients across developmental stages experiencing alterations in psychological and mental health. Concepts integrated into planning and implementing care include health; wellness-illness; physiological, psychological, spiritual and sociocultural dimensions; stress and adaptation, caring; communication; health promotion, maintenance and restoration. Emphasis is placed on clinical application of critical thinking skills and therapeutic communication with clients in a variety of environments. The role of nurse as coordinator of care includes a clinical focus on accountability for the quality of care provided in various environments, experience in client advocacy, and collaboration with members of the healthcare team to provide exemplary psychiatric care. Grading S/U. Corequisite: NURS 358. Prerequisites: all junior-level first-term nursing courses.

NURS 360 NURSING AND HEALTHCARE II: ADULT HEALTH & ILLNESS [LEC] (3)
Focuses on the theoretical and conceptual knowledge base of nursing care for the adult patient/client experiencing common illnesses. An understanding of pathophysiological progression of disease provides the foundation for planning holistic patient/client care. Additional concepts integrated throughout the course include principles of evidence-based practice, health promotion, risk reduction, clinical decision-making and collaboration. Emphasis is placed on understanding the role of the nurse as coordinator of care and responsibilities related to accountability for the quality of care, experiences in client advocacy, and collaboration with members of the healthcare team in order to provide exemplary care. Not open to students who have successfully completed NURS 354. Corequisite: NURS 360C. Prerequisites: All junior-level first-term nursing courses.
NURS 360C NURSING AND HEALTHCARE II: ADULT HEALTH & ILLNESS CLINICAL (2)
Focuses on the role of nurse as provider of care for adult patients/clients experiencing common illnesses. Concepts integrated into planning and implementing care include pathophysiological progression of disease, risk reduction, health promotion, clinical decision-making and collaboration. The role of nurse as coordinator of care includes and clinical focus on accountability for quality of care, experience in client advocacy, and collaboration with members of the healthcare team in order to provide exemplary care. Grading S/U. Corequisite: NURS 360. Prerequisites: All junior-level first-term nursing courses.

NURS 404 HEALTH CARE: INTERDISCIPLINARY APPROACH (3)
Health care in America, exploring societal factors, resources, social policy, health care delivery, legal and ethical issues. Prerequisite: junior/senior status.

NURS 410 SPIRITUALITY, HEALTH, AND NURSING PRACTICE (3)
Application of theory and research in spiritual care of diverse client populations across the life span and development of spiritual self-care plan of the provider. Prerequisites: One clinical course in nursing, RN status, or consent of instructor.

NURS 416 CULTURAL DIVERSITY IN HEALTH CARE (3)
Transcultural health care principles, focusing on cultural influences on biological, psychological, sociological, intellectual and spiritual dimensions of individuals. Historical perspective to contemporary cultural health care. Prerequisite: First semester, Junior-level standing or permission of the instructor. GenEd Il.C.3 or Core: Diversity & Difference.

NURS 435 PROFESSIONAL III: RESEARCH IN NURSING (3)
Develops the foundation to understand and utilize the research process in evidence-based nursing practice. Prerequisites: Completion of all courses in Junior year; basic statistics or biostatistics course (MATH 231 or MATH 237; PSYC 212).

NURS 460 NURSING & HEALTHCARE IV: OLDER ADULTS (2)
Utilizes the nursing process as it relates to the unique needs of older adults. Prerequisites: Junior level Nursing courses.

NURS 470 SPECIAL TOPICS IN NURSING (1-3)
An examination of current and evolving topics in nursing. The specific requirements and prerequisites will vary with each topic and will be designated by the department. May be repeated for credit provided a different topic is covered.

NURS 472 NURSING AND HEALTHCARE V: FAMILY HEALTH [LEC] (3)
Focuses on the theoretical and conceptual knowledge base of nursing care for women & families throughout the reproductive lifespan. Pregnancy and childbirth are presented within a philosophy of wellness and normal physiological, psychological, and sociocultural adaptation. Concepts and issues integrated throughout the course include the recognition of the impact of cultural beliefs and ethnic diversity on childbirth, and the nurse’s role in reproductive health are identified along with health promotion and disease prevention through client teaching and identification of risk factors. Emphasis is placed on understanding the role of the nurse as the coordinator of care and responsibilities related to accountability for the quality of care, experience in client advocacy, and collaboration with members of the healthcare team in order to provide exemplary care to reproductive age women and their families. Not open to students who have successfully completed NURS 462. Corequisite: NURS 472C. Prerequisites: All junior-level first-term nursing courses.

NURS 472C NURSING AND HEALTHCARE V: FAMILY HEALTH CLINICAL (2)
Focuses on the role of the nurse as provider of care, in a variety of settings, for women and families throughout the reproductive lifespan. Pregnancy and childbirth are framed within a philosophy of wellness and normal physiological, psychological, and sociocultural adaptation. The impact of cultural beliefs and ethnic diversity on childbirth, and the nurse’s role in reproductive health are considered when planning and providing nursing care. Issues in reproductive health are identified along with health promotion and disease prevention through client teaching and identification of risk factors. Emphasis is placed on the clinical application of critical thinking skills and therapeutic nursing interventions. The role of the nurse as coordinator of care includes a clinical focus on accountability for the quality of care provided in various settings, experience in client advocacy, and collaboration with members of the healthcare team to provide exemplary care. Graded S/U. Corequisite: NURS 472. Prerequisites: All junior-level first-term nursing courses.

NURS 474 NURSING AND HEALTHCARE VI: CHILD HEALTH [LEC] (3)
Focuses on the theoretical and conceptual knowledge base of the care families whose children, at various development stages, are experiencing alterations in health. Concepts integrated throughout the course will include health; wellness-illness; physiological, psychological, spiritual, and sociocultural dimensions; stress and adaptation; caring; communication; health promotion, maintenance, and restoration. Emphasis will be placed on classroom application of critical thinking skills, interpersonal communication, and therapeutic nursing interventions with children and their families in a variety of environments. The role of nurse as coordinator of care includes a classroom focus on accountability for the quality of care provided in various environments, experience in client advocacy, and interdisciplinary collaboration to provide comprehensive health care. Not open to students who have successfully completed NURS 464. Corequisite: NURS 474C. Prerequisites: All junior-level first-term nursing courses.

NURS 474C NURSING AND HEALTHCARE VI: CHILD HEALTH CLINICAL (2)
Focuses on the role of the nurse as provider of care for families whose children are experiencing alterations in health. Concepts integrated into planning and implementing care include: developmental stages; health; wellness-illness; physiological, psychological, spiritual, and sociocultural dimensions; stress and adaptation; caring; communication; health promotion, maintenance, and restoration. Emphasis is placed on clinical application of critical thinking skills, interpersonal communication, and therapeutic nursing interventions with children and families in a variety of environments. The role of nurse as coordinator of care includes a clinical focus on accountability for the quality of care provided in various environments, experience in client advocacy, and collaboration with members of the healthcare team to provide exemplary care. Graded S/U. Corequisite: NURS 474. Prerequisites: All junior-level first-term nursing courses.

NURS 476 NURSING AND HEALTHCARE VII: COMMUNITY HEALTH [LEC] (3)
Focuses on the role of the nurse as provider of care for complex families, aggregates, and communities. Concepts integrated into planning and implementing care include: health; wellness-illness; physiological, spiritual, sociocultural dimension, stress and adaptation; caring; communication; health promotion; maintenance and disease prevention; vulnerability and environmental health. Emphasis is placed on clinical application of critical thinking skills and therapeutic nursing interventions with complex families, aggregates, and communities. The role of nurse as coordinator of care includes a focus on accountability for quality care, experience in advocacy, and collaboration with members of the healthcare team in order to provide culturally appropriate care. Not open to students who have successfully completed NURS 482. Corequisite: NURS 476C. Prerequisites: All junior-level first-term nursing courses.
NURS 476C NURSING AND HEALTHCARE VII: COMMUNITY HEALTH
CLINICAL (2)
Focuses on the role of the theoretical and conceptual knowledge base
of nursing care for complex families, aggregates, and communities.
Concepts integrated throughout the course include health; wellness; illness;
physiological, spiritual, sociocultural dimension; stress and adaptation; caring;
communication; health promotion; maintenance and disease prevention.
Emphasis is placed on understanding vulnerable families and communities,
epidemiologic concepts, environmental health, advocacy, and collaboration
with members of the health care team in order to provide culturally competent
care. Graded S/U. Corequisite: NURS 476. Prerequisites: All junior-level
first- term nursing courses.

NURS 480 NURSING & HEALTHCARE VII: ADULT HEALTH AND
COMPLEX ILLNESS (3)
Examines the role of the nurse in providing care to adult clients with complex
health care needs. Prerequisites: All junior level and senior level first semester
courses.

NURS 484 NURSING LEADERSHIP AND MANAGEMENT (3)
Leadership roles and management functions of the nurse as coordinator of
care for clients across the life span in a variety of health care environments.
Prerequisites: Completion of all senior year, first semester courses.

NURS 485 CLINICAL PRACTICUM (3)
Clinical practicum that focuses on refining clinical knowledge and skills used in
the professional practice of nursing. Grading: S/U. Prerequisites: Senior level,
first semester courses.

NURS 486 SEMINAR IN NURSING (1)
Selected topic in nursing and healthcare through enhanced integration of
knowledge in theory and practice. May be repeated for a total of 2 units
provided a different topic is taken each time. Corequisites: Senior level first or
second semester courses. Prerequisites: All junior level Nursing courses.

NURS 491 DIRECTED READINGS (1-3)
Independent reading designed to explore topics and/or issues of special
interest to the practice of nursing. Prerequisites: completion of all 300-level
nursing courses and permission of chair of the department.

NURS 493 INDEPENDENT STUDY (1-3)
Directed study designed to provide an in-depth educational experience in
nursing. Topics related to theory and practice of nursing. Prerequisites:
completion of all 300-level nursing courses or equivalent and permission of
chair of the department.

NURS 494 TRAVEL STUDY IN NURSING (3-9)
Historical and contemporary socio-political factors that guide the delivery of
health care to various population groups in other countries. May be repeated
for a maximum of 9 units. Prerequisite: Consent of instructor.

Occupational Therapy (OCTH)

OCTH 205 ALTERNATIVE AND COMPLIMENTARY HEALTH CARE (3)
Comparison of western and non-western health practice. Cultural and ethical
issues impacting health care. Legislative and reimbursement influence. GenEd
II.D or Core: Global Perspectives.

OCTH 211 PHILOSOPHY OF OCCUPATIONAL THERAPY (3)
The relation of occupation to health, concentrating on a variety of types of
occupation, and illustrating the effects of health and ill health on occupational
behavior. GenEd I.B.

OCTH 213 SMALL GROUP DYNAMICS (3)
A study of small groups used in therapeutic or health education settings.
Lectures will examine group members' and leaders' roles, stages of a group's
life, theory of developmental groups, and the structure and function of a
variety of small groups used in therapy, education, and community settings.
Participatory experiences will supplement lectures to promote personal
communication and effectiveness in groups. Prerequisites: SOCI 101, PSYC
101.

OCTH 216 LIFE SPAN ADAPTATION AND OCCUPATIONS (3)
Interactions of biological, sensorimotor and psychosocial aspects of
development with environmental and cultural factors; occupational roles and
processes of change. Prerequisites: BIOL 190, PSYC 101, SOCI 101, ENGL
102.

OCTH 217 ANALYSIS OF OCCUPATIONAL PERFORMANCE (4)
Beginning development of occupational performance skills necessary for
clinical practice. Prerequisites: PSYC 101 and SOCI 101. Lab/Class fee will be
assessed.

OCTH 218 ANALYSIS OF OCCUPATIONAL PERFORMANCE II (3)
Laboratory experience to develop students' knowledge of the skills necessary
in therapeutic media, technology application, job analysis, and health
maintenance. Prerequisites: OCTH 213, OCTH 216, OCTH 217. Lab/Class fee
will be assessed.

OCTH 221 CLINICAL KINESIOLOGY (3)
Principles of biomechanics, muscle physiology, joint structure and muscle
function, emphasizing palpation of anatomical structures and analysis of
movement. Prerequisite: BIOL 221, BIOL 221L (BIOL 213); PHYS 202 or
PHYS 211 (may be taken concurrently).

OCTH 301 GENETICS, HEALTH & SOCIETY (3)
Sociopolitical, economic, and ethical issues of the Human Genome Project and
genetic research. Health effects of genetic disorders and impact on lifestyles
and occupation. Prerequisite: BIOL 190. GenEd II.A.

OCTH 305 DISABILITY, THE INDIVIDUAL AND SOCIETY (3)
An overview of the nature, meaning, and consequences to the construct of
disability on individuals and society. Prerequisite: SOCI 101.

OCTH 313 ADULT NEUROLOGICAL OCCUPATIONAL THERAPY (3)
Examination of the etiology, clinical course, management, and prognosis
of neurological conditions and other influences on people's engagement in
occupation. Fundamentals of occupational therapy theory and practice applied
to people with neurological conditions. Prerequisites: OCTH 211, OCTH 218,
OCTH 221; BIOL 222/BIOL 222L (BIOL 214), BIOL 427 or permission of
department.

OCTH 314 PRINCIPLES OF PSYCHOSOCIAL OCCUPATIONAL THERAPY
PRACTICE (5)
Psychosocial aspects of human functioning and occupational implications of
clinical conditions. Occupational therapy theory and practice applied to mental
health. Corequisite: OCTH 320. Prerequisites: OCTH 211 or OCTH 600, OCTH
213 or OCTH 601, OCTH 218 or OCTH 600, PSYC 361; BIOL 427 (may be
taken concurrently).

OCTH 317 ADULT MUSCULOSKELETAL OCCUPATIONAL THERAPY (3)
Etiology, clinical course, management and prognosis of musculoskeletal
conditions. Theory and practice applied to clients. Corequisites: OCTH 313 and
OCTH 319. Prerequisites: OCTH 211, OCTH 218, OCTH 221; BIOL 222/ BIOL
222L (BIOL 214), BIOL 427; PHYS 202. Lab/Class fee will be assessed.

OCTH 318 INDEPENDENT STUDY (1-6)
Directed independent study designed to provide students with an in-depth
investigation of an area or problem specific to occupational therapy.
Consultation and supervision with designated faculty members and/or clinical
practitioners. May be repeated for a maximum of 6 units. Prerequisites:
undergraduate major in Occupational Therapy, consent of instructor.

OCTH 319 PHYSICAL DYSFUNCTION LEVEL I FIELDWORK (3)
Classroom and fieldwork experiences in evaluation and intervention in physical
disabilities. Corequisites: OCTH 313 and OCTH 317 or OCTH 413 and OCTH
417. Prerequisites: OCTH 211 or OCTH 600, OCTH 213 or OCTH 601, OCTH
218 or OCTH 600, OCTH 221, BIOL 222/ BIOL 222L (BIOL 214), BIOL 427.

OCTH 320 PSYCHOSOCIAL LEVEL I FIELDWORK (3)
Classroom and fieldwork experiences in evaluation and intervention in
psychosocial occupational therapy. Corequisite: OCTH 314. Prerequisites:
OCTH 211 or OCTH 600, OCTH 218 or OCTH 600, OCTH 213 or OCTH 601,
PSYC 361; BIOL 427 (may be taken concurrently).
OCTH 323 GERONTOLOGICAL OCCUPATIONAL THERAPY (3)
Interventions addressing the aging process and pathology in older adults. Prerequisites: OCTH 211, OCTH 216, OCTH 218.

OCTH 325 OCCUPATIONAL THERAPY PRACTICE WITH CHILDREN AND YOUTH (5)
Examination of functional implications of pediatric conditions. Fundamentals of occupational therapy theory and practice applied to children, adolescents, and their families. Corequisite: for students enrolled in BSMS OT program: OCTH 326. Prerequisites: for students enrolled in BSMS OCTH program, OCTH 211, OCTH 213, OCTH 218 and OCTH 221.

OCTH 326 CHILDREN AND YOUTH LEVEL I FIELDWORK (3)
Classroom and fieldwork experiences in evaluation and intervention in occupational therapy with children and youth. Corequisite: OCTH 325.

OCTH 428 OCCUPATIONAL THERAPY ORGANIZATIONS IN MODERN SOCIETY (3)
Administration of programs within service delivery systems, considering technological, societal, and economic trends. Prerequisites: OCTH 319 or OCTH 320 or OCTH 326.

OCTH 430 RESEARCH METHODS IN OCCUPATIONAL THERAPY (3)
Guided independent research in topics related to occupational therapy theory and practice. Presentation of introductory materials on research methods. Requires grade of C or better to fulfill Core or GenEd requirement. Prerequisites: ENGL 102 or ENGL 190, OCTH 313, OCTH 319, OCTH 320, MATH 237 or MATH 231 or PSYC 212. Core: Advanced Writing Seminar or GenEd I.D.

OCTH 435 PHYSICAL REHAB LEVEL II FIELDWORK (9)
Supervised Level II Fieldwork (480 hours) in occupational therapy practice. Focus on professionalism and entry-level competency. Prerequisite: OCTH 313, 314, 317, 319, 320, 323, 325, 326 and consent of department.

OCTH 436 PSYCHOSOCIAL LEVEL II FIELDWORK (9)

OCTH 470 SPECIAL TOPICS IN OCCUPATIONAL THERAPY (1-3)
Designed to explore topics of special interest in the theory and practice of occupational therapy. May be repeated for a maximum of 3 units provided a different topic is offered. Prerequisite: consent of instructor.

OCTH 472 SPECIAL TOPICS IN OCCUPATIONAL THERAPY (1-3)
Designed to explore topics of special interest in the theory and practice of occupational therapy. May be repeated for a maximum of 3 units provided a different topic is offered. Prerequisite: consent of instructor.

OCTH 473 SPECIAL TOPICS IN OCCUPATIONAL THERAPY (1-3)
Designed to explore topics of special interest in the theory and practice of occupational therapy. May be repeated for a maximum of 3 units provided a different topic is offered. Prerequisite: consent of instructor.

OCTH 474 SPECIAL TOPICS IN OCCUPATIONAL THERAPY (1-3)
Designed to explore topics of special interest in the theory and practice of occupational therapy. May be repeated for a maximum of 3 units provided a different topic is offered. Prerequisite: consent of instructor.

OCTH 475 SPECIAL TOPICS IN OCCUPATIONAL THERAPY (1-3)
Designed to explore topics of special interest in the theory and practice of occupational therapy. May be repeated for a maximum of 3 units provided a different topic is offered. Prerequisite: consent of instructor.

OCTH 476 SPECIAL TOPICS IN OCCUPATIONAL THERAPY (1-3)
Designed to explore topics of special interest in the theory and practice of occupational therapy. May be repeated for a maximum of 3 units provided a different topic is offered. Prerequisite: consent of instructor.

OCTH 477 SPECIAL TOPICS IN OCCUPATIONAL THERAPY (1-3)
Designed to explore topics of special interest in the theory and practice of occupational therapy. May be repeated for a maximum of 3 units provided a different topic is offered. Prerequisite: consent of instructor.

OCTH 478 SPECIAL TOPICS IN OCCUPATIONAL THERAPY (1-3)
Designed to explore topics of special interest in the theory and practice of occupational therapy. May be repeated for a maximum of 3 units provided a different topic is offered. Prerequisite: consent of instructor.

OCTH 479 SPECIAL TOPICS IN OCCUPATIONAL THERAPY (1-3)
Designed to explore topics of special interest in the theory and practice of occupational therapy. May be repeated for a maximum of 3 units provided a different topic is offered. Prerequisite: consent of instructor.

OCTH 480 SPECIAL TOPICS IN OCCUPATIONAL THERAPY (1-3)
Designed to explore topics of special interest in the theory and practice of occupational therapy. May be repeated for a maximum of 3 units provided a different topic is offered. Prerequisite: consent of instructor.

OCTH 481 SPECIAL TOPICS IN OCCUPATIONAL THERAPY (1-3)
Designed to explore topics of special interest in the theory and practice of occupational therapy. May be repeated for a maximum of 3 units provided a different topic is offered. Prerequisite: consent of instructor.

OCTH 482 SPECIAL TOPICS IN OCCUPATIONAL THERAPY (1-3)
Designed to explore topics of special interest in the theory and practice of occupational therapy. May be repeated for a maximum of 3 units provided a different topic is offered. Prerequisite: consent of instructor.

PHILOSOPHY (PHIL)

Courses

PHIL 101 INTRODUCTION TO PHILOSOPHY (3)
Fundamental problems of philosophy and various proposals for the solution of these problems. GenEd II.C.1 or Core: Arts & Humanities.

PHIL 102 USING INFORMATION EFFECTIVELY IN PHILOSOPHY (3)
Information gathering, evaluation and communication. Develops critical thinking and problem solving techniques, communication and team building skills. GenEd I.B.

PHIL 103 INTRODUCTION TO ETHICS (3)
Introduction to the history and theory of ethics. GenEd II.C.1 or Core: Ethical Issues & Perspectives.

PHIL 111 INTRODUCTION TO LOGIC (3)
Study of and practice in inductive and deductive reasoning, the composition of argument and demonstration, and the detection of formal and informal fallacies as developed in the Western tradition. GenEd II.C.1 or Core: Arts & Humanities.

PHIL 112 HONORS LOGIC (3)
Study of and practice in inductive and deductive reasoning, the composition of argument and demonstration, and the detection of formal and informal fallacies as developed in the Western tradition. Prerequisite: Honors College admission. GenEd II.C.1.

PHIL 201 SOCIAL & POLITICAL PHILOSOPHY (3)
A consideration of social and political doctrines from both Western and Non-Western philosophical perspectives. The approach will be both historical and thematic. Themes will include: the individual and the state, the male-female dialectic, and attitudes toward property.

PHIL 204 RACE, CLASS AND GENDER (3)
Social and political philosophy; contemporary American ideas of race, class, and gender, with a focus on their interrelatedness. GenEd II.C.3 or Core: Diversity & Difference.

PHIL 212 HONORS: SPECIAL STUDIES IN PHILOSOPHY (3)
Small group discussions and philosophical analysis of selected works not generally available in other electives. May be repeated for credit provided a different topic is covered. Honors College course. GenEd II.C.1 or Core: Ethical Issues & Perspectives.

PHIL 219 INTRODUCTION TO ASIAN PHILOSOPHY (3)
Examination of the nature of Asian thought through a study of English translations of traditional sources of Indian, Tibetan, Chinese, and Japanese philosophy. GenEd II.D or Core: Global Perspectives.

PHIL 221 ANCIENT GREEK PHILOSOPHY (3)
The origins of Western philosophical thought will be studied in the works of the presocratics, Socrates, Plato, and Aristotle. GenEd II.C.1 or Core: Arts & Humanities.

PHIL 230 PHILOSOPHY OF LITERATURE (3)
Philosophical analysis of literature. A consideration of philosophical orientations in these works will be undertaken.
PHIL 251 AFRICAN AMERICAN PHILOSOPHY (3)
A philosophical examination of the current issues in African-American thought in such fields as religion, politics, education, economics and aesthetics. An effort will be made to determine the place and the role of the contemporary African-American in history. GenEd II.C.3.

PHIL 253 CONTEMPORARY ETHICAL PROBLEMS (3)
The meaning of moral experience and the moral problems which arise in connection with human sexual integrity, ownership of property, welfare, violence, civil disobedience, punishment, war, and truth telling in social relations and government. GenEd II.B.3.

PHIL 255 ENVIRONMENTAL ETHICS (3)
Philosophical views on rights of non-human animals, intercalulation of environment and economics, “deep” vs “shallow” ecological ethics, duties to future generations, and other issues. Core: Ethical Issues & Perspectives or GenEd II.B.3.

PHIL 260 PHILOSOPHY OF THE PRISON INDUSTRIAL COMPLEX (3)
Introduces the student to the philosophical study of the "Prison Industrial Complex," the vast system of prisons and jails, many of them run by private profit-seeking corporations, that many consider to be a mainstay of the 21st century metropolis. An introductory appreciation of philosophical readings of the phenomenon: the birth of the prison in the 18th and 19th centuries and its rapid late 20th century growth within the U.S. and abroad. Special attention given to the work of feminist, queer and anti racist activists and scholars. In the final section we will discuss critiques and recent calls for change. Core: Metropolitan Perspectives.

PHIL 270 PHILOSOPHICAL PERSPECTIVES (3)
Considers contemporary issues from the uniquely philosophical perspective to stimulate independent reflection. May be repeated for a total of 6 units provided a different topic is covered.

PHIL 272 PHILOSOPHICAL PERSPECTIVES (3)
Considers contemporary issues from the uniquely philosophical perspective to stimulate independent reflection. May be repeated for a total of 6 units provided a different topic is covered.

PHIL 273 PHILOSOPHICAL PERSPECTIVES (3)
Considers contemporary issues from the uniquely philosophical perspective to stimulate independent reflection. May be repeated for a total of 6 units provided a different topic is covered.

PHIL 274 PHILOSOPHICAL PERSPECTIVES (3)
Considers contemporary issues from the uniquely philosophical perspective to stimulate independent reflection. May be repeated for a total of 6 units provided a different topic is covered.

PHIL 275 PHILOSOPHICAL PERSPECTIVES (3)
Considers contemporary issues from the uniquely philosophical perspective to stimulate independent reflection. May be repeated for a total of 6 units provided a different topic is covered.

PHIL 276 PHILOSOPHICAL PERSPECTIVES (3)
Considers contemporary issues from the uniquely philosophical perspective to stimulate independent reflection. May be repeated for a total of 6 units provided a different topic is covered.

PHIL 277 PHILOSOPHICAL PERSPECTIVES (3)
Considers contemporary issues from the uniquely philosophical perspective to stimulate independent reflection. May be repeated for a total of 6 units provided a different topic is covered.

PHIL 278 PHILOSOPHICAL PERSPECTIVES (3)
Considers contemporary issues from the uniquely philosophical perspective to stimulate independent reflection. May be repeated for a total of 6 units provided a different topic is covered.

PHIL 279 TOPICS ON PHILOSOPHY OF THE CITY (3)
Philosophical investigation of the city including framing of urban environments and the power to establish and support culture in all its forms, e.g., governance, education, art, mythology, athletics, commerce. May be repeated for a maximum of 6 units provided a different topic is taken each time. Core: Metropolitan Perspectives.

PHIL 301 PHILOSOPHIES OF INDIA (3)
Examination of major ideas in the Vedic, Epic, Classical darsana, and modern periods. Prerequisite: one lower-level course in philosophy or consent of instructor.

PHIL 302 PHILOSOPHIES OF CHINA & JAPAN (3)
Examination of some major philosophical systems through selected writings in translation. Prerequisite: one lower-level course in philosophy or consent of instructor.

PHIL 309 NIETZSCHE (3)
Nietzsche's critical philosophy and its excoriation of Platonism, metaphysics, Western morality, and religion, as well as his positive philosophy, primarily his epistemology. Topics may include the revaluation of values, perspectivism, naturalism asceticism, time and the self. Prerequisite: one course in PHIL.

PHIL 311 SYMBOLIC LOGIC (3)
An introduction to the concepts and methods of symbolic logic. Translation of arguments from English into symbolic notation; methods of establishing the validity of arguments by means of symbolic logic. Discussion of logical notions such as consistency and inconsistency, logical truth, and the philosophy of logic. Prerequisite: PHIL 111 or consent of instructor.

PHIL 319 SCIENCE, TECHNOLOGY & VALUES (3)
Impact of modern science on various philosophical issues: science and religion, mind and computers, time travel, Einstein's relativity, human freedom, the ethical limits of technology. Prerequisites: one course in philosophy and two courses in science, or consent of instructor. GenEd II.A.

PHIL 320 PHILOSOPHY OF SCIENCE (3)
Concepts, method and nature of science, including induction and theory confirmation, probability, explanation, natural laws, space and time, and the objectivity of science. Prerequisite: one course in either philosophy or science.

PHIL 321 PHILOSOPHY OF LAW (3)
An examination of the nature and theories of law, the relationship between law and morality, the nature of legal obligation, and the notion of justice. Prerequisite: one lower-level course in philosophy or consent of the instructor.

PHIL 322 HELLENISTIC & MEDIEVAL PHILOSOPHY (3)
The philosophical schools of the Hellenistic and Roman periods, viz. Stoicism, Epicureanism, Scepticism and Neo-Platonism and the two main Christian philosophies of the Middle Ages, viz. Augustinianism and Thomism. Prerequisite: one lower-level course in philosophy.

PHIL 324 MODERN PHILOSOPHY (3)
The history of philosophy beginning with Descartes through the 19th century. Prerequisite: one lower-level course in philosophy.

PHIL 325 TWENTIETH CENTURY PHILOSOPHY (3)
a survey with varying emphasis on a number of such contemporary philosophical positions as pragmatism, phenomenology, logical positivism, the analysts, neo-Aristotelianism, the philosophers of science, and the existentialists. Prerequisite: one lower-level course in philosophy.

PHIL 326 AMERICAN PHILOSOPHY (3)
The history of the main currents of American philosophical thought as exemplified in such writers as Edwards, Emerson, Pierce, James, Royce, Dewey, and Whitehead. Prerequisite: one lower-level course in philosophy.

PHIL 327 AFRICAN PHILOSOPHY (3)
Examination of major ideas and issues in African Systems of Thought. Prerequisite: one lower-level course in philosophy or consent of instructor.

PHIL 330 PHILOSOPHY AND FILM (3)
A reflection on philosophical topics combining films and texts.
PHIL 331 CONCEPTS OF WOMAN: AN HISTORICAL APPROACH (3)
Various concepts which philosophers have used to define woman. A historical
survey approach, with readings from Plato, Aquinas, and others, and ending
with Beauvoir. Prerequisite: one lower-level course in philosophy.

PHIL 332 FEMINIST PHILOSOPHY (3)
Contemporary methods and problems, including redefinition of traditional areas
of philosophy and creation of new issues for investigation. Prerequisite: one
lower-level course in philosophy or consent of instructor.

PHIL 339 THEORIES OF KNOWLEDGE (3)
A historical and systematic approach to the truth value and elements of the
forms of human knowledge. The theories of major philosophers will be studied.
Prerequisite: one lower-level course in philosophy.

PHIL 341 ETHICS (3)
Analysis of readings from the principle classical and contemporary ethical
sources; study of the basic moral concepts as found in these sources;
applications to contemporary moral concerns. Prerequisite: one lower-level
course in philosophy.

PHIL 342 WHAT MAKES US MORAL (3)
Evolutionary explanations of the origin of moral behavior in humans. Core:
Ethical Issues & Perspectives.

PHIL 343 AESTHETICS (3)
An analytical and historical examination of concepts of the nature of art,
beauty, aesthetic value, aesthetic perception, and of the modes of existence of
artifacts. Prerequisite: one lower-level course in philosophy.

PHIL 353 PHILOSOPHY OF RELIGION (3)
Exposition of various approaches to the philosophy of religion with an analysis
of the major issues on which they differ and agree. Not open to students who
successfully completed PHIL 451. Prerequisites: two courses in philosophy or
religion.

PHIL 361 BIOMEDICAL ETHICS (3)
A search for guidelines in such moral problems as abortion, the care of the
dying, organ transplants, informed consent in therapy and experimentation,
adequate health care and its just distribution, control of human behavior
by drugs, surgery, etc., test-tube reproduction, population control, genetic
engineering and counseling. Prerequisites: One lower-level course in PHIL or
consent of instructor. Core: Ethical Issues & Perspectives.

PHIL 371 BUSINESS ETHICS (3)
Economics is one of the "moral sciences" insofar as it deals with an important
sphere of human activity which intends a good. This course will institute a
philosophical reflection on economic ideas as they appear in the three main
categories of opinion, viz., conservative, liberal and radical. Attention will be
drawn to the epistemological, ethical and metaphysical presuppositions of
these traditions. Prerequisite: one lower-level course in philosophy or consent
of instructor.

PHIL 380 PHILOSOPHICAL TOPICS (3)
Courses offered under this title will be of variable content. Topics of traditional
philosophical interest or of philosophical problems in other areas of knowledge
or of contemporary interest will be offered. May be repeated for a maximum
of 6 units provided a different topic is covered. Prerequisite: one lower-level
course in philosophy.

PHIL 383 PHILOSOPHICAL TOPICS (3)
Courses offered under this title will be of variable content. Topics of traditional
philosophical interest or of philosophical problems in other areas of knowledge
or of contemporary interest will be offered. May be repeated for a maximum
of 6 units provided a different topic is covered. Prerequisite: one lower-level
course in philosophy.

PHIL 384 PHILOSOPHICAL TOPICS (3)
Courses offered under this title will be of variable content. Topics of traditional
philosophical interest or of philosophical problems in other areas of knowledge
or of contemporary interest will be offered. May be repeated for a maximum
of 6 units provided a different topic is covered. Prerequisite: one lower-level
course in philosophy.

PHIL 385 PHILOSOPHICAL TOPICS (3)
Courses offered under this title will be of variable content. Topics of traditional
philosophical interest or of philosophical problems in other areas of knowledge
or of contemporary interest will be offered. May be repeated for a maximum
of 6 units provided a different topic is covered. Prerequisite: one lower-level
course in philosophy.

PHIL 386 PHILOSOPHICAL TOPICS (3)
Courses offered under this title will be of variable content. Topics of traditional
philosophical interest or of philosophical problems in other areas of knowledge
or of contemporary interest will be offered. May be repeated for a maximum
of 6 units provided a different topic is covered. Prerequisite: one lower-level
course in philosophy.

PHIL 387 PHILOSOPHICAL TOPICS (3)
Courses offered under this title will be of variable content. Topics of traditional
philosophical interest or of philosophical problems in other areas of knowledge
or of contemporary interest will be offered. May be repeated for a maximum
of 6 units provided a different topic is covered. Prerequisite: one lower-level
course in philosophy.

PHIL 388 PHILOSOPHICAL TOPICS (3)
Courses offered under this title will be of variable content. Topics of traditional
philosophical interest or of philosophical problems in other areas of knowledge
or of contemporary interest will be offered. May be repeated for a maximum
of 6 units provided a different topic is covered. Prerequisite: one lower-level
course in philosophy.

PHIL 389 PHILOSOPHICAL TOPICS (3)
Courses offered under this title will be of variable content. Topics of traditional
philosophical interest or of philosophical problems in other areas of knowledge
or of contemporary interest will be offered. May be repeated for a maximum
of 6 units provided a different topic is covered. Prerequisite: one lower-level
course in philosophy.

PHIL 393 PHENOMENOLOGY (3)
An examination of phenomenology as both a philosophical method and a
philosophical position. Themes to be considered include consciousness, the
body, time, and the experience of others. Primary course readings in the works
of Husserl, Heidegger, Sartre, Merleau-Ponty. Prerequisite: two courses in
philosophy.

PHIL 417 EXISTENTIALISM (3)
Some of the major existentialist philosophers will be studied, e.g., Kierkegaard,
Nietzsche, Heidegger, Sartre, Beauvoir. The philosophical themes of
transcendence, the absurd, estrangement, and anxiety will be considered.
Prerequisite: two courses in philosophy.

PHIL 427 KANT (3)
Study of Kant's most important writings. Prerequisite: two courses in
philosophy.

PHIL 440 PHILOSOPHICAL SYSTEMS (3)
The study of a major philosophical system or position, classical or modern,
and of its important proponents. May be repeated for a maximum of 6 units
provided a different topic is covered. Prerequisite: two courses in philosophy.

PHIL 441 PHILOSOPHICAL SYSTEMS (3)
The study of a major philosophical system or position, classical or modern,
and of its important proponents. May be repeated for a maximum of 6 units
provided a different topic is covered. Prerequisite: two courses in philosophy.

PHIL 442 PHILOSOPHICAL SYSTEMS (3)
The study of a major philosophical system or position, classical or modern,
and of its important proponents. May be repeated for a maximum of 6 units
provided a different topic is covered. Prerequisite: two courses in philosophy.

PHIL 443 PHILOSOPHICAL SYSTEMS (3)
The study of a major philosophical system or position, classical or modern,
and of its important proponents. May be repeated for a maximum of 6 units
provided a different topic is covered. Prerequisite: two courses in philosophy.
PHIL 444 PHILOSOPHICAL SYSTEMS (3)
The study of a major philosophical system or position, classical or modern,
and of its important proponents. May be repeated for a maximum of 6 units
provided a different topic is covered. Prerequisite: two courses in philosophy.

PHIL 445 PHILOSOPHICAL SYSTEMS (3)
The study of a major philosophical system or position, classical or modern,
and of its important proponents. May be repeated for a maximum of 6 units
provided a different topic is covered. Prerequisite: two courses in philosophy.

PHIL 446 PHILOSOPHICAL SYSTEMS (3)
The study of a major philosophical system or position, classical or modern,
and of its important proponents. May be repeated for a maximum of 6 units
provided a different topic is covered. Prerequisite: two courses in philosophy.

PHIL 447 PHILOSOPHICAL SYSTEMS (3)
The study of a major philosophical system or position, classical or modern,
and of its important proponents. May be repeated for a maximum of 6 units
provided a different topic is covered. Prerequisite: two courses in philosophy.

PHIL 448 PHILOSOPHICAL SYSTEMS (3)
The study of a major philosophical system or position, classical or modern,
and of its important proponents. May be repeated for a maximum of 6 units
provided a different topic is covered. Prerequisite: two courses in philosophy.

PHIL 449 PHILOSOPHICAL PROBLEMS (3)
A consideration of one of the perennial interests of philosophy. May be
repeated for a maximum of 6 units provided a different topic is covered.
Prerequisite: two courses in philosophy.

PHIL 450 WRITING SEMINAR IN PHILOSOPHICAL STUDIES (3)
Concentrates on a specific issue or thinker within the philosophical tradition
and on developing the skills necessary to do quality written work in the
discipline. Possible topics include: Plato, Aristotle, Hegel, Concepts of Space
& Time, Dimensions of Freedom. May be repeated for a maximum of 6 units
provided a different topic is covered. Requires grade of C or better to fulfill
Core or GenEd requirement. Prerequisites: ENGL 102 or ENGL 190 and two
courses in philosophy. Core: Advanced Writing Seminar or GenEd I.D.

PHIL 470 PHILOSOPHICAL PROBLEMS (3)
A consideration of one of the perennial interests of philosophy. May be
repeated for a maximum of 6 units provided a different topic is covered.
Prerequisite: two courses in philosophy.

PHIL 471 PHILOSOPHICAL PROBLEMS (3)
A consideration of one of the perennial interests of philosophy. May be
repeated for a maximum of 6 units provided a different topic is covered.
Prerequisite: two courses in philosophy.

PHIL 472 PHILOSOPHICAL PROBLEMS (3)
A consideration of one of the perennial interests of philosophy. May be
repeated for a maximum of 6 units provided a different topic is covered.
Prerequisite: two courses in philosophy.

PHIL 495 RESEARCH TUTORIAL IN PHILOSOPHY (3)
Directed readings and research leading to a thesis paper under one or more
members of the department. Prerequisites: senior majors in philosophy or
senior non-major, submission in advance of an outline of proposed research;
permission of proposed director and department chair. Repeatable for a
maximum of 6 units provided a different topic is covered, but only one attempt
will count towards the major requirements.

PHIL 497 PHILOSOPHY INTERNSHIP (3-6)
Supervised experience in work settings using the analytic, organizational,
comprehension, and communication skills and content knowledge available
through the study of philosophy. Positions may be in government agencies,
public or private foundations, industry, journalism, law firms, among others.
May be repeated for a maximum of 6 units. No credit toward the Philosophy
major. Prerequisite: approval of the philosophy internship coordinator. Graded
S/U.

Physical Science (PHSC)

Courses

PHSC 101 PHYSICAL SCIENCE I (4)
Fundamental principles of selected topics from physics and chemistry,
emphasizing construction of concepts from experimental evidence. May not
be used for the Natural Science major. Prerequisites: Education major or
department consent. GenEd II.A. or Core: Biological & Physical Sciences. Lab/
Class fee will be assessed.

PHSC 103 PHYSICAL SCIENCE II (4)
Fundamental concepts of atoms, molecules, energy, states of matter, and
processes involved in phase transitions integrating chemistry, earth science,
and physics through application to interdisciplinary environmentally oriented
topics. One hour lecture, four hours lecture-lab. Prerequisite: PHSC 101 or
permission of instructor.

PHSC 195 COURSE RESEARCH IN 100-LEVEL COURSES (1)
Individual projects in any branch of physical science. Students can choose
either to work on projects or in areas suggested by physical science faculty. At
the completion of a project, students must write a formal research paper on the
work done. Repeatable for credit at different levels. Prerequisite: permission of
the instructor who will direct the proposed work.

PHSC 206 EARTH-SPACE SCIENCE FOR MIDDLE SCHOOL TEACHERS
(3)
Earth-Space Science for middle school education majors, emphasizing
development of principles from experiments and discussion. Topics include
plate tectonics, the rock cycle, celestial motion, and stellar evolution.
Prerequisites: None. Lab/Class fee will be assessed.

PHSC 295 COURSE RESEARCH IN 200 LEVEL COURSES (1)
Individual projects in any branch of physical science. Students can choose
either to work on projects or in areas suggested by physical science faculty. At
the completion of a project, students must write a formal research paper on the
work done. Repeatable for credit at different levels. Prerequisite: permission of
the instructor who will direct the proposed work.

PHSC 303 EARTH SPACE SCIENCE (3)
Physical science principles applied in the study of earth and space. Emphasis
on experimental and discovery approaches. Prerequisite: PHSC 101. Lab/
Class fee will be assessed.

PHSC 360 INTERNSHIP IN PHYSICAL SCIENCE (2-3)
Practical experience in Physical Science in industry or public or private
agencies through the University's Internship/Cooperative Education Program.
Special permit and fee required. May be repeated for a maximum of 6 units.
Prerequisites: major in Natural Science, junior or senior standing; 2.70 GPA;
consent of major adviser.

PHSC 401 ADVANCED LABORATORY IN PHYSICAL SCIENCE (2)
Exacting laboratory work of an advanced nature under the guidance of the
Physical Sciences staff. Students will present and defend their work at a
seminar. May be repeated for a maximum of 6 units. Prerequisite: consent of
instructor.

PHSC 470 SPECIAL TOPICS PHYSICAL SCIENCE (1-4)
The study of special topics in the area of Physical Science. Special topics will
be determined by their need for study and relevance to existing courses. May
be repeated for a maximum of 4 units provided a different topic is covered.

PHSC 471 SPECIAL TOPICS PHYSICAL SCIENCE (1-4)
The study of special topics in the area of Physical Science. Special topics will
be determined by their need for study and relevance to existing courses. May
be repeated for a maximum of 4 units provided a different topic is covered.

PHSC 472 SPECIAL TOPICS PHYSICAL SCIENCE (1-4)
The study of special topics in the area of Physical Science. Special topics will
be determined by their need for study and relevance to existing courses. May
be repeated for a maximum of 4 units provided a different topic is covered.

PHSC 473 SPECIAL TOPICS PHYSICAL SCIENCE (1-4)
The study of special topics in the area of Physical Science. Special topics will
be determined by their need for study and relevance to existing courses. May
be repeated for a maximum of 4 units provided a different topic is covered.
PHSC 474 SPECIAL TOPICS IN PHYSICAL SCIENCE (1-4)
The study of special topics in the area of Physical Science. Special topics will be determined by their need for study and relevance to existing courses. May be repeated for a maximum of 4 units provided a different topic is covered.

PHSC 475 SPECIAL TOPICS IN PHYSICAL SCIENCE (1-4)
The study of special topics in the area of Physical Science. Special topics will be determined by their need for study and relevance to existing courses. May be repeated for a maximum of 4 units provided a different topic is covered.

PHSC 476 SPECIAL TOPICS IN PHYSICAL SCIENCE (1-4)
The study of special topics in the area of Physical Science. Special topics will be determined by their need for study and relevance to existing courses. May be repeated for a maximum of 4 units provided a different topic is covered.

PHSC 477 SPECIAL TOPICS IN PHYSICAL SCIENCE (1-4)
The study of special topics in the area of Physical Science. Special topics will be determined by their need for study and relevance to existing courses. May be repeated for a maximum of 4 units provided a different topic is covered.

PHSC 478 SPECIAL TOPICS IN PHYSICAL SCIENCE (1-4)
The study of special topics in the area of Physical Science. Special topics will be determined by their need for study and relevance to existing courses. May be repeated for a maximum of 4 units provided a different topic is covered.

PHSC 479 SPECIAL TOPICS IN PHYSICAL SCIENCE (1-4)
The study of special topics in the area of Physical Science. Special topics will be determined by their need for study and relevance to existing courses. May be repeated for a maximum of 4 units provided a different topic is covered.

PHSC 490 INDEPENDENT STUDY IN PHYSICAL SCIENCE (1-4)
Individual and supervised research in selected areas of the physical sciences. Topics may be either theoretically or experimentally oriented. May be repeated for a maximum of 6 units. Prerequisites: junior status and one course in PHSC.

PHSC 491 DIRECTED READINGS (1-4)
Independent reading in an area selected by the student in consultation with the instructor. May be repeated for a maximum of 6 units. Prerequisites: junior status and one course in PHSC.

PHSC 494 TRAVEL STUDY (1-3)
Investigation of field problems and phenomena. May be repeated for a maximum of 3 units.

PHSC 495 COURSE RESEARCH IN 400-LEVEL COURSES (1)
Individual projects in any branch of physical science. Students can choose either to work on projects or in areas suggested by physical science faculty. At the completion of a project, students must write a formal research paper on the work done. Repeatable for credit at different levels. Prerequisite: permission of the instructor who will direct the proposed work.

Physics (PHYS)

Courses

PHYS 100 UNDERSTANDING PHYSICS (3)
Designed for non-science majors. An inquiry into intuitive, philosophical, historical, and scientific understanding of principal concepts of classical and modern physics. Elementary algebra is used in this course, but emphasis is placed on physical understanding. Demonstrations and short illustrative experiments will be a part of the course. Three lecture hours. Gen Ed II.A or Core: Biological & Physical Sciences.

PHYS 102 ENGINEERING MECHANICS I (3)
The equilibrium of stationary bodies under the influence of various kinds of forces. Forces, moments, couples, equilibrium, trusses, frames and machines, centroids, moment of inertia, beams, friction, stress/strain, material properties. Vector and scalar methods are used to solve problems. Prerequisite: MATH 273. Core: Lab and Non-Lab Sciences.

PHYS 103 HOW THINGS WORK (3)
For non-science majors: a practical introduction to physics and science in everyday life. Examines the workings of everyday things from toys to next generation computers. Introduces fundamental science concepts underpinning ordinary to high tech objects, their principles of operation, the histories of their development. Emphasizes critical thinking and communication skills. Gen Ed II.A or Core: Biological & Physical Sciences.

PHYS 131 LIGHT AND COLOR (4)
Some aspects of light and color and of vision will be examined on a factual and descriptive basis. Predominantly qualitative explorations will be made of the origin of light, of its wave and particular behavior, of the polarization of light, of lasers and holography, of the origin and physical basis of color and of the physics of vision. This course in liberal arts physics is offered for curious inquirers who have had minimal contact with physics. Three lecture hours and two laboratory hours. Gen Ed II.A or Core: Biological & Physical Sciences. Lab/Class fee will be assessed.

PHYS 135 INTRODUCTION TO HOLOGRAPHY (4)
Creative use of the holographic medium along with study of appropriate scientific principles and aesthetic values. Behavior of waves, including water, sound, and electromagnetic. Optics of lenses and mirrors. Lasers, holography, and experimental techniques of making holograms. Three lecture hours, two laboratory hours. Gen Ed II.A.

PHYS 143 PHYSICS SOUND AND MUSIC (LAB) (4)
Study of sound and its production by various instruments, including the human voice. Physical interpretations of concepts, such as noise, pitch, mechanical and acoustic waves and oscillations, loudness, harmonics and timbre, scales and temperament. Three lecture hours, two laboratory hours. Not open to students who have successfully completed PHYS 141. GenEd II.A or Core: Biological & Physical Sciences. Lab/Class fee will be assessed.

PHYS 185 INTRODUCTORY HONORS SEMINAR IN PHYSICS (1)
This seminar is intended for freshmen and sophomores who have demonstrated exceptional ability in the sciences and will involve them directly with current ideas and research in physics. Classical physics, quantum physics, relativity, and the new astronomy will be covered.

PHYS 202 GENERAL PHYSICS FOR THE HEALTH SCIENCES (5)
Special emphasis on motion including kinematics and dynamics of linear and angular motion. Not intended for pre-medical, pre-dental or pre-physical therapy programs. Gen Ed II.A or Core: Biological & Physical Sciences. Lab/Class fee will be assessed.

PHYS 203 TOPICS IN PHYSICS FOR BIOLOGY MAJORS (5)
Topics may include mechanical and thermal properties of matter; forms of energy and conversion; optics; waves; electromagnetics. Students who may wish to seek advanced degrees in biology, dentistry, medicine, or related fields should enroll in PHYS 211 or PHYS 212 or PHYS 241, PHYS 242 - PHYS 243.

PHYS 205 PHYSICS FOR MIDDLE SCHOOL TEACHERS (3)
Physics for middle school education majors, emphasizing development of principles from experiments and discussion. Topics include force and motion, energy, electricity, magnetism, and heat. Prerequisites: None. Lab/Class fee will be assessed.

PHYS 211 GENERAL PHYSICS I: NON CALCULUS-BASED (4)
For Arts and Sciences, Biology and Geosciences majors: mechanics, heat, light, electricity, magnetism, and a brief introduction to modern physics. Three lecture units and one three-unit laboratory period. Prerequisite: MATH 115 or good standing in high school algebra and trigonometry. GenEd II.A or Core: Biological & Physical Sciences. Lab/Class fee will be assessed.

PHYS 212 GENERAL PHYSICS II: NON CALCULUS-BASED (4)
For Arts and Sciences, Biology and Geosciences majors: mechanics, heat, light, electricity, magnetism, and a brief introduction to modern physics. Three lecture units and one three-unit laboratory period. Prerequisite: PHYS 211. GenEd II.A or Core: Biological & Physical Sciences. Lab/Class fee will be assessed.
PHYS 220 ENGINEERING MECHANICS II (3)
Stress and deformation of solid-rods, beams, shafts, columns, tanks, and other structural, machine and vehicle members. Topics include stress transformation using Mohr's circle; shear and moment diagrams; derivation of elastic curves and Euler's buckling formula. Prerequisite: PHYS 102. Core: Lab and Non-Lab Sciences.

PHYS 241 GENERAL PHYSICS I CALCULUS-BASED (4)
Calculus-based physics for science and engineering majors. Mechanics and the conservation laws, gravitation, simple harmonic motion. Prerequisite: MATH 273 (may be taken concurrently). GenEd II-A or Core: Biological & Physical Sciences. Lab/Class fee will be assessed.

PHYS 242 GENERAL PHYSICS II CALCULUS-BASED (4)
Continuation of PHYS 241. Electricity, magnetism, DC and AC currents, geometric optics. Prerequisites: PHYS 241, MATH 274 (may be taken concurrently). GenEd II-A or Core: Biological & Physical Sciences. Lab/Class fee will be assessed.

PHYS 251 HONORS GENERAL PHYSICS I CALCULUS-BASED (4)

PHYS 252 HONOR GENERAL PHYSICS II CALCULUS-BASED (4)
Continuation of PHYS 241. Electricity, magnetism, DC and AC currents, geometric optics. Prerequisites: PHYS 241, MATH 274 (may be taken concurrently). Gen Ed II-A or Core: Biological & Physical Sciences.

PHYS 270 COMPUTERS IN PHYSICS (4)
Introduction to hardware and software applications of computers in physics, including computer interfacing to experiments, computer aided design, LabView programming, data analysis, simulation and modeling techniques. Prerequisite: PHYS 241. Lab/Class fee will be assessed.

PHYS 295 RESEARCH PROBLEMS IN PHYSICS (1-3)
Individual project in any branch of physics. Students can choose either to work on projects or in areas suggested by physics faculty. At the completion of a project, the student must write a formal research paper on the work done. Repeatable for credit at different levels.

PHYS 296 RESEARCH PROBLEMS IN PHYSICS (1-3)
Individual project in any branch of physics. Students can choose either to work on projects or in areas suggested by physics faculty. At the completion of a project, the student must write a formal research paper on the work done. Repeatable for credit at different levels.

PHYS 307 INTRODUCTORY MATHEMATICAL PHYSICS (3)
Mathematical expressions for selected topics, such as forces and potentials, vector analysis, applications of Fourier series and complex variables, and solutions of the harmonic oscillator and wave equations.

PHYS 311 MODERN PHYSICS I (3)
A description of the the quantum theory, atomic structure, and spectra. Three lecture hours. Prerequisites: MATH 274, PHYS 242 or PHYS 252; or PHYS 212 with consent of instructor).

PHYS 312 MODERN PHYSICS II (3)
Required course for the Applied and General tracks of the Physics major. Applications of special relativity and quantum theory to the various disciplines in physics, including solid state, nuclear, elementary particles, and cosmology. Prerequisite: PHYS 311.

PHYS 335 BASIC ELECTRONICS (4)
Circuit components, characteristics of semi-conductors, electrical measurements, method of circuit analysis, electronic devices. Three lecture hours and one three-hour laboratory period. Lab/Class fee will be assessed.

PHYS 337 DIGITAL ELECTRONICS (4)
Subjects covered will be basic concepts of digital electronics such as gates, logic modules, truth tables, digital codes, sequential systems, semi-conductor memories, decade counters, etc. The laboratory program is designed to give students first hand experience on the material covered in lecture using integrated circuits and LED display systems. Two hours lecture, three hours laboratory. Lab/Class fee will be assessed.

PHYS 341 INTERMEDIATE PHYSICS LABORATORY I (3)
First Term: The measurement of several fundamental physical constants. Exploration of classical and modern research methods: lasers, holography, optical and nuclear spectroscopy. Second Term: Several advanced experiments, a research project. Familiarization with machine shop procedure, vacuum and other experimental techniques. Five laboratory units. Prerequisites: PHYS 270; PHYS 311 (may be taken concurrently). Lab/Class fee will be assessed.

PHYS 342 INTERMEDIATE PHYSICS LABORATORY II (3)
First Term: measurement of several fundamental physical constants. Exploration of classical and modern research methods: lasers, holography, optical and nuclear spectroscopy. Second Term: several advanced experiments, a research project. Familiarization with machine shop procedure, vacuum and other experimental techniques. Five laboratory hours. Lab/Class fee will be assessed.

PHYS 351 MECHANICS (4)
Systems of coordinates, kinematics, and transformations: Newtonian dynamics of particles and systems of particles; linear systems, oscillations, and series techniques; calculus of variations and the Lagrangian and Hamiltonian formulations; application of Lagrangians to gravitation/central force motion. Optional: non-linear oscillations.

PHYS 352 THERMODYNAMICS AND KINETIC THEORY (3)
Principles and laws of classical thermodynamics applied to simple irreversible processes, including chemical, elastic, electric and magnetic phenomena; thermodynamic functions and Maxwell's relations; the conservation equations in elementary kinetic theory; fluctuations; and irreversible transfer effects. Three lecture hours. Prerequisites: PHYS 212 or PHYS 243, MATH 274 (may be taken concurrently with PHYS 243 or by permission).

PHYS 354 ELECTRICITY & MAGNETISM (4)
Electrostatics, magnetostatics and electromagnetic radiation, including Divergence Theorem and Stokes' Theorem, electrostatics in free space and dielectric materials, the Biot-Savart Law, the magnetic vector potential, inductance and electromotance, magnetic materials, Maxwell's Equation in free space and in materials, boundary value problems (Snell's and Fresnel's Law). Prerequisites: PHYS 243; PHYS 307 or consent of instructor.

PHYS 361 OPTICS FUNDAMENTALS (4)
Exploration of classical and modern research methods: lasers, holography, optical and nuclear spectroscopy. First Term: The measurement of several fundamental physical constants. Exploration of classical and modern research methods: lasers, holography, optical and nuclear spectroscopy. Second Term: several advanced experiments, a research project. Familiarization with machine shop procedure, vacuum and other experimental techniques. Five laboratory units. Lab/Class fee will be assessed.

PHYS 385 PHYSICS SEMINAR (1)
Students participate in colloquia on topics of current interest in physics research under guidance of instructor. One lecture hour. Prerequisite: at least junior standing.

PHYS 391 INTERNSHIP IN PHYSICS (2-3)
Practical experience in industry, public and private agencies. Not for major or minor credit. Special permit and fee required. May be repeated for a maximum of 6 units. Graded S/U. Prerequisites: 2.70 GPA, junior or senior standing, major in Physics, consent of department.

PHYS 395 RESEARCH PROBLEMS IN PHYSICS (1-3)
Individual project in any branch of physics. Students can choose to work either on projects or in areas suggested by physics faculty. At the completion of a project, the student must write a formal research paper on the work done. Repeatable for a maximum of 6 units. Prerequisite: permission of the faculty member who will direct the proposed work.
PHYS 396 RESEARCH PROBLEMS IN PHYSICS (1-3)
Individual project in any branch of physics. Students can choose either to work on projects or in areas suggested by physics faculty. At the completion of a project, the student must write a formal research paper on the work done. Repeatable for a maximum of 6 units.

PHYS 451 MECHANICS II (3)
A continuation of PHYS 351. Rotation transformations; perturbation and Green's function techniques in solution of oscillating systems; collision; rotating frames of reference and dynamics of rigid bodies (including Euler's angles, precession, mutation); theory of coupled small oscillations. Optional: special relativity; continuum mechanics. Prerequisite: PHYS 351.

PHYS 453 PHYSICAL OPTICS (3)
Electromagnetic theory of light, wave solutions, interference, diffraction, scattering, radiation from coherent and incoherent sources, elementary theory of masers and lasers. Three lecture hours. Prerequisite: PHYS 354 or consent of instructor.

PHYS 454 ELECTRICITY AND MAGNETISM II (3)
Continuation of PHYS 354. Wave guides, retarded potentials, dipole radiation, relativistic electrodynamics. Prerequisite: PHYS 354.

PHYS 455 INTRODUCTORY QUANTUM MECHANICS (3)
Schrödinger equation, states of one particle in one dimension, potential barrier problems in one dimension, the harmonic oscillator, system of particles in one dimension, motion in three dimensions, angular momentum, spin, application to atomic physics. Prerequisites: PHYS 311, PHYS 351 (may be taken concurrently).

PHYS 456 INTRODUCTION TO STATISTICAL MECHANICS (3)
Distribution functions, microcanonical, canonical and grand canonical ensembles, the partition function and thermodynamics relations. Fermi-Dirac and Bose-Einstein statistics, some simple models and applications, the Maxwell-Boltzmann transport equation and the hydrodynamic equation, transport coefficients. Three lecture hours. Prerequisite: PHYS 455.

PHYS 457 SOLID STATE PHYSICS (3)
Crystal structure, wave propagation in periodic structures, the Fermi gas, energy bands, magnetism, are presented as a central theoretical core for the study of the solid state. Some of the basic models, concepts, and manifest properties of solids are also included. Prerequisites: PHYS 311, PHYS 351 and PHYS 354.

PHYS 459 NUCLEAR AND PARTICLE PHYSICS (3)
Experimental and theoretical methods for the study of nuclear and particle physics. Topics include properties of nuclei, nuclear transitions, nuclear models, nuclear reactions, relativistic interactions, symmetry, fundamental interactions, and contemporary models. Offered in alternate years. Prerequisites: PHYS 311; PHYS 307 or consent of instructor.

PHYS 470 SPECIAL TOPICS IN PHYSICS (1-4)
Special topics in the area of physics. Special topics will be determined by current interests of the faculty and the needs of the curriculum. Special Permit from the department required.

PHYS 471 SPECIAL TOPICS IN PHYSICS (1-4)
Special topics in the area of physics. Special topics will be determined by current interests of the faculty and the needs of the curriculum. Special Permit from the Department required.

PHYS 472 SPECIAL TOPICS IN PHYSICS (1-4)
Special topics in the area of physics. Special topics will be determined by current interests of the faculty and the needs of the curriculum. Special Permit from the Department required.

PHYS 473 SPECIAL TOPICS IN PHYSICS (1-4)
Special topics in the area of physics. Special topics will be determined by current interests of the faculty and the needs of the curriculum. Special Permit from the Department required.

PHYS 474 SPECIAL TOPICS IN PHYSICS (1-4)
Special topics in the area of physics. Special topics will be determined by current interests of the faculty and the needs of the curriculum. Special Permit from the Department required.

PHYS 475 SPECIAL TOPICS IN PHYSICS (1-4)
Special topics in the area of physics. Special topics will be determined by current interests of the faculty and the needs of the curriculum. Special Permit from the Department required.

PHYS 476 SPECIAL TOPICS IN PHYSICS (1-4)
Special topics in the area of physics. Special topics will be determined by current interests of the faculty and the needs of the curriculum. Special Permit from the Department required.

PHYS 477 SPECIAL TOPICS IN PHYSICS (1-4)
Special topics in the area of physics. Special topics will be determined by current interests of the faculty and the needs of the curriculum. Special Permit from the Department required.

PHYS 478 SPECIAL TOPICS IN PHYSICS (1-4)
Special topics in the area of physics. Special topics will be determined by current interests of the faculty and the needs of the curriculum. Special Permit from the Department required.

PHYS 479 SPECIAL TOPICS IN PHYSICS (1-4)
Special topics in the area of physics. Special topics will be determined by current interests of the faculty and the needs of the curriculum. Special Permit from the Department required.

PHYS 486 PHYSICS SEMINAR II (1)
Students participate in colloquia on topics of current interests in physics research under guidance of instructor. One lecture hour. Prerequisite: senior standing or consent of instructor.

PHYS 490 INDEPENDENT STUDY IN PHYSICS (1-4)
May be repeated for a maximum of 6 units. Prerequisites: At least junior status and one course in the Department of Physics.

PHYS 491 DIRECTED READINGS (1-4)
Repeatable for credit at different levels. Prerequisite: permission of the instructor who will direct the proposed work.

PHYS 495 CAPSTONE PROJECT IN PHYSICS (1-4)
Individual project in applied or theoretical physics research. May be completed over two semesters. Prerequisite: Consent of instructor who will mentor the research project.

PHYS 496 RESEARCH PROBLEMS IN PHYSICS (1-3)
Individual projects in any branch of physics. Students can choose to work either on projects or in areas suggested by physics faculty. At the completion of a project, students must write a formal research paper on the work done. Repeatable for credit at different levels. Prerequisite: permission of the instructor who will direct the proposed work.

PHYS 497 RESEARCH PROBLEMS IN PHYSICS (1-4)
Individual projects in any branch of physics. Students can choose to work either on projects or in areas suggested by physics faculty. At the completion of a project, students must write a formal research paper on the work done. Repeatable for credit at different levels. Prerequisite: permission of the instructor who will direct the proposed work.

PHYS 498 HONORS THESIS IN PHYSICS (1-4)
Writing of an honors thesis based on independent research done under the direction of a staff member. May be repeated for a maximum of 6 units. Honors College course. Prerequisites: consent of instructor and open only to advanced honors candidates.

Political Science (POSC)

Courses

POSC 101 INTRODUCTION TO POLITICAL SCIENCE (3)
POSC 102 HONORS INTRODUCTION TO POLITICAL SCIENCE (3)

POSC 103 AMERICAN NATIONAL GOVERNMENT (3)
Structure and functions of the government of the United States and the problems involved in the extension of the scope of democratic government in our contemporary life. GenEd II.C.2 or Core: The United States as a Nation.

POSC 105 GOVERNMENTS OF THE WORLD (3)
Comparative survey of governments and political systems in a number of major countries in the world today. Attention given to political behavior, structures, processes and policies. GenEd II.D or Core: Global Perspectives.

POSC 107 INTRODUCTION TO INTERNATIONAL RELATIONS (3)
An introductory examination of principles of legal, political, and social relations among nations, coordination and conflict in the international system, global issues, such as trade, security, war and peace, power and formation of foreign policy. GenEd II.D or Core: Global Perspectives.

POSC 108 HONORS INTRO TO INTERNATIONAL RELATIONS (3)
An introductory examination of principles of legal, political and social relations among nations; coordination and conflict in the international system; global issues, such as trade, security, war and peace, power and formation of foreign policy. Honors College course. GenEd II.D or Core: Global Perspectives.

POSC 207 STATE GOVERNMENT (3)
Historical background, state constitutions, and the legislative, executive and judicial branches of government. Problems of state administration and federal-state relations. GenEd II.C.2 or Core: The United States as a Nation.

POSC 209 INTRODUCTION TO LAW (3)
The legal process in the United States for the liberal arts student. Prerequisite: none. GenEd II.C.2 or Core: The United States as a Nation.

POSC 212 HONORS IN POLITICAL SCIENCE (3)
Supreme Court as a political institution including personal policy preferences of justices in regard to civil rights and liberties. Honors College course. GenEd II.C.2 or Core: The United States as a Nation.

POSC 301 POLITICAL RESEARCH I (3)
Multi-method introduction to political research. Discusses how to frame and answer questions about politics. Covers quantitative and qualitative methods. Prerequisite: One POSC course.

POSC 303 THEORY OF INTERNATIONAL POLITICS (3)
The theories of mutual relations of states. Elements of national power; international politics as a struggle for power. Restraints upon the struggle for power. Prerequisite: HIST 103 or POSC 107 or consent of instructor.

POSC 304 POLICIES OF METROPOLITAN GROWTH AND CHANGE (3)
Examination of the political economy of metropolitan growth; role of federal, state and local actors and policies in shaping development. Prerequisite: one lower level political science class or consent of the instructor. Core: Metropolitan Perspectives.

POSC 305 URBAN GOVERNMENT AND POLITICS (3)
The political history of American cities from the 18th century through the recent reform movement. City charters, home rule, types of executives, political machines, the metropolitan area. Prerequisite: POSC 103. Core: Metropolitan Perspectives.

POSC 307 CONTEMPORARY INTERNATIONAL POLITICS (3)
Computer simulation (conducted jointly with colleges and universities throughout the world) used to study the formulation and implementation of contemporary international politics. Prerequisite: POSC 107 or POSC 303 or consent of instructor.

POSC 329 THE POLITICS OF ETHNICITY AND NATIONALISM (3)
Pervasiveness of ethnicity in domestic and international politics, and the instruments for managing ethnic conflict. Prerequisite: POSC 105 or POSC 107 or 6 hours of POSC credit or consent of instructor.

POSC 337 COMPARATIVE GOVERNMENT OF FOREIGN POWERS: THE WESTERN WORLD (3)
An examination of the problems of modernization and stable constitutional rule in England, France, Italy, and Germany. Prerequisite: POSC 101 or POSC 105 or consent of instructor.

POSC 338 GOVT USSR/E. EUR (3)
Comparisons of the diverse political, economic, and intellectual roads to socialism. Prerequisite: POSC 101, POSC 137, or consent of instructor.

POSC 339 COMPARATIVE POLITICAL SYSTEMS (3)
Attempt to bring together the analytical concepts and methodological techniques that may be applied to the study of political systems in a comparative sense. Prerequisite: POSC 103 or POSC 105.

POSC 340 COMPARATIVE PUBLIC POLICY (3)
Comparative study of the policy problems and processes of the United States, Canada and Western European countries, focusing on the growing convergence of public policy making in the states of the developed world. Prerequisites: POSC 101, POSC 103, POSC 105 or consent of instructor.

POSC 342 RUSSIAN GOVERNMENT AND POLITICS (3)
Examination of the government and politics of post-Soviet Russia. Special attention to the legacy of the Czarist and Communist systems and the nature of the democracy in Russia today. Prerequisite: POSC 105 or POSC 107 or consent of instructor.

POSC 343 AFRICAN-AMERICAN POLITICS (3)
Examination of African-American strategies in struggle for full citizenship rights; political behavior in post-Civil Rights era; contemporary trends in electoral politics at local, state, and national levels. Prerequisite: one lower-level political science course or consent of instructor. Core: The United States as a Nation.

POSC 345 GOVERNMENTS AND POLITICS OF EAST ASIA: FOCUS ON CHINA AND JAPAN (3)
Examination of the governments and politics of East Asia with a particular emphasis on China and Japan. Emphasizes current political events and structures. Prerequisite: POSC 105 or consent of the instructor.

POSC 351 THE GOVERNMENT AND POLITICS OF LATIN AMERICAN (3)
An examination of the informal and formal rules of the political "game" in Latin America with an emphasis on four types of political systems found in contemporary Latin America: democratic reformist, revolutionary, populist, and military authoritarian. Prerequisite: POSC 101 or POSC 105 or consent of instructor.

POSC 355 LATIN AMERICAN POLICY OF THE UNITED STATES (3)
An analysis of the Latin American Policy of the United States from the Monroe Doctrine to the present. Emphasis will be on historical, political, economic, and security factors in the ebb and flow of inter-American relations. Prerequisite: POSC 101 or POSC 105 or consent of instructor.

POSC 357 PUBLIC ADMINISTRATION (3)
Administration as a central element of contemporary society, with special reference to the problems of government organization, control, personnel, finance and public relations. Prerequisite: POSC 103.

POSC 381 THE PRESIDENCY (3)
A discussion of the origin of the office, the selection of the president and policy making in the executive branch. Prerequisite: POSC 103.

POSC 383 CONGRESS (3)
An investigation of the relations of Congress with the other branches of government and with the political parties and interest groups. Also examines the relationships between a member of Congress and their constituency as well as the internal dynamics of Congress. Prerequisite: POSC 103.

POSC 384 JUDICIAL SYSTEM (3)
Roles, functions and operations of the American judicial system. Examining ideology of law and justice and consequences of legal decisions. Prerequisite: POSC 103 or consent of instructor.
POSC 401 POLITICAL RESEARCH II (3)
Statistical methods to explore political phenomena. Polling, comparative research, legislative voting analysis, and multivariate statistics. Prerequisite: POSC 301 and one other upper division POSC course or consent of instructor.

POSC 417 AMERICAN POLITICAL PARTIES (3)
Origin and development of the American two-party system. The activities of pressure groups and organizations, and their effects upon the party system. Prerequisite: POSC 103 or consent of instructor.

POSC 418 CONSTITUTIONAL LAW AND POLITICS (3)
The nature and origins of the Constitution; judicial review, separation of powers, federalism, and the Commerce Clause. Prerequisite: POSC 101 or POSC 103.

POSC 419 CIVIL RIGHTS AND CIVIL LIBERTIES: THE FIRST AND FOURTEENTH AMENDMENTS (3)
The constitutional guarantees of freedom of speech, religious liberty, free assembly and equal protection. Prerequisite: POSC 101 or POSC 103.

POSC 420 CONSTITUTIONAL PROTECTIONS: PERSONAL LIBERTY AND THE RIGHTS OF THE ACCUSED (3)
Personal liberty in the home and the person in regard to individual decision making and criminal justice. Prerequisite: POSC 101 or POSC 103.

POSC 421 POLITICS AND ENVIRONMENTAL POLICY (3)
Analysis and investigation of U.S. environmental problems from a political perspective. Prerequisite: POSC 103 or consent of instructor.

POSC 422 THE SUPREME COURT (3)
Roles, behavior, structure and operations of the U.S. Supreme Court. History, politics, decision making and impact of cases. Prerequisite: POSC 103 or consent of instructor.

POSC 425 LEGAL THEORY (3)
Focuses on the salient arguments for and against the major legal issues of our time. Readings, drawn from time-honored writers of the past, are designed to evoke continuous discussion and debate on contemporary problems in the law. Prerequisites: Junior standing and 9 units of political science or consent of instructor.

POSC 427 POLITICAL THEORY I (3)
Political thought in the West from the Greeks to the end of the 16th century. Prerequisite: POSC 101 or consent of instructor.

POSC 428 POLITICAL THEORY II (3)
Political philosophers and their writings since the 16th century. Attention given to the conflict of ideologies in the 20th century. Prerequisite: POSC 101 or consent of instructor.

POSC 430 AMERICAN POLITICAL THOUGHT (3)
Examines American political thinking, key concepts, and theorists. Addresses major and minor figures and mainstream and alternative perspectives within the American political tradition. Prerequisite: POSC 101 or consent of instructor.

POSC 432 UNITED STATES-RUSSIAN RELATIONS (3)
Relations between the U.S. and Russia. Emphasis on Soviet and post-Soviet periods, nationalities, democratization, and creation of market economics. Prerequisite: Any 100-level political science course or consent of instructor.

POSC 434 COMPARATIVE FOREIGN POLICY (3)
The foreign policy and foreign policy decision-making in countries around the world using a thematic approach. Comprehensive study of the ideas behind foreign policy-making. Prerequisite: POSC 107 or POSC 303 or consent of instructor.

POSC 436 U.S. FOREIGN POLICY (3)
The main events, ideas, and structure behind U.S. foreign policy. Ideas about the formation, conduct, and institutions involved in U.S. foreign policy and the issues facing U.S. presidents and policymakers in the 20th and 21st centuries.

POSC 438 COMPARATIVE RELIGIOUS FUNDAMENTALISMS (3)
Examination of the political impact of contemporary religious fundamentalism primarily focusing on the United States, Israel, and the Muslim world. The causes for the rise of fundamentalism will receive special attention as well as those movements that encourage violence and terrorism. Prerequisite: POSC 103 or POSC 105 or consent of instructor.

POSC 441 CONTEMPORARY UNITED STATES AND EUROPEAN RELATIONS (3)
Transatlantic relations with the United States and European countries including Russia as well as critical institutions such as NATO, the European Union, and the G20. Prerequisite: POSC 103 or POSC 105 or consent of instructor.

POSC 447 INTERNATIONAL LAW AND ORGANIZATION (3)
The nature, structure, and sources of international law, the relationship between international law and domestic U.S. law, the role of international organizations. Prerequisite: POSC 107 or consent of instructor.

POSC 449 U.S. HOMELAND SECURITY POLICY (3)
Concept of U.S. homeland security in the context of recent history, nature of threats and major vulnerabilities that are the focus of homeland security efforts, and the range of activities that constitute the U.S. homeland security enterprise. Prerequisite: POSC 107 or consent of instructor.

POSC 450 INTEREST GROUPS AND PUBLIC POLICY (3)
The structure, organization, objectives and activities of interest groups and their impact on public policy and campaign financing. Prerequisite: POSC 103 or consent of instructor.

POSC 453 INTELLIGENCE AND NATIONAL SECURITY (3)
Principal roles of intelligence in national policy formulation, in the provision of strategic and tactical warning, in providing support for military operations, and in covert action. Problems inherent in conducting intelligence in a democracy. Prerequisite: POSC 107 or consent of instructor.

POSC 459 SIMULATION AND GAMES IN POLITICAL SCIENCE (3)
Political decisions using rational choice and game theory. Discussing voting methods, public goods, and paradoxes of collective choice using computer simulation. Prerequisite: one upper-level political science course or consent of instructor.

POSC 465 EDITORIAL WORK - TOWSON JOURNAL OF INTERNATIONAL AFFAIRS (1-3)
One to three units per term 3 term limit. Members of the Editorial Board of "The Towson Journal of International Affairs" prepare the issues of that journal under the supervision of the faculty advisers. Admission by consent of the instructor. Graded S/U.

POSC 470 SPECIAL TOPICS IN POLITICAL SCIENCE (3)
An examination of current topics in political science. The content of the course will depend upon mutual faculty and student interest. May be repeated for a maximum of 9 units provided a different topic is covered. Prerequisite: Any 100-level POSC course or consent of instructor.

POSC 471 SPECIAL TOPICS IN POLITICAL SCIENCE (3)
An examination of current topics in political science. The content of the course will depend upon mutual faculty and student interest. May be repeated for a maximum of 9 credits provided a different topic is covered. Prerequisite: Any 100-level POSC course or consent of instructor.

POSC 472 SPEC TOPICS POSC (3)
An examination of current topics in political science. The content of the course will depend upon mutual faculty and student interest. May be repeated for a maximum of 9 credits provided a different topic is covered.

POSC 473 SPEC TOPICS POSC (3)
An examination of current topics in political science. The content of the course will depend upon mutual faculty and student interest. May be repeated for a maximum of 9 credits provided a different topic is covered.
An examination of current topics in political science. The content of the course will depend upon mutual faculty and student interest. May be repeated for a maximum of 9 units provided a different topic is covered.

POSC 497 SPEC TOPICS POSC (3)
An examination of current topics in political science. The content of the course will depend upon mutual faculty and student interest. May be repeated for a maximum of 9 units provided a different topic is covered.

POSC 498 DIRECTED READINGS IN POLITICAL SCIENCE (1-3)
Readings and research in preparation for the writing of a thesis or other research paper in political science under the supervision of one member of the political science faculty. Must be taken in advance of the Honor Thesis course. Prerequisites: 18 units in political science, directed readings in political science. 3.50 average in political science and an overall GPA of 3.25 and consent of instructor.

POSC 499 HONORS THESIS IN POSC (3)
Research and writing of a thesis directed by a faculty member in a chosen area of specialization.

Portuguese (PORT)

Courses

PORT 101 PORTUGUESE ELEMENTS I (3)
A thorough foundation in grammar; drills in pronunciation; elementary conversation; composition and translation. GenEd II.C.1 or Core: Arts & Humanities.

PORT 102 PORTUGUESE ELEMENTS II (3)
A thorough foundation in grammar; drills in pronunciation; elementary conversation; composition and translation. Prerequisite: PORT 101. GenEd II.C.1 or Core: Arts & Humanities.

PORT 201 PORTUGUESE INTERMEDIATE I (3)
Review of grammar; conversation and prose composition; translation of texts of cultural value; outside readings. Prerequisite: PORT 102. Core: Arts & Humanities.

PORT 202 PORTUGUESE INTERMEDIATE II (3)
Review of grammar; conversation and prose composition; translation of texts of cultural value; outside readings. Prerequisite: PORT 201. Core: Global Perspectives.

PORT 301 COMPOSITION AND CONVERSATION IN PORTUGUESE (3)
Reading, conversation and composition on topics of cultural and literary interest; grammar and syntax. Conducted in Portuguese. Prerequisite: PORT 202 or equivalent. GenEd II.C.3 or Core: Arts & Humanities.

Professional Writing (PRWR)

Psychology (PSYC)

Courses

PSYC 101 INTRODUCTION TO PSYCHOLOGY (3)
Psychological theories, principles and methods, with focus on measurement and experimentation, biopsychology, sensation and perception, learning and memory, motivation and emotion, personality and adjustment, abnormality and psychotherapy, development and individual differences. GenEd. II.C.2 or Core: Social & Behavioral Sciences.
PSYC 102 HONORS INTRODUCTION TO PSYCHOLOGY (3)
An in-depth study of psychological theories, principles and methods, with focus on measurement and experimentation, biopsychology, sensation and perception, learning and memory, motivation and emotion, personality and adjustment, abnormality and psychotherapy, development and individual differences. Honors College course GenEd II.C.2. or Core: Social & Behavioral Sciences.

PSYC 201 EDUCATIONAL PSYCHOLOGY (3)
The learning process and related concepts: human development; individual differences; measurement and evaluation; personality and adjustment. Prerequisite: PSYC 101.

PSYC 203 HUMAN DEVELOPMENT (3)
Study of research and theories related to the overall development of the human throughout the life span with an emphasis on physical, cognitive, social and emotional dimensions. Prerequisite: PSYC 101 or PSYC 102. GenEd II.C.2.

PSYC 204 HONORS HUMAN DEVELOPMENT (3)
An in-depth study of research and theories related to the overall development of the human throughout the life span, with an emphasis on the interaction of physical, psychological, and social components. Honors college course. Prerequisite: PSYC 101 or PSYC 102. GenEd II.C.2.

PSYC 205 INTRODUCTION TO THE HELPING RELATIONSHIP (3)
Current concepts of the helping relationship and an exploration of the conditions that facilitate its effectiveness. Not open to students who have successfully completed PSYC 425. Prerequisite: PSYC 101.

PSYC 212 BEHAVIORAL STATISTICS (4)
Distributions and graphs, notation, levels of measurement, percentiles, measures of central tendency and variability, principles of probability, the normal curve, standard scores, sampling theory, hypothesis testing, significance of differences, correlation and prediction, Chi square, non-parametrics, one-way analysis of variance. Not open to those who have successfully completed PSYC 111. Prerequisite: MATH 109 or higher except MATH 204. GenEd I.C.

PSYC 213 RESEARCH DESIGN AND STATISTICAL ANALYSIS IN PSYCHOLOGY I (4)
Methodologies for gathering observational and self-report data, analysis of data using descriptive statistics and correlation/regression procedures. Discuss ethics and feasibility of different research designs. Successful completion of the course is required for matriculation in Research Design and Statistical Analysis in Psychology: II (PSYC 313). To receive Psychology major credit, PSYC 313 must also be successfully completed. This course is not open to students who have successfully completed PSYC 212 or PSYC 314. Prerequisite: MATH 109 or higher except MATH 204.

PSYC 301 SCIENCE, PSEUDOSCIENCE AND SUPERSTITION (3)
Differentiating between scientific and pseudo-scientific claims, focusing on psychological factors that influence human judgement and decision making. Possible topics include: astrology, alternative medicine, New Ageism, alien abductions, parapsychology. Prerequisite: PSYC 101. GenEd II.A.

PSYC 305 PSYCHOLOGY OF LEARNING (3)
Analysis of selected problems in both human and animal learning including reinforcement, punishment, verbal learning, and verbal behavior. Prerequisites: PSYC 101 and 6 units of PSYC.

PSYC 309 PSYCHOPHARMACOLOGY (3)
Mechanisms of drugs, their effects on behavior and related topics. Prerequisites: PSYC 101 and 6 units of PSYC and BIOL 120 and BIOL 120L.

PSYC 311 BEHAVIOR MODIFICATION (3)
Examination and application of the basic principles of the experimental analysis of behavior, with an emphasis on the applied aspects of this modern discipline to schools, jobs, interpersonal relations and self-control. Prerequisite: 9 units of PSYC or consent of instructor.

PSYC 312 BEHAVIOR MODIFICATION (3)
Examination and application of the basic principles of the experimental analysis of behavior, with an emphasis on the applied aspects of this modern discipline to schools, jobs, interpersonal relations and self-control. Prerequisite: PSYC 101 or PSYC 102. GenEd II.C.2.

PSYC 313 RESEARCH DESIGN AND STATISTICAL ANALYSIS IN PSYCHOLOGY II (4)
Methodologies for gathering observational and self-report data, analysis of data using descriptive statistics and correlations/regression procedures. Discuss ethics and feasibility of different research designs. To receive Psychology major credit, PSYC 213 must also be successfully completed. Not open to students who have successfully completed PSYC 212 or PSYC 314. Requires grade of C or better to fulfill Core or GenEd requirement. Prerequisites: ENGL 102 or ENGL 190; PSYC 213. Core: Advanced Writing Seminar or GenEd I.D.

PSYC 314 RESEARCH METHODS IN PSYCHOLOGY (4)
The experimental method and its application to recent problems in psychological research; introduction to experimental design and inference. Three hours lecture, two hours laboratory per week. Not open to those who have successfully completed PSYC 261. Requires grade of C or better to fulfill Core or GenEd requirement. Prerequisites: PSYC 101 or PSYC 102, ENGL 102 or ENGL 190, PSYC 212. Core: Advanced Writing Seminar or GenEd I.D.

PSYC 315 MOTIVATION (3)
Interaction between physiological, neurological and pharmacological aspects of motivation with environmental influences such as culture, learning and social dynamics. Issues in human motivation and emotion which will be emphasized are aggression, sex, achievement (competence) and cognitive-social influences. Prerequisites: PSYC 101 and 6 units of PSYC. (PSYC 203 or PSYC 204 and junior standing recommended).

PSYC 317 SENSATION AND PERCEPTION (3)
A systematic investigation of the basic senses such as vision, audition, taste, smell, and touch will be undertaken. The organization of sensory input will also be emphasized. Both human and non-human data will be presented. Prerequisites: PSYC 101 and 6 units of PSYC and BIOL 120 and BIOL 120L.

PSYC 325 SOCIAL PSYCHOLOGY (3)
Theory and research of how people think about, influence, and relate to one another. Topics include social cognition, attitudes, aggression and helping. Prerequisite: PSYC 101 and 3 units of PSYC.

PSYC 327 INDUSTRIAL PSYCHOLOGY (3)
Theories, psychological concepts, and research applied to industrial and organizational settings. Prerequisite: PSYC 101 and 3 units of PSYC.

PSYC 341 ENVIRONMENTAL PSYCHOLOGY (3)
The relationship between the physical and social environment and behavior, i.e., places, spaces, and people. How man/woman construes, interprets, comprehends, feels about the environment, and how the environment functions as a reflection of human needs and values. Topics include environmental design, crowding, privacy, human territoriality, personal space. Prerequisite: PSYC 101 or PSYC 102.

PSYC 350 PERSONALITY (3)
Introduction to the theoretical perspectives and research aimed at understanding personality processes and individual differences in thought, emotion, and behavior. Perspectives may include psychoanalytic, dispositional, biological, learning and humanistic. Prerequisites: PSYC 101 and 3 units of PSYC.

PSYC 361 ABNORMAL PSYCHOLOGY (3)
Disordered personal reactions to life. Organic and functional phenomena plus therapeutic techniques. Prerequisites: PSYC 101 and 3 units of PSYC.

PSYC 381 READINGS IN PSYCHOLOGY (1-2)
A survey of relevant research literature under the guidance of a staff member who will direct the student's research. May be repeated for a maximum of 4 units. Graded S/U. Prerequisite: 9 units of PSYC and consent of instructor.
PSYC 383 PROCTORING IN PSYCHOLOGY (3)
Students serve as teaching apprentices or proctors in a course which they have already completed (such as Introduction to Psychology), and which they must relern to 100 percent mastery. Students will manage the learning and evaluate individual progress of the members of the class assigned to them. The experience includes guidance, support and motivation of the assigned students, all in a supervised situation. Only 3 units may be earned in one term. May be repeated for a maximum of 6 units. Only 6 units can apply to the major; the other 6 units will be used as general electives. Graded S/U. Prerequisites: successful completion of five or more psychology courses or: introductory, educational and child, or adolescent psychology, and principles of education and be a junior or a senior standing plus permission of instructor. NOTE: Psychology majors and minors will not receive psychology elective credit for this course.

PSYC 391 DIRECTED RESEARCH EXPERIENCE IN PSYCHOLOGY (1-3)
An opportunity for qualified students to gain research experience by assisting faculty members with research projects. PSYC 391 and PSYC 491 in combination may be repeated for a maximum of 12 total units, but only 6 can apply to the major; the other 6 units will be used as general electives. Graded S/U. Prerequisites: 6 units of PSYC and consent of instructor.

PSYC 403 INFANT AND CHILD DEVELOPMENT (3)
An advanced course reviewing historical and current changes in the areas of infancy and childhood. Physical, cognitive and social emotional development will be covered in depth. Emphasis is placed on critical analysis of research theory construction and methods. Not open to those students who have successfully completed ECED 413. Prerequisites: PSYC 101 and PSYC 203.

PSYC 404 ADOLESCENT PSYCHOLOGY (3)
Physical, emotional, intellectual development during adolescence; social development and heterosexuality; adolescent personality; problems of adjustment; juvenile delinquency. Prerequisite: PSYC 101 and PSYC 203.

PSYC 405 PSYCHOLOGY OF AGING (3)
The changes in learning, emotions, personality and social behavior and the impact of culture and attitude on the aging process. Prerequisite: PSYC 101 and PSYC 203.

PSYC 411 TESTS AND MEASUREMENTS (3)
Psychological and educational testing and evaluation. The construction, administration, interpretation and use of the various evaluative devices of aptitude and achievement. Prerequisites: PSYC 101 and PSYC 212.

PSYC 419 DIVERSE PERSPECTIVES IN PSYCHOLOGY (3)
Diverse theories and topics explored by both traditional and modern psychology, drawn from a range of philosophical and cultural perspectives: psychodynamic and behavioral approaches and existential, positive, transpersonal, and mind-body psychology. Prerequisites: PSYC 101 and 3 units of PSYC.

PSYC 430 SYSTEMS AND TECHNIQUES OF PSYCHOTHERAPY (3)
Review and application of current theoretical approaches to the helping relationship. Prerequisites: PSYC 361 and 3 units of PSYC.

PSYC 431 GROUP DYNAMICS (3)
Intensive study of group interactions with emphasis upon reciprocal group influence of behavior. Prerequisites: PSYC 101 and 3 units of PSYC.

PSYC 432 CROSS-CULTURAL PSYCHOLOGY (3)
Comparison of psychological behavior and theory in Western and Non-Western cultures. Prerequisites: PSYC 101 and 3 units of PSYC.

PSYC 433 GROUP PSYCHOTHERAPY INTERNSHIP (3)
Supervised experience in use of group intervention techniques. Students will counsel groups of troubled adolescents. Supervision will focus on both group and individual dynamics. Prerequisites: PSYC 431, admissions to Honors Clinical Track.

PSYC 435 INTERNSHIP IN PSYCHOLOGY (3-6)
Placement in a community service agency to familiarize students with its current practices. Supervised client contact will be provided. May be repeated for a maximum of 12 units, but only 6 units can apply to the major; the other 6 units will be used as general electives. Prerequisites: 23 units of psychology, minimum PSYC GPA 3.00 and consent of instructor.

PSYC 439 THE INITIAL INTERVIEW (3)
Clinical observation and practicum experience. Focus on interviewer and interviewee dimensions and relationship with patients. Use of tapes, seminars and individual supervision. Prerequisite: PSYC 205, and admission on Honors Clinical Track.

PSYC 447 SEX DIFFERENCES: PSYCHOLOGICAL PERSPECTIVES (3)
Sex role/personality development is examined from various perspectives: social, cultural, evolutionary, and biological. Changing conceptions with regard to women, their roles and self-concepts, are emphasized within the overall context of sex differences and similarities in behavior. Prerequisites: PSYC 101 and PSYC 203.

PSYC 449 PSYCHOLOGY OF LESBIAN CULTURE (3)
Impact of culture on development of a lesbian identity within a psychological framework. Prerequisite: two courses of psychology or women's studies or consent of instructor.

PSYC 451 INTRODUCTION TO THE EXCEPTIONAL CHILD (3)
Children with a typical, physical, mental, social, and emotional development, including the physically handicapped, the mentally retarded, the gifted, and emotionally disturbed children. Prerequisites: PSYC 101 and PSYC 203.

PSYC 452 PSYCHOLOGY OF LANGUAGE (3)
Principles of psycholinguistics, language perception, comprehension, production and acquisition; exploring syntax, lexicon, morphology, pragmatics and language disorders as they inform language processing. Prerequisites: PSYC 101 and 3 additional units in PSYC or consent of instructor.

PSYC 453 ISSUES IN MENTAL HEALTH INTERVENTION (1-2)
Readings, lectures, and seminars relating to psychological emergencies and the modes of intervention during psychological crises. May be repeated for a maximum of 4 units. Prerequisites: PSYC 205; PSYC 454 (may be taken concurrently); admission to Honors Clinical Track. Graded S/U.

PSYC 454 INTERNSHIP IN PSYCHOTHERAPY (4-12)
Techniques of psychotherapeutic intervention. Students will see patients in psychotherapy under intensive supervision. Seminars and individualized readings. May be repeated for a maximum of 12 units. Prerequisites: PSYC 453 (may be taken concurrently) and admissions to Honors Clinical Track.

PSYC 457 GENDER IDENTITY IN TRANSITION (3)
Psychological consequences of changing definitions of femininity; masculinity, and personhood will be examined using recent theories of gender identity formation. Concepts such as androgyny, sex-role transcendence and future shock will be related to psychological adaptation to social change. Prerequisites: PSYC 447 or consent of instructor.

PSYC 460 ETHOLOGY AND COMPARATIVE PSYCHOLOGY (3)
A survey of the major behavioral adaptations in non-human and human species, within the framework of evolutionary theory, ethology, and experimental psychology. Three units of lecture a week. Prerequisites: PSYC 101 and 6 units of PSYC and BIOL 120 and BIOL 120L.

PSYC 461 COGNITIVE PSYCHOLOGY (3)
Examination of human cognitive processes from the perspectives of information processing theory, cognitive neuroscience, and connectionism. Focus on attention, memory, reasoning, language, problem solving, and visual imagery. May include related fields such as developmental psychology, artificial intelligence, and computer modeling. Prerequisites: PSYC 101 and 3 additional units in PSYC.

PSYC 465 PHYSIOLOGICAL PSYCHOLOGY (3)
An introduction to the physiological bases of behavior. The topics to be considered are basic neuroanatomy and neurophysiology, sensory and motor systems, motivational systems, and "higher-order" behavioral systems. Three units of lecture per week. Prerequisites: PSYC 101 and 6 units of PSYC and BIOL 120/ BIOL 120L.
PSYC 467 MIDLIFE DEVELOPMENT (3)
A study of adult behavior between the ages of 18 and 60. The developmental stages of young adulthood, adulthood, and middle age will be discussed along with topics pertinent to each of the levels such as leaving and becoming emancipated from the family; the transition and adjustment to marriage and work; and bridging the gap between ideals and actual fulfillment. Prerequisites: PSYC 101 and PSYC 203.

PSYC 470 SPECIAL TOPICS IN PSYCHOLOGY (1-3)
Survey and critical evaluation of modern literature pertaining to selected problems in psychology. May be repeated for a maximum of 12 units provided a different topic is covered each time.

PSYC 486 ADVANCED EXPERIMENTAL DESIGN (3)
Analysis of variance, multiple comparisons, nonparametrics, general problems related to sampling, experimenter effects, SPSS analysis, reading of the experimental literature. Honors approval or consent of instructor. Prerequisite: PSYC 212 and PSYC 314.

PSYC 491 INDEPENDENT INVESTIGATION IN PSYCHOLOGY (3)
An opportunity for especially qualified students to undertake independent research problems according to their interest and training under the direction of a staff member. May be repeated for a maximum of 12 units, but only 6 units can apply to the major; the other 6 units will be used as general electives. Graded S/U. Prerequisite: PSYC 314 or PSYC 313, PSYC 391, and consent of instructor.

PSYC 494 TRAVEL AND STUDY ABROAD IN PSYCHOLOGY (1-3)
Selected topics, issues, programs, projects and/or facilities related to the field of psychology. Locations and topics to be selected by Department and instructor sponsoring the program. There is no foreign language skill requirement. Prerequisite: Consent of instructor.

PSYC 497 HONORS SEMINAR IN PSYCHOLOGY (3)
Issues of current and historical interest in psychology, examined from clinical, developmental, experimental, and other relevant points of view. Seminar format, including discussions, based on readings from primary sources and group projects. Prerequisites: Completion of the first year of Dept. Honors in PSYC (junior year) and special permit.

PSYC 498 HONORS CAPSTONE PSYCHOLOGY (2)
Advanced coursework in psychology focused on preparation and presentation of Psychology Honors Thesis to thesis committee and peers. S/U Grading. Prerequisites: Admission to the Honors Thesis in Psychology Program and successful completion of PSYC 486 and PSYC 497 with a grade of "B" or better.

PSYC 499 HONORS SENIOR THESIS IN PSYCHOLOGY (4)
Independent research on special problems in Psychology or closely related fields. Prerequisites: PSYC 314, PSYC 486, Honors approval.

Reading Education (REED)

Courses

REED 102 ACADEMIC LITERACY (3)
Develop an understanding of the reading process and the multiple factors that influence reading proficiency. Explore different reading theories, strategies, vocabulary and applications, college-level literacy in the natural sciences, mathematics, the humanities, the social sciences, business and the fine arts. This reading course can be taken for credit by students who qualify.

REED 351 TEACHING ENGLISH LANGUAGE LEARNERS (3)
Teaching English Language learners (ELL) in the regular classroom using research-based techniques. Using strategies to develop reading, writing, listening, and speaking skills for K-12 ELL students. The course is online and abroad at the location of the International Reading Association's World Conference. The conference is part of the course and includes a variety of presentations about ELL research and instructional best practices.

REED 365 READING AND WRITING IN THE CONTENT AREAS K-12 (3)
Strategies for teaching reading and writing in K-12 certification programs within the content disciplines. Prerequisite: ELED 324.

REED 370 SPECIAL TOPICS IN READING EDUCATION (3)
Studies of selected topics in literacy education. Specific requirements and prerequisites will vary and will be designated by the department each time a topic is scheduled. May be repeated with a different topic for a maximum of 6 units. Prerequisite: Consent of the Director of the REED program.

Religious Studies (RLST)

Courses

RLST 103 EXPLORING BIBLICAL ARCHAEOLOGY (3)
The nature of archaeological evidence, its context, recovery, reconstruction, and interpretation. Includes application of archaeological evidence in problem solving and the archaeology of Israel. Core: Arts & Humanities or GenEd II.D.

RLST 105 INTRODUCTION TO THE STUDY OF RELIGION (3)
Study of world religious traditions informed by comparative, historical and phenomenological methodologies. Not open to students who have successfully completed PHIL 105. GenEd II.D or Core: Global Perspectives.

RLST 201 INTRODUCTION TO THE HEBREW BIBLE (3)
Overview of the history, literature, culture of the Hebrew Bible; survey of various biblical books and modern, critical interpretation of biblical literature. GenEd II.C.1 or Core: Arts & Humanities.

RLST 202 INTRODUCTION TO CHRISTIANITY (3)
Survey of the Christian religious tradition from its origins to contemporary times highlighting doctrines, practices, texts, values, institutional structures and community forms and emphasizing cultural context and diversity. GenEd II.C.1 or Core: Arts & Humanities.

RLST 203 INTRODUCTION TO ISLAM (3)
Survey of the Islamic religious tradition from its origins to the present examining basic concepts, ritual practices, and religious institutions; emphasizing diversity of socio-cultural forms and interpretations. GenEd II.D or Core: Global Perspectives.

RLST 205 WOMEN IN WORLD RELIGIONS (3)
Role of women, both human and divine, in the major Asian and Western religions. Not open to students who successfully completed PHIL 205. GenEd II.D or Core: Diversity & Difference.

RLST 206 JUDAISM, CHRISTIANITY AND ISLAM (3)
History, scriptures, doctrines, practices and interactions of three monotheistic religions. Not open to students who have successfully completed PHIL 206. GenEd II.C.3 or Core: Diversity & Difference.

RLST 207 INTRODUCTION TO BUDDHISM (3)
Survey of dominant forms of Buddhism in Asia during its classical period and subsequent spread to the West and encounter with modernity. GenEd II.D or Core: Global Perspectives.

RLST 208 INTRODUCTION TO HINDUISM (3)
Dominant forms of Hinduism during its "classical" South Asian period, and its continuation into the contemporary era as a modern world religion. GenEd II.D or Core: Global Perspectives.

RLST 209 RELIGIOUS TRADITIONS OF ASIA (3)
Survey of principal religious traditions of Asia, subsequent global spread, and encounter with modernity. GenEd II.D or Core: Diversity & Difference.

RLST 210 INTRODUCTION TO JUDAISM (3)
Overview of Jewish identity, history, intellectual traditions, community, philosophy, mysticism, holidays, life-cycle events, rituals, and prayer. GenEd II.C.3 or Core: Diversity & Difference.

RLST 211 INTRODUCTION TO JEWISH THOUGHT (3)
Religious and historical developments of Jewish thought; prominent Jewish philosophers and mystics who shaped its eclectic character. GenEd II.C.3 or Core: Arts & Humanities.

RLST 270 TOPICS IN RELIGIOUS STUDIES (3)
Introduction to diverse topics in the study of religion. May be repeated for a maximum of six units provided a different topic is covered.
RLST 305 FAITH PERSPECTIVES IN MEDICAL ETHICS (3)
Hindu, Buddhist, Islamic, Christian, and Jewish perspectives on issues in medical ethics including the role of the doctor, abortion, cloning, pre gender selection, mental health, and euthanasia. Prerequisite: One course in a natural science, religious studies, philosophy, or consent of the instructor. Core: Ethical Issues & Perspectives.

RLST 307 BUDDHISM IN TIBET (3)
Overview of the form of Buddhism that developed in Tibet and subsequently spread to the West and other areas of the world during the modern era. Prerequisite: one RLST course or consent of the instructor.

RLST 308 BUDDHIST SAINTS AND THEIR STORIES (3)
Cross-cultural survey of Buddhist saints and the beliefs, practices, and literary traditions associated therewith. Prerequisite: One prior RLST course or consent of instructor.

RLST 310 JEWISH LAW AND ETHICS (3)
Response of Jewish law and ethics to medical ethics, war, citizenship, environment, family, sexual ethics, government, contemporary state of Israel, women's issues, and Jewish/Gentile relationships in a multi-denominational approach. Prerequisite: One course in PHIL or RLST or consent of instructor.

RLST 311 JEWISH MYSTICISM AND KABBALAH (3)
Classical Kabbalah of Provence and Gerona, the Zohar, and the Kabbalah of Safed with attention given to major trends in Jewish mysticism. Prerequisite: One course in RLST or one course in PHIL or consent of the instructor.

RLST 312 JEWISH ETHICS AND SPIRITUALITY IN HASIDISM (3)
The Tanya, the major work of Hasidism, is used to explore mystical and ethical aspects of Hasidism such as human attachment to divine reality, repentance and forgiveness, spiritual happiness. Prerequisite: One course in RLST or PHIL or consent of instructor.

RLST 313 ISLAMIC ETHICS (3)
Historical, theoretical, and practical approaches to ethics in Islam. Core: Ethical Issues & Perspectives.

RLST 331 EXPLORING GENESIS (3)
Theological, textual, and sociological analysis of Genesis aimed to develop new perspectives on the text and on Israelite civilization. Prerequisite: One course in Religious Studies or consent of the instructor.

RLST 335 PROPHETS AND PROPHECY IN ANCIENT ISRAEL (3)
Examination of phenomenon and history of Israelite prophecy in the Hebrew Bible in light of prophecy in the ancient Near East. Prerequisite: one course in Religious Studies or Philosophy at the 100 or 200 level.

RLST 334 RELIGION AND SCIENCE (3)
Exploration of alternative conceptions of the relation of religion and science; consideration of specific instances, both historic and contemporary, of their engagement and/or encounter. Requires grade of C or better to fulfill core requirement. Prerequisite: One course in RLST or PHIL or consent of instructor. Core: Advanced Writing Seminar.

RLST 355 INTRODUCTION TO THE NEW TESTAMENT (3)
Major themes of the biblical literature, and of its religious, philosophical, and cultural implications. Not open to students who successfully completed PHIL 355. Prerequisite: One lower-level course in philosophy, religion, or history.

RLST 356 SPECIAL TOPICS IN COMPARATIVE RELIGION (3)
Study of a number of the world's major religious traditions emphasizing specific philosophical and psychological problems encountered therein. Not open to students who successfully completed PHIL 357. Prerequisite: One course in philosophy, religion, or history.

RLST 363 SUFISM: ISLAMIC MYSTICISM (3)
Survey of the origins and development of Islamic mysticism, including its scriptural sources, mystical practices and rituals, Sufi orders, Sufi saints, and Sufism's influence on Islamic material culture and literature. Prerequisite: one course in Religious Studies of Philosophy or consent of the instructor.

RLST 367 ISLAM IN THE MODERN AGE (3)
An examination of modern and contemporary Islamic movements of reform, renewal, and revolution. Topics include the status of women, religious pluralism, human rights, forms of governance, and warfare. Prerequisite: One course in RLST or PHIL, or consent of the instructor.

RLST 370 ADVANCED TOPICS IN RELIGIOUS STUDIES (3)
Examination of diverse topics in the study of religion. May be repeated for a maximum of 15 units provided a different topic is covered.

RLST 413 THE KABBALAH OF THE ZOHAR (3)
Studies of the Book of Splendor (Zohar), the most influential composition of the Kabbalah; themes include parts of the soul, mystical experience, good and evil, the Zoharic concepts of life and death, and time and eternity. Prerequisites: At least two courses in Religious Studies or Philosophy or consent of the instructor.

RLST 470 SEMINAR IN RELIGIOUS STUDIES (3)
Critical study at an advanced level of a topic or theme of general interest in the discipline of Religious Studies. May be repeated if a different topic is covered. Prerequisite: two courses in Religious Studies.

Russian (RUSS)

Courses

RUSS 101 RUSSIAN ELEMENTS I (3)
A thorough foundation in grammar; drills in pronunciation; elementary conversation; composition and translation. Not open to native or heritage speakers without consent of instructor. Prerequisite: RUSS 101. GenEd II.C.1 or Core: Arts & Humanities.

RUSS 102 RUSSIAN ELEMENTS II (3)
A thorough foundation in grammar; drills in pronunciation; elementary conversation; composition and translation. Not open to native or heritage speakers without consent of instructor. GenEd II.C.1 or Core: Global Perspectives.

RUSS 201 RUSSIAN INTERMEDIATE I (3)
Review of grammar; conversation and prose composition; translation of texts of cultural value; outside readings. Not open to native or heritage speakers without consent of instructor. Prerequisite: RUSS 102 or equivalent. GenEd II.C.3 or Core: Arts & Humanities.

RUSS 202 RUSSIAN INTERMEDIATE II (3)
Review of grammar; conversation and prose composition; translation of texts of cultural value; outside readings. Not open to native or heritage speakers without consent of instructor. Prerequisite: RUSS 201 or equivalent. GenEd II.C.3 or Core: Global Perspectives.

Science Education (SCIE)

Courses

SCIE 170 SPECIAL TOPICS IN SCIENCE EDUCATION (1-4)
Special topics in the area of science educatio. Special topics will be determined by the interests of the faculty and the needs of the curriculum. May be repeated for a maximum of 8 units. Prerequisites: As a special topics course, prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled.

SCIE 355 TEACHING ENGINEERING DESIGN IN ELEMENTARY & MIDDLE SCHOOL SCIENCE (2)
Introduces engineering design in the context of and as a means to extend elementary and middle school science education. Focuses on interactions among: interdisciplinary science concepts (especially physical science and geology); science skills and processes; the engineering design process; and the products of engineering design (i.e., technologies). Prerequisites: (PHYS 205 and PHSC 206 or (PHSC 101 and PHSC 303).
SCIE 371 TEACHING SCIENCE IN EARLY CHILDHOOD (2)
Familiarizes students with appropriate methods and materials in science for the young child. Emphasis will be on interdisciplinary approach. Prerequisite: ECED 341 (may be taken concurrently).

SCIE 376 TEACHING SCIENCE IN ELEMENTARY SCHOOL (3)
Application, analysis, and integration of science teaching skills in the elementary classroom. Field experience in local schools. Corequisite: BIOL 303 and/or PHSC 303.

SCIE 380 TEACHING SCIENCE IN THE SECONDARY SCHOOLS (3)
Selection of appropriate content, methods and evaluation techniques, analysis of resources for teaching science in the middle and high schools.

SCIE 381 TEACHING SCIENCE AT THE MIDDLE SCHOOL LEVEL (3)
Selection of appropriate content, methods and evaluation techniques, analysis of textbooks and resource materials for teaching science at the middle school level. Teaching methods include and complement inquiry approaches to learning science. Prerequisite: SCED 201.

SCIE 393 INTERNSHIP IN SECONDARY EDUCATION- SCIENCE (12)
Practical experience in observation, participation and student teaching in public school classrooms under the guidance of master teachers and a University supervisor. Graded S/U.

SCIE 430 SEMINAR IN STUDENT TEACHING - SCIENCE (1)
Seminar for current student interns to discuss topics from the classroom experience and current issues, along with guiding students to completion of their Towson UTeach portfolio. Corequisite: SCIE 393. Prerequisite: SEMS 370. Graded S/U.

SCIE 460 SEQUENTIAL SCIENCE MODULES FOR TEACHERS (1-3)
Three different modules of science instruction will be offered each term for teachers of primary and intermediate grades. Emphasizes instructional strategies in both the processes and content of the science. A student may elect to take 1, 2, or all 3 modules for 1, 2, or 3 units respectively. All students must attend the first class meeting for course orientation. Thereafter, each module will meet once a week for four weeks. Each meeting will consist of approximately four hours of laboratory work. Prerequisite: teaching experience in the elementary or secondary schools.

SCIE 461 SEQUENTIAL SCIENCE MODULES FOR TEACHERS (1-3)
Three different modules of science instruction will be offered each term for teachers of primary and intermediate grades. Emphasizes instructional strategies in both the processes and content of the science. A student may elect to take 1, 2, or all 3 modules for 1, 2, or 3 units respectively. All students must attend the first class meeting for course orientation. Thereafter, each module will meet once a week for four weeks. Each meeting will consist of approximately four hours of laboratory work. Prerequisite: teaching experience in the elementary or secondary schools.

SCIE 462 SEQUENTIAL SCIENCE MODULES FOR TEACHERS (1-3)
Three different modules of science instruction will be offered each term for teachers of primary and intermediate grades. Emphasizes instructional strategies in both the processes and content of the science. A student may elect to take 1, 2, or all 3 modules for 1, 2, or 3 units respectively. All students must attend the first class meeting for course orientation. Thereafter, each module will meet once a week for four weeks. Each meeting will consist of approximately four hours of laboratory work. Prerequisite: teaching experience in the elementary or secondary schools.

SCIE 463 SEQUENTIAL SCIENCE MODULES FOR TEACHERS (1-3)
Three different modules of science instruction will be offered each term for teachers of primary and intermediate grades. Emphasizes instructional strategies in both the processes and content of the science. A student may elect to take 1, 2, or all 3 modules for 1, 2, or 3 units respectively. All students must attend the first class meeting for course orientation. Thereafter, each module will meet once a week for four weeks. Each meeting will consist of approximately four hours of laboratory work. Prerequisite: teaching experience in the elementary or secondary schools.

SCIE 464 SEQUENTIAL SCIENCE MODULES FOR TEACHERS (1-3)
Three different modules of science instruction will be offered each term for teachers of primary and intermediate grades. Emphasizes instructional strategies in both the processes and content of the science. A student may elect to take 1, 2, or all 3 modules for 1, 2, or 3 units respectively. All students must attend the first class meeting for course orientation. Thereafter, each module will meet once a week for four weeks. Each meeting will consist of approximately four hours of laboratory work. Prerequisite: teaching experience in elementary or secondary schools.

SCIE 465 SEQUENTIAL SCIENCE MODULES FOR TEACHERS (1-3)
Three different modules of science instruction will be offered each term for teachers of primary and intermediate grades. Emphasizes instructional strategies in both the processes and content of the science. A student may elect to take 1, 2, or all 3 modules for 1, 2, or 3 units respectively. All students must attend the first class meeting for course orientation. Thereafter, each module will meet once a week for four weeks. Each meeting will consist of approximately four hours of laboratory work. Prerequisite: teaching experience in elementary or secondary schools.

SCIE 466 SEQUENTIAL SCIENCE MODULES FOR TEACHERS (1-3)
Three different modules of science instruction will be offered each term for teachers of primary and intermediate grades. Emphasizes instructional strategies in both the processes and content of the science. A student may elect to take 1, 2, or all 3 modules for 1, 2, or 3 units respectively. All students must attend the first class meeting for course orientation. Thereafter, each module will meet once a week for four weeks. Each meeting will consist of approximately four hours of laboratory work. Prerequisite: teaching experience in elementary or secondary schools.

SCIE 467 SPECIAL TOPICS IN SCIENCE EDUCATION (1-4)
Special topics in the area of science education. Special topics will be determined by the interests of the faculty and the needs of the curriculum. May be repeated for a maximum of 8 units provided different topics are covered. Prerequisites: As a special topics course, prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled.

Secondary Education in Mathematics and Science (SEMS)

Courses

SEMS 110 INTRODUCTION TO STEM TEACHING I: INQUIRY APPROACHES TO TEACHING (1)
A first exploration into teaching as a career, emphasizing inquiry-based science and constructivist mathematics. Field experience with upper elementary grades includes two classroom observations and three teaching experiences.

SEMS 120 INTRODUCTION TO STEM TEACHING II: INQUIRY-BASED LESSON DESIGN (1)
A second exploration into teaching as a career, focusing on the development of SE lesson plans aligned to district curricula; attributes of adolescent students; utilization of technology; questioning strategies; and formal and informal methods of assessment. Middle school field experience in either mathematics or science includes classroom observations and three teaching experiences. Credit will not be given for both SEMS 120 and SEMS 130. Prerequisite: SEMS 110.

SEMS 130 INTRODUCTION TO STEM TEACHING I & II COMBINED (2)
A first exploration into teaching as a career, emphasizing inquiry-based science and constructivist mathematics. The focus is on the development of SE lesson plans aligned to district curricula; attributes of adolescent students; utilization of technology; questioning strategies; and formal and informal methods of assessment. Middle school field experience in either mathematics or science includes classroom observations and four teaching experiences. Credit will not be given for both SEMS 120 and SEMS 130. This course is available to juniors, seniors, and transfer students.

SEMS 230 KNOWING AND LEARNING (3)
For prospective mathematics and science teachers to construct the model of knowing and learning that they will take with them into their classrooms. Focuses on issues of what it means to know and learn science and mathematics: What are the standards for knowing? How are knowing and learning structured? How does what we know change and develop? Prerequisite: SEMS 120 or SEMS 130.
SEMS 240 CLASSROOMS INTERACTIONS (3)
Centered around a close examination of the interplay between teachers, students, and content, and how such interactions enable students to develop deep conceptual understanding, students design and implement instructional activities informed by their understanding of knowing and learning mathematics and science. Focus is given to building awareness and understanding of equity issues and their effects on learning and developing strategies for teaching students of diverse backgrounds equitably. Prerequisite: SEMS 230.

SEMS 250 PERSPECTIVES IN SCIENCE AND MATHEMATICS (3)
Explores a selection of topics and episodes in the history of science and mathematics. Illustrates how knowledge has often emerged through tortuous struggles against obstinate resistance and within cultural, religious, and social structures. Students are brought to understand that science and mathematics are not merely bodies of facts, theories, and techniques; they involve diverse processes by which they are continually generated and formulated. Prerequisite: MATH 115 or MATH 119 or MATH 211 (may be taken concurrently) or MATH 273 (may be taken concurrently). Core: Arts & Humanities.

SEMS 360 RESEARCH METHODS (3)
Students develop and practice skills that are fundamental to the scientific enterprise in a laboratory setting and use mathematics / statistics to model and explain both the natural and man-made worlds. Four student-produced written inquiries are evaluated as examples of scientific writing. Requires grade of C or better to fulfill Core or GenEd requirement. Prerequisites: ENGL 102 or ENGL 190; SEMS 230 and SEMS 250. Core: Advanced Writing Seminar.

SEMS 370 PROJECT-BASED INSTRUCTION (3)
Course has three essential components: a theory-driven perspective about how people learn and how project-based instruction may be among our most informed classroom learning environments; a technological component that will assist students in developing their own project-based unit; a field experience of observation and teaching of well-implemented project-based instruction in local schools. Prerequisites: SEMS 230 and SEMS 240.

SEMS 498 INTERNSHIP IN MATHEMATICS AND SCIENCE SECONDARY EDUCATION (3)
Clinical experience in a professional development school the term immediately prior to the full-time student teaching internship. Focus on classroom management, technology utilization, and reflective practices. Prerequisites: SEMS 230, SEMS 240, SEMS 250, SEMS 360 (may be taken concurrently), and SEMS 370 (may be taken concurrently). Graded S/U.

Secondary Education (SCED)

SCED 200 FOUNDATIONS OF EDUCATION (3)
Sociological, philosophical, psychological, and historical foundations of Western education. Perspectives in these areas as they relate to current educational issues and practices.

SCED 301 FIELD EXPERIENCES IN SECONDARY EDUCATION (3)
Experiences in observing and studying school activities directly related to classroom instruction and pupil learning; observing and analyzing teacher roles, student roles and instructional environment. Emphasis is placed on direct experience in a variety of school settings. Prerequisite: PSYC 201.

SCED 304 EDUCATION, ETHICS AND CHANGE (3)
Examines the nature of ethics, social justice and related critical issues with implications for teacher education majors and those interested in education, human services, ethics and change. Prerequisites: ENGL 102, Towson Seminar, Metropolitan Perspective Core course, and EDUC 203. Core: Ethical Issues & Perspectives.

SCED 305 ADOLESCENT LEARNING, DEVELOPMENT, AND DIVERSITY (3)
Classic and contemporary theories of learning with explicit connections to the ways learning theories affect students and teachers. Current research into brain development and function will be investigated, with an emphasis on classroom applications. The course will also address the complexity introduced by the extraordinary diversity of today’s adolescent population. Prerequisite: PSYC 101.

SCED 319 SURVEY OF EDUCATIONAL PROGRAMS (3)
Combines theoretical aspects of ELED 311, The Child in the Elementary School Curriculum, and SCED 341, Principles of Secondary Education. A field experience to schools is required. Open only to those students in art, dance, music, physical education, health, or media specialists, whose majors lead directly to certification in elementary and secondary education. Prerequisites: PSYC 201 (may be taken concurrently), and permission of SCED department chairperson.

SCED 341 PRINCIPLES OF SECONDARY EDUCATION (4)
Philosophy and purposes of secondary education; nature of secondary education programs; principles of teaching and learning; basic techniques in instruction. A field experience to schools is required and will necessitate travel time before and after class. To be taken the term prior to the methods course. Prerequisites: junior standing, SCED 305, and permission of the SCED chairperson.

SCED 353 TEACHING MODERN FOREIGN LANGUAGE IN THE SECONDARY SCHOOL (3)
Aims and purposes of foreign language instruction; current curricular trends, including the importance of modern language teaching practices. Open only to seniors who plan to teach foreign language, with consent of instructor. Prerequisites: 2.50 GPA in major field, SCED 341, SCED 460 and permission of SCED chair.

SCED 355 TEACHING SOCIAL STUDIES IN THE SECONDARY SCHOOL (3)
Objectives, curriculum, materials, and instructional procedures in the teaching of social studies. Open only to seniors immediately prior to internship and to others with equivalent backgrounds and objectives. Prerequisites: 2.50 GPA in major; SCED 341, SCED 460 and permission of SCED chairperson.

SCED 357 TEACHING ENGLISH IN THE SECONDARY SCHOOL (3)
Language arts as taught in secondary schools. Open only to seniors immediately prior to internship and to others with equivalent backgrounds and objectives with consent of instructor. Prerequisites: 2.50 GPA in major field, SCED 341, SCED 460 and permission of SCED chair.

SCED 383 INTERNSHIP IN SECONDARY EDUCATION- ENGLISH (12)
Practical experience in observation, participation and internship in public school classrooms under the guidance of master teachers, and a University supervisor. Prerequisites: PSYC 201, SCED 341, SCED 460, ISTC 301, SPED 301 and SCED 499, SCED 357 and EDUC 401, satisfactory completion of Praxis I tests and Speech and Hearing screening, completion of GPA requirements, and permission of student’s major department and CPP Office. All SCED students and baccalaureate students will teach at both middle and high school levels in the same semester. Graded S/U.

SCED 384 INTERNSHIP IN SECONDARY EDUCATION- FRENCH (12)
Practical experience in observation, participation and student teaching in public school classrooms under the guidance of master teachers, and a University supervisor. Prerequisites: PSYC 201, SCED 341, SCED 460, ISTC 301, SPED 301, SCED 499, SCED 353 and EDUC 401, satisfactory completion of Praxis I tests and Speech and Hearing screening, completion of GPA requirements, and permission of student’s major department and CPP Office. All SCED students and baccalaureate students will teach at both middle and high school levels in the same semester. Graded S/U.
SCED 385 INTERNSHIP IN SECONDARY EDUCATION- GEOGRAPHY (12)
Practical experience in observation, participation and student teaching in public school classrooms under the guidance of master teachers, and a University supervisor. Prerequisites: PSYC 201, SCED 341, SCED 460, ISTC 301, SPED 301, SCED 499, SCED 355 and EDUC 401, satisfactory completion of Praxis I tests and Speech and Hearing screening, completion of GPA requirements, and permission of student's major department and CPP Office. All SCED students and baccalaureate students will teach at both middle and high school levels in the same semester. Graded S/U.

SCED 386 INTERNSHIP IN SECONDARY EDUCATION- GERMAN (12)
Practical experience in observation, participation and student teaching in public school classrooms under the guidance of master teachers, and a University supervisor. Prerequisites: PSYC 201, SCED 341, SCED 460, ISTC 301, SPED 301, SCED 499, SCED 355 and EDUC 401, satisfactory completion of Praxis I tests and Speech and Hearing screening, completion of GPA requirements, and permission of student's major department and CPP Office. All SCED students and baccalaureate students will teach at both middle and high school levels in the same semester. Graded S/U.

SCED 389 INTERNSHIP IN SECONDARY EDUCATION- HISTORY (12)
Practical experience in observation, participation and student teaching in public school classrooms under the guidance of master teachers, and a University supervisor. Prerequisites: PSYC 201, SCED 341, SCED 460, ISTC 301, SPED 301, SCED 499, SCED 355 and EDUC 401, satisfactory completion of Praxis I tests and Speech and Hearing screening, completion of GPA requirements, and permission of student's major department and CPP Office. All SCED students and baccalaureate students will teach at both middle and high school levels in the same semester. Graded S/U.

SCED 394 STUDENT TEACHING IN SECONDARY EDUCATION- SPANISH (12)
Practical experience in observation, participation and student teaching in public school classrooms under the guidance of master teachers, and a University supervisor. Prerequisites: PSYC 201, SCED 341, SCED 460, ISTC 301, SPED 301, SCED 499, SCED 355 and EDUC 401, satisfactory completion of Praxis I tests and Speech and Hearing screening, completion of GPA requirements, and permission of student's major department and CPP Office. All SCED students and baccalaureate students will teach at both middle and high school levels in the same semester. Graded S/U.

SCED 396 INTERNSHIP IN SECONDARY EDUCATION- SOCIAL SCIENCE (12)
Practical experience in observation, participation and student teaching in public school classrooms under the guidance of master teachers, and a University supervisor. Prerequisites: PSYC 201, SCED 341, SCED 460, ISTC 301, SPED 301, SCED 499, SCED 355 and EDUC 401, satisfactory completion of Praxis I tests and Speech and Hearing screening, completion of GPA requirements, and permission of student's major department and CPP Office. All SCED students and baccalaureate students will teach at both middle and high school levels in the same semester. Graded S/U.

SCED 399 DIFFERENTIATED INTERNSHIP - SECONDARY (1-8)
Student teaching experiences in addition to those in ECED 398 or student teaching in special subject areas, according to needs and interests of the student. Prerequisites: Consent of both SCED Chairperson and the Center for Professional Practice. Graded S/U.

SCED 401 ANALYZING INTERNSHIP (1-3)
Analysis of and development of solutions for problems in pupil behavior, curriculum, evaluation and instructional procedures. Secondary teaching philosophies and strategies based upon identified needs determined as a result of the internship experience will be explored in depth. Open to students concurrent with or following student teaching. Prerequisite: SCED 499.

SCED 419 YOUNG ADULT LITERATURE (3)
Examination of literature as an expression of basic needs and ideas of youth through wide independent reading; studying criteria and aids for selection of books and other media; evaluating in terms of forces affecting society and the adolescent.

SCED 457 METH TCHG ESOL (3)
Methods of teaching English as a second language. Attention is given to the use of visuals, contrastive analysis, drill techniques, and other methods and resources.

SCED 458 WRIT LRNG TOOL (3)
Strategies for using writing to learn content in all disciplines; examination of the writing process -- diagnosis, pre-writing, drafting, revision, evaluation and publication.

SCED 460 USING READING AND WRITING IN THE SECONDARY SCHOOLS (4)
Developmental reading and writing assessment; vocabulary building; comprehension; special needs adaptations; clinical practice. Prerequisite: SCED 341 (may be taken concurrently).

SCED 461 TEACHING READING IN THE SECONDARY CONTENT AREAS (3)
Application and assessment of reading strategies and instructional frameworks in secondary content classrooms. Prerequisites: SCED 460 and currently teaching or student teaching.

SCED 462 SEMINAR IN TEACHING READING IN THE SECONDARY CONTENT AREAS (1)
Application and Assessment application and assessment of reading strategies and instructional frameworks in secondary content classrooms. Prerequisite: SCED 460, SCED 461.

SCED 463 DEV RDG ADOLESC (3)
Methods of designing and teaching developmental reading programs for the middle or junior high school student. Attention to the following: providing for individual differences, teaching students to read critically, developing and extending reading interests.

SCED 470 SPECIAL TOPICS IN SECONDARY EDUCATION (1-3)
In-depth study of a selected topic in Secondary or Adult Education. The specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. May be repeated for a maximum of 6 units provided a different topic is covered.

SCED 471 SPECIAL TOPICS IN SECONDARY EDUCATION (1-3)
In-depth study of a selected topic in Secondary or Adult Education. The specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. May be repeated for a maximum of 6 units provided a different topic is covered.

SCED 472 SPECIAL TOPICS IN SECONDARY EDUCATION (1-3)
In-depth study of a selected topic in Secondary or Adult Education. The specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. May be repeated for a maximum of 6 units provided a different topic is covered.

SCED 473 SPECIAL TOPICS IN SECONDARY EDUCATION (1-3)
In-depth study of a selected topic in Secondary or Adult Education. The specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. May be repeated for a maximum of 6 units provided a different topic is covered.

SCED 474 SPECIAL TOPICS IN SECONDARY EDUCATION (1-3)
In-depth study of a selected topic in Secondary or Adult Education. The specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. May be repeated for a maximum of 6 units provided a different topic is covered.

SCED 475 SPECIAL TOPICS IN SECONDARY EDUCATION (1-3)
In-depth study of a selected topic in Secondary or Adult Education. The specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. May be repeated for a maximum of 6 units provided a different topic is covered.

SCED 476 SPECIAL TOPICS IN SECONDARY EDUCATION (1-3)
In-depth study of a selected topic in Secondary or Adult Education. The specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. May be repeated for a maximum of 6 units provided a different topic is covered.
SCED 477 SPECIAL TOPICS IN SECONDARY EDUCATION (1-3)
In-depth study of a selected topic in Secondary or Adult Education. The specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. May be repeated for a maximum of 6 units provided a different topic is covered.

SCED 478 SPECIAL TOPICS IN SECONDARY EDUCATION (1-3)
In-depth study of a selected topic in Secondary or Adult Education. The specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. May be repeated for a maximum of 6 units provided a different topic is covered.

SCED 479 SPECIAL TOPICS IN SECONDARY EDUCATION (1-3)
In-depth study of a selected topic in Secondary or Adult Education. The specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. May be repeated for a maximum of 6 units provided a different topic is covered.

SCED 480 SPECIAL TOPICS IN SECONDARY EDUCATION (1-3)
In-depth study of a selected topic in Secondary or Adult Education. The specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. May be repeated for a maximum of 6 units provided a different topic is covered.

SCED 481 SPECIAL TOPICS IN SECONDARY EDUCATION (1-3)
In-depth study of a selected topic in Secondary or Adult Education. The specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. May be repeated for a maximum of 6 units provided a different topic is covered.

SCED 482 SPECIAL TOPICS IN SECONDARY EDUCATION (1-3)
In-depth study of a selected topic in Secondary or Adult Education. The specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. May be repeated for a maximum of 6 units provided a different topic is covered.

SCED 483 SPECIAL TOPICS IN SECONDARY EDUCATION (1-3)
In-depth study of a selected topic in Secondary or Adult Education. The specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. May be repeated for a maximum of 6 units provided a different topic is covered.

SCED 484 SPECIAL TOPICS IN SECONDARY EDUCATION (1-3)
In-depth study of a selected topic in Secondary or Adult Education. The specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. May be repeated for a maximum of 6 units provided a different topic is covered.

SCED 485 SPECIAL TOPICS IN SECONDARY EDUCATION (1-3)
In-depth study of a selected topic in Secondary or Adult Education. The specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. May be repeated for a maximum of 6 units provided a different topic is covered.

SCED 486 SPECIAL TOPICS IN SECONDARY EDUCATION (1-3)
In-depth study of a selected topic in Secondary or Adult Education. The specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. May be repeated for a maximum of 6 units provided a different topic is covered.

SCED 487 SPECIAL TOPICS IN SECONDARY EDUCATION (1-3)
In-depth study of a selected topic in Secondary or Adult Education. The specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. May be repeated for a maximum of 6 units provided a different topic is covered.

SCED 488 SPECIAL TOPICS IN SECONDARY EDUCATION (1-3)
In-depth study of a selected topic in Secondary or Adult Education. The specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. May be repeated for a maximum of 6 units provided a different topic is covered.

SCED 489 SPECIAL TOPICS IN SECONDARY EDUCATION (1-3)
In-depth study of a selected topic in Secondary or Adult Education. The specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. May be repeated for a maximum of 6 units provided a different topic is covered.

SCED 490 TRAVEL AND STUDY IN SECONDARY EDUCATION (1-6)
Study abroad of educational facilities, programs or practices, or selected projects in education topics. By special arrangement with program chair and sponsoring instructors.

SCED 491 DIRECTED READINGS IN SECONDARY EDUCATION (1-4)
An opportunity for especially qualified students to undertake research problems or study projects relevant to their interest and training under the direction of a staff member. Prerequisite: Consent of SCED chairperson.

SCED 492 TRAVEL AND STUDY IN SECONDARY EDUCATION (1-6)
An opportunity for especially qualified students to undertake research problems or study projects relevant to their interest and training under the direction of a staff member. Prerequisite: Consent of SCED chairperson.

SCED 493 DIRECTED READINGS IN SECONDARY EDUCATION (1-4)
A directed research experience that provides an opportunity for studying a special topic in more depth. Prerequisite: Consent of the SCED chairperson.

SCED 494 TRAVEL AND STUDY IN SECONDARY EDUCATION (1-6)
A directed research experience that provides an opportunity for studying a special topic in more depth. Prerequisite: Consent of the SCED chairperson.

Social Sciences (SOSC)

Courses

SOSC 401 TOPICS IN SOCIAL SCIENCE (3)
Issues and problems to be selected by the instructor and studied from the multiple approaches of various social sciences. Prerequisite: 15 units in the social sciences.

Sociology (SOCI)

Courses

SOCI 100 USING INFORMATION EFFECTIVELY IN THE SOCIAL SCIENCES (3)
Obtaining, evaluating, and presenting social science data with emphasis on critical thinking, search and analysis skills using computerized databases, statistical software and communication skills. Recommended for students majoring in social or behavioral sciences. Not open to those who successfully completed IDLA 101. GenEd I.B.

SOCI 101 INTRODUCTION TO SOCIOLOGY (3)
Sociological concepts, theories, methods; a study of society and culture; the influence of the social environment on individual behavior. GenEd II.C.2 or Core: Social & Behavioral Sciences.

SOCI 102 HONORS INTRODUCTION TO SOCIOLOGY (3)
Sociological concepts, theories, methods; a study of society and culture; the influence of the social environment on individual behavior. Honors College course. GenEd II.C.2. or Core: Social & Behavioral Sciences.

SOCI 210 SOCIOLOGY OF SPORT (3)
Critical examination of the role of sport in society. Course material will transcend prevalent stereotypes and myths of sport and analyze significant realities of the culture, social and corporate organization, major social processes, and relations of class, race and gender in contemporary society. GenEd II.B.3 or Core: The United States as a Nation.
SOCI 212 SOCIAL STATISTICS (4)
Data analysis techniques used in sociology and criminal justice. Descriptive statistics, graphical presentation, measures of central tendency and variability, association, probability, sampling, hypothesis testing, regression, and statistical inference. SPSS or equivalent software package introduced as computational tool. Prerequisites: SOCI 101; MATH 109 or MATH 111; SOAN major or SOCI minor.

SOCI 241 BLACKS IN AMERICA: MYTHS AND REALITY (3)
Prevailing myths regarding black society, development of such myths and the reality which contradicts them. GenEd II.C.3 or Core: Diversity & Difference.

SOCI 243 SOCIOLOGY OF RACE, CLASS AND GENDER (3)
Traditional and contemporary sociological approaches to the nature and interrelationship of race, class, and gender inequalities. GenEd II.C.3 or Core: Diversity & Difference.

SOCI 249 SOCIAL PROBLEMS (3)
Theoretical and empirical understanding of the sociological approach to contemporary social problems, such as alcoholism, drug abuse, rape, homophobia, sexism, racism, poverty, family disorganization, violence. Prerequisite: SOCI 101.

SOCI 265 STATUS, FRIENDSHIP, INTIMACY (3)
Effects of role position and expectations on behavior in friendship groups, work teams, couples, and families. Emphasis on systems of role positions and their enactment in interaction.

SOCI 300 SOCIOLOGICAL ANALYSIS (3)
Sociological perspectives, data and techniques needed to identify and interpret social and cultural patterns. Develops computer and writing skills. Requires grade of C or better to fulfill Core or GenEd requirement. Prerequisites: SOCI 101, ENGL 102 or ENGL 190 or consent of instructor. Core: Advanced Writing Seminar or GenEd I.D.

SOCI 301 THE FAMILY (3)
The family as the basic group in human societies; its development; its relation to other social institutions; the family in modern industrial societies. Prerequisite: SOCI 101.

SOCI 311 INDIVIDUAL AND SOCIETY (3)
A social psychological approach to the inter-relationships of the individual and his/her social and cultural environment; behavioral characteristics resulting from social experience. Prerequisite: SOCI 101.

SOCI 312 SOCIOLOGY OF GENDER (3)
Sociological analysis of gender primarily in American society, including as it relates to socialization, social interaction, inequality in the workplace, stereotypes in everyday life, and social institutions such as education, the family, and organizations. Prerequisite: SOCI 101.

SOCI 313 INTRODUCTION TO SOCIAL PSYCHOLOGY (3)
A general introduction to the inter-relationships between social organization and individual human behavior. Examination of social factors in the emergence of consciousness, self, personality, and interpersonal relations. Prerequisite: SOCI 101.

SOCI 322 SOCIAL MOVEMENTS (3)
Exploration of the emergence, strategies, challenges, and outcomes of collective efforts to resist or promote social change. Emphasis on relationhip between social movement organizations and major social institutions. Prerequisite: SOCI 101.

SOCI 324 SOCIOLOGY OF POPULAR CULTURE (3)
Sociological analysis of the sources and meanings of popular culture; production and consumption of popular culture objects, including music, film, and television; relationship of popular culture to high culture. Prerequisite: SOCI 101.

SOCI 325 RELIGION AND SOCIETY (3)
Connections between religious expression and practice and social contexts; classic and contemporary sociological theories of religion; role of religion in global society. Prerequisite: SOCI 101.

SOCI 327 URBAN SOCIOLOGY (3)
Survey of the theoretical and sociological conceptualizations of modern western industrial cities. Prerequisite: SOCI 101.

SOCI 329 DEMOGRAPHY (3)
Social, economic and political problems related to changes, distribution and movement of population; analysis of contemporary population trends in the United States and the world. Prerequisite: SOCI 101.

SOCI 331 DEVIANCE AND ORGANIZATIONS (3)
Major social patterns associated with contemporary large scale organizations, with special emphasis on deviance by and within corporations, governments and crime syndicates. Prerequisite: SOCI 101.

SOCI 333 POLITICAL SOCIOLOGY (3)
Contemporary relevance of the fundamental ideas regarding the relationship of the social and political systems; the significance of social and political democratization; class struggles and revolution; the influence of government bureaucracy. Prerequisite: SOCI 101.

SOCI 335 MEDICAL SOCIOLOGY (3)
A study of social and cultural perspectives on illness; demographic trends; the health professions; institutions for the delivery of health care services. Prerequisite: SOCI 101.

SOCI 336 SOCIOLOGY OF MENTAL ILLNESS (3)
Social structure of mental illness and mental health services; mental illness as social construction; life within total institutions; mental illness as social stigma; and social policy of mental illness. Prerequisite: SOCI 101 and PSYC 101.

SOCI 341 CLASS, STATUS AND POWER (3)
An examination of major theories and significant research on socially structured inequality in modern and traditional societies. Prerequisite: SOCI 101.

SOCI 343 SOCIOLOGY OF RACE AND ETHNICITY (3)
Race and ethnicity as social constructions; individual and collective racial and ethnic identities; racial and ethnic inequality; and resistance to oppression. Prerequisite: SOCI 101.

SOCI 351 DEVIANT BEHAVIOR (3)
Deviance as a process in society. Understanding conformity and deviance; identification and labeling of deviants; society’s response to deviant behavior. Prerequisite: SOCI 101.

SOCI 353 THEORIES OF CRIME (3)
Evolution of criminological theory; crime rates and trends; social profile of criminal offenders and victims; societal responses. Prerequisites: SOCI 101, CRMJ 201, or CRMJ 254; and 9 additional units of CRMJ, SOCI, and/or ANTH.

SOCI 355 DELINQUENCY AND JUVENILE JUSTICE (3)
Nature, distribution and causes of youth crime; youth gangs; the juvenile justice system. Prerequisite: SOCI 101.

SOCI 357 SOCIAL WELFARE (3)
Sociological analysis of social welfare institutions and the functions they perform within modern societies. Prerequisite: SOCI 101.

SOCI 359 SOCIAL GERONTOLOGY (3)
Examination of social factors in aging in later life and responses to aging; evaluation of research in social gerontology. Prerequisite: SOCI 101.

SOCI 360 SOCIOLOGY OF AGING (3)
The study of the life cycle and the social significance of aging as well as the contemporary issues in social gerontology.

SOCI 362 WORK AND OCCUPATIONS (3)
Sociological theories and research on work and occupations; conceptions of work, occupation and profession; historical and contemporary issues in work and occupations; trends in blue and white-collar industries; the relationship between work and the self; implications of the modern distinction between work and family. Prerequisite: SOCI 101.
**SOCI 365 ORGANIZATIONS AND SOCIETY (3)**
Major social patterns associated with contemporary organizations; diversity and common elements among organizations; formal and informal aspects of bureaucracies; the growth of rationalization and McDonaldization; the impact and place of organizations in modern life. Prerequisite: SOCI 101.

**SOCI 370 TOPICS IN SOCIOLOGY (3)**
Current topics in sociology designed for non-majors as well as majors. May be repeated for a maximum of 9 units provided a different topic is covered. Prerequisite: SOCI 101.

**SOCI 371 TOPICS IN SOCIOLOGY (3)**
Current topics in sociology designed for non-majors as well as majors. May be repeated for a maximum of 9 units provided a different topic is covered.

**SOCI 372 TOPICS IN SOCIOLOGY (3)**
Current topics in sociology designed for non-majors as well as majors. May be repeated for a maximum of 9 units provided a different topic is covered. Prerequisite: SOCI 101.

**SOCI 373 TOPICS IN SOCIOLOGY (3)**
Current topics in sociology designed for non-majors as well as majors. May be repeated for a maximum of 9 units provided a different topic is covered.

**SOCI 374 TOPICS IN SOCIOLOGY (3)**
Current topics in sociology designed for non-majors as well as majors. May be repeated for a maximum of 9 units provided a different topic is covered. Prerequisite: SOCI 101.

**SOCI 375 TOPICS IN SOCIOLOGY (3)**
Current topics in sociology designed for non-majors as well as majors. May be repeated for a maximum of 9 units provided a different topic is covered. Prerequisite: SOCI 101.

**SOCI 376 TOPICS IN SOCIOLOGY (3)**
Current topics in sociology designed for non-majors as well as majors. May be repeated for a maximum of 9 units provided a different topic is covered. Prerequisite: SOCI 101.

**SOCI 377 TOPICS IN SOCIOLOGY (3)**
Current topics in sociology designed for non-majors as well as majors. May be repeated for a maximum of 9 units provided a different topic is covered. Prerequisite: SOCI 101.

**SOCI 378 TOPICS IN SOCIOLOGY (3)**
Current topics in sociology designed for non-majors as well as majors. May be repeated for a maximum of 9 units provided a different topic is covered. Prerequisite: SOCI 101.

**SOCI 379 TOPICS IN SOCIOLOGY (3)**
Current topics in sociology designed for non-majors as well as majors. May be repeated for a maximum of 9 units provided a different topic is covered. Prerequisite: SOCI 101.

**SOCI 381 SOCIOLOGICAL THEORY (3)**
Major systems of sociological theory; the works, assumptions, and implications of major European and American schools. Prerequisites: junior standing; SOCI 101; 9 additional units of sociology.

**SOCI 383 SOCIOLGY OF LAW (3)**
Legal norms and institutions in relation to society; role of law in social processes, such as conflict and cooperation. Prerequisite: SOCI 101.

**SOCI 391 RESEARCH METHODS (3)**
A consideration of methodology of sociological research; the various steps in conducting research projects, from statement of the problem to final analysis of data. Prerequisites: SOCI 101; 9 additional units of SOCI; and either SOCI 212, PSYC 212, MATH 231, or ECON 205.

**SOCI 440 SOCIOLOGY OF IMMIGRATION (3)**
Examination of sociological theories and research regarding immigration; emphasis on the contemporary context in the United States and globally. Prerequisites: SOCI 101; one 300-level SOCI course.

**SOCI 470 SPECIAL TOPICS IN SOCIOLOGY (3)**
An examination of current topics in Sociology designed for junior and senior majors. May be repeated for a maximum of 6 units provided a different topic is covered. Prerequisites: SOCI 101 and 6 additional units of sociology.

**SOCI 471 SPECIAL TOPICS IN SOCIOLOGY (3)**
An examination of current topics in Sociology designed for junior and senior majors. May be repeated for a maximum of 6 units provided a different topic is covered. Prerequisites: SOCI 101 and 6 additional units of sociology.

**SOCI 472 SPECIAL TOPICS IN SOCIOLOGY (3)**
An examination of current topics in Sociology designed for junior and senior majors. May be repeated for a maximum of 6 units provided a different topic is covered. Prerequisites: SOCI 101 and 6 additional units of sociology.

**SOCI 473 SPECIAL TOPICS IN SOCIOLOGY (3)**
An examination of current topics in Sociology designed for junior and senior majors. May be repeated for a maximum of 6 units provided a different topic is covered. Prerequisites: SOCI 101 and 6 additional units of sociology.

**SOCI 474 SPECIAL TOPICS IN SOCIOLOGY (3)**
An examination of current topics in Sociology designed for junior and senior majors. May be repeated for a maximum of 6 units provided a different topic is covered. Prerequisites: SOCI 101 and 6 additional hours of sociology.

**SOCI 475 SPECIAL TOPICS IN SOCIOLOGY (3)**
An examination of current topics in Sociology designed for junior and senior majors. May be repeated for a maximum of 6 units provided a different topic is covered. Prerequisites: SOCI 101 and 6 additional units of sociology.

**SOCI 476 SPECIAL TOPICS IN SOCIOLOGY (3)**
An examination of current topics in Sociology designed for junior and senior majors. May be repeated for a maximum of 6 units provided a different topic is covered. Prerequisites: SOCI 101 and 6 additional units of sociology.

**SOCI 477 SPECIAL TOPICS IN SOCIOLOGY (3)**
An examination of current topics in Sociology designed for junior and senior majors. May be repeated for a maximum of 6 units provided a different topic is covered. Prerequisites: SOCI 101 and 6 additional units of sociology.

**SOCI 478 SPECIAL TOPICS IN SOCIOLOGY (3)**
An examination of current topics in Sociology designed for junior and senior majors. May be repeated for a maximum of 6 units provided a different topic is covered. Prerequisites: SOCI 101 and 6 additional units of sociology.

**SOCI 479 SPECIAL TOPICS IN SOCIOLOGY (3)**
An examination of current topics in Sociology designed for junior and senior majors. May be repeated for a maximum of 6 units provided a different topic is covered. Prerequisites: SOCI 101 and 6 additional units of sociology.

**SOCI 485 SEMINAR IN SOCIOLOGY (3)**
Capstone application of ideas, methods and facts learned in previous sociology courses. Prerequisites: SOCI 101, three upper-level SOCI courses, and senior standing or permission of instructor.

**SOCI 491 INTERNSHIP IN SOCIOLOGY I (3)**
Supervised experience in work setting which facilitates understanding of roles and relationships relevant to sociological inquiry and application of sociological knowledge. Students may elect to take one term for 3 units (SOCI 491) or two terms for 3 units each (SOCI 491 and SOCI 492), in one agency both terms or in a different agency each term. No more than 3 units may be earned in a term without consent of the chair, which will be granted only when agency requirements and student needs make it appropriate. Prerequisites: SOCI major; junior standing and consent of internship coordinator.

**SOCI 492 INTERNSHIP IN SOCIOLOGY II (3)**
Supervised experience in work setting which facilitates understanding of roles and relationships relevant to sociological inquiry and application of sociological knowledge. Students may elect to take one term for 3 units (SOCI 491) or two terms for 3 units each (SOCI 491 and SOCI 492), in one agency both terms or in a different agency each term. No more than 3 units may be earned in a term without consent of the chair, which will be granted only when agency requirements and student needs make it appropriate. Prerequisites: SOCI major; junior standing and consent of internship coordinator.
SPAN 202 SPANISH INTERMEDIATE II (3)  
Review of grammar and pronunciation; conversation; composition; reading of cultural texts; oral and written exercises in language lab. Conducted in Spanish. Not open to students who have successfully completed SPAN 301 or SPAN 302. Prerequisite: SPAN 102 or equivalent. GenEd II.C.3 or Core: Arts & Humanities.

SPAN 203 HONORS SPANISH INTERMEDIATE I (3)  
Review of grammar; conversation and prose composition; translation of texts of cultural value; outside readings commensurate and with the ability of the individual student. Conducted in Spanish. Prerequisite: SPAN 102 or equivalent; admission into the Honors College. GenEd II.C.or Core: Arts & Humanities.

SPAN 204 HONORS SPANISH INTERMEDIATE II (3)  
Continuing study of grammar structures; conversation and prose composition; reading, translation, and discussion of texts of cultural value; outside readings commensurate with the ability of the individual student. Prerequisite: SPAN 201, SPAN 203, or equivalent. Honors College course. GenEd II.C.3 or Core: Global Perspectives.

SPAN 211 SPANISH FOR THE HEALTH PROFESSIONS (3)  
Advanced grammar structures; conversation; composition; reading of cultural texts; oral and written exercises in language lab related to the health professions. Conducted in Spanish. Prerequisite: SPAN 102 or equivalent. Not open to students who have taken SPAN 201.

SPAN 301 COMPOSITION AND CONVERSATION I (3)  
Reading, conversation and composition on topics of cultural and literary interest; grammar and syntax. Conducted in Spanish. Not open to those who have successfully completed SPAN 303. Prerequisite: SPAN 202 or equivalent. Core: Arts & Humanities or GenEd II.C.3.

SPAN 302 COMPOSITION AND CONVERSATION II (3)  
Reading, conversation and composition on topics of cultural and literary interest; review of grammar and syntax as needed. Conducted in Spanish. Not open to those who have successfully completed SPAN 304. Prerequisite: SPAN 301 or equivalent. Core: Global Perspectives or GenEd II.C.3.

SPAN 303 SPANISH FOR HERITAGE SPEAKERS I (3)  
Development of the formal Spanish skills of heritage speakers through cultural readings highlighting the contributions made by Hispanics to the world. Open only to heritage speakers of Spanish. Not open to native speakers or those who have successfully completed SPAN 301. Prerequisites: Placement exam and consent of department. Core: Arts and Humanities.

SPAN 304 SPANISH FOR HERITAGE SPEAKERS III (3)  
Development of the formal Spanish skills of heritage speakers through cultural readings highlighting the contributions made by Hispanics to the world. Conducted in Spanish. Open only to heritage speakers of Spanish. Not open to native speakers or to those who have successfully completed SPAN 302. Prerequisite: SPAN 303 or placement exam and consent of department. Core: Global Perspectives.

SPAN 305 READINGS IN SPANISH (3)  
Improves reading and comprehension skills in Spanish, while exposing students to introductory Spanish literature. Prerequisite: SPAN 202 or equivalent.

SPAN 306 SPANISH PHONETICS (3)  
Analysis and laboratory drills of standard Latin American pronunciation with some attention to Castilian. Conducted in Spanish. Not open to native speakers of Spanish. Prerequisites: SPAN 301 and SPAN 302 or equivalent.

SPAN 311 CULTURE AND CIVILIZATION OF SPAIN (3)  
Value-system and way of life as embodied in the language, history, arts, and customs of Spain. Conducted in Spanish. Prerequisites: SPAN 301 and SPAN 302 or equivalent.

SPAN 312 CULTURE AND CIVILIZATION OF LATIN AMERICA (3)  
Value-system and way of life as embodied in the language, history, arts and customs of Ibero-America. Prerequisites: SPAN 301 and SPAN 302 or equivalent.

SPAN 317 SURVEY OF SPANISH LITERATURE (3)  
Survey of major literary works produced in Spain throughout the centuries. Conducted in Spanish. Prerequisites: SPAN 301 and SPAN 302 or equivalent.

SPAN 318 SURVEY OF SPANISH-AMERICAN LITERATURE (3)  
Survey of major literary works produced in Spanish America throughout the centuries. Conducted in Spanish. Prerequisites: SPAN 301 and SPAN 302 or equivalent.

SPAN 331 SPANISH FOR BUSINESS (3)  
The fundamentals of commercial correspondence in Spanish. Focuses on the form and style of Spanish currently used in a business environment. Intensive practice in speaking, writing, and translating. Prerequisite: SPAN 301 - 302 or equivalent or consent of instructor.

SPAN 370 SPECIAL TOPICS IN SPANISH (3-6)  
Specialized topics in language and culture. Content varies. May be repeated once for a maximum of 6 units provided a different topic is covered. Prerequisite: SPAN 202 or equivalent.

SPAN 371 SPECIAL TOPICS IN SPANISH (3-6)  
Specialized topics in language and culture. Content varies. May be repeated for a maximum of 6 units provided a different topic is covered. Prerequisite: SPAN 202 or equivalent.

Spanish (SPAN) Courses

SPAN 101 SPANISH ELEMENTS I (3)  
Principles of Spanish grammar; drills in pronunciation; elementary conversation; composition; readings. Not open to students who have successfully completed SPAN 102, SPAN 201, SPAN 202, SPAN 301 or SPAN 302. GenEd II.C.1 or Core: Arts & Humanities.

SPAN 102 SPANISH ELEMENTS II (3)  
Review and further study of grammar principles; pronunciation; conversation; composition; readings. Not open to students who have successfully completed SPAN 201, SPAN 202, SPAN 301 or SPAN 302. Prerequisite: SPAN 101. GenEd II.C.1 or Core: Global Perspectives.

SPAN 201 SPANISH INTERMEDIATE I (3)  
Review of grammar and pronunciation; conversation; composition; reading of cultural texts; oral and written exercises in language lab. Conducted in Spanish. Not open to students who have successfully completed SPAN 202, SPAN 301 or SPAN 302. Prerequisite: SPAN 102 or equivalent. GenEd II.C.3 or Core: Arts & Humanities.

SPAN 202 SPANISH INTERMEDIATE II (3)  
Advanced grammar structures; conversation; composition; reading of cultural texts; oral and written exercises in language lab. Conducted in Spanish. Prerequisite: SPAN 201 or equivalent. Not open to students who have successfully completed SPAN 301 or SPAN 302. GenEd II.C.3 or Core: Global Perspectives.

SPAN 203 HONORS SPANISH INTERMEDIATE I (3)  
Review of grammar; conversation and prose composition; translation of texts of cultural value; outside readings commensurate and with the ability of the individual student. Conducted in Spanish. Prerequisite: SPAN 102 or equivalent; admission into the Honors College. GenEd II.C.or Core: Arts & Humanities.

SPAN 204 HONORS SPANISH INTERMEDIATE II (3)  
Continuing study of grammar structures; conversation and prose composition; reading, translation, and discussion of texts of cultural value; outside readings commensurate with the ability of the individual student. Prerequisite: SPAN 201, SPAN 203, or equivalent. Honors College course. GenEd II.C.3 or Core: Global Perspectives.

SPAN 211 SPANISH FOR THE HEALTH PROFESSIONS (3)  
Advanced grammar structures; conversation; composition; reading of cultural texts; oral and written exercises in language lab related to the health professions. Conducted in Spanish. Prerequisite: SPAN 102 or equivalent. Not open to students who have taken SPAN 201.

SPAN 301 COMPOSITION AND CONVERSATION I (3)  
Reading, conversation and composition on topics of cultural and literary interest; grammar and syntax. Conducted in Spanish. Not open to those who have successfully completed SPAN 303. Prerequisite: SPAN 202 or equivalent. Core: Arts & Humanities or GenEd II.C.3.

SPAN 302 COMPOSITION AND CONVERSATION II (3)  
Reading, conversation and composition on topics of cultural and literary interest; review of grammar and syntax as needed. Conducted in Spanish. Not open to those who have successfully completed SPAN 304. Prerequisite: SPAN 301 or equivalent. Core: Global Perspectives or GenEd II.C.3.

SPAN 303 SPANISH FOR HERITAGE SPEAKERS I (3)  
Development of the formal Spanish skills of heritage speakers through cultural readings highlighting the contributions made by Hispanics to the world. Open only to heritage speakers of Spanish. Not open to native speakers or those who have successfully completed SPAN 301. Prerequisites: Placement exam and consent of department. Core: Arts and Humanities.

SPAN 304 SPANISH FOR HERITAGE SPEAKERS III (3)  
Development of the formal Spanish skills of heritage speakers through cultural readings highlighting the contributions made by Hispanics to the world. Conducted in Spanish. Open only to heritage speakers of Spanish. Not open to native speakers or to those who have successfully completed SPAN 302. Prerequisite: SPAN 303 or placement exam and consent of department. Core: Global Perspectives.

SPAN 305 READINGS IN SPANISH (3)  
Improves reading and comprehension skills in Spanish, while exposing students to introductory Spanish literature. Prerequisite: SPAN 202 or equivalent.

SPAN 306 SPANISH PHONETICS (3)  
Analysis and laboratory drills of standard Latin American pronunciation with some attention to Castilian. Conducted in Spanish. Not open to native speakers of Spanish. Prerequisites: SPAN 301 and SPAN 302 or equivalent.

SPAN 311 CULTURE AND CIVILIZATION OF SPAIN (3)  
Value-system and way of life as embodied in the language, history, arts, and customs of Spain. Conducted in Spanish. Prerequisites: SPAN 301 and SPAN 302 or equivalent.

SPAN 312 CULTURE AND CIVILIZATION OF LATIN AMERICA (3)  
Value-system and way of life as embodied in the language, history, arts and customs of Ibero-America. Prerequisites: SPAN 301 and SPAN 302 or equivalent.

SPAN 317 SURVEY OF SPANISH LITERATURE (3)  
Survey of major literary works produced in Spain throughout the centuries. Conducted in Spanish. Prerequisites: SPAN 301 and SPAN 302 or equivalent.

SPAN 318 SURVEY OF SPANISH-AMERICAN LITERATURE (3)  
Survey of major literary works produced in Spanish America throughout the centuries. Conducted in Spanish. Prerequisites: SPAN 301 and SPAN 302 or equivalent.

SPAN 331 SPANISH FOR BUSINESS (3)  
The fundamentals of commercial correspondence in Spanish. Focuses on the form and style of Spanish currently used in a business environment. Intensive practice in speaking, writing, and translating. Prerequisite: SPAN 301 - 302 or equivalent or consent of instructor.

SPAN 370 SPECIAL TOPICS IN SPANISH (3-6)  
Specialized topics in language and culture. Content varies. May be repeated once for a maximum of 6 units provided a different topic is covered. Prerequisite: SPAN 202 or equivalent.

SPAN 371 SPECIAL TOPICS IN SPANISH (3-6)  
Specialized topics in language and culture. Content varies. May be repeated for a maximum of 6 units provided a different topic is covered. Prerequisite: SPAN 202 or equivalent.
SPAN 372 SPECIAL TOPICS IN SPANISH (3-6)
Specialized topics in language and culture. Content varies. May be repeated for a maximum of 6 units provided a different topic is covered. Prerequisite: SPAN 202 or equivalent.

SPAN 373 SPECIAL TOPICS IN SPANISH (3-6)
Specialized topics in language and culture. Content varies. May be repeated for a maximum of 6 units provided a different topic is covered. Prerequisite: SPAN 202 or equivalent.

SPAN 374 SPECIAL TOPICS IN SPANISH (3-6)
Specialized topics in language and culture. Content varies. May be repeated for a maximum of 6 units provided a different topic is covered. Prerequisite: SPAN 202 or equivalent.

SPAN 375 SPECIAL TOPICS IN SPANISH (3-6)
Specialized topics in language and culture. Content varies. May be repeated for a maximum of 6 units provided a different topic is covered. Prerequisite: SPAN 202 or equivalent.

SPAN 376 SPECIAL TOPICS IN SPANISH (3-6)
Specialized topics in language and culture. Content varies. May be repeated for a maximum of 6 units provided a different topic is covered. Prerequisite: SPAN 202 or equivalent.

SPAN 377 SPECIAL TOPICS IN SPANISH (3-6)
Specialized topics in language and culture. Content varies. May be repeated for a maximum of 6 units provided a different topic is covered. Prerequisite: SPAN 202 or equivalent.

SPAN 378 SPECIAL TOPICS IN SPANISH (3-6)
Specialized topics in language and culture. Content varies. May be repeated for a maximum of 6 units provided a different topic is covered. Prerequisite: SPAN 202 or equivalent.

SPAN 379 SPECIAL TOPICS IN SPANISH (3-6)
Specialized topics in language and culture. Content varies. May be repeated for a maximum of 6 units provided a different topic is covered. Prerequisite: SPAN 202 or equivalent.

SPAN 391 ADVANCED SPANISH GRAMMAR (3)
Spanish syntax, idiomatic construction, word formation, original composition. Conversation and oral drill. Conducted in Spanish. Prerequisites: SPAN 301 and SPAN 302.

SPAN 402 ASPECTS OF SPANISH LINGUISTICS (3)
Linguistic and structural features of the Spanish language are examined. Conducted in Spanish. Prerequisites: SPAN 301 and SPAN 302 or equivalent.

SPAN 407 ADVANCED SPANISH COMPOSITION (3)
Development of composition skills through writing. Conducted in Spanish. Prerequisites: SPAN 301 and SPAN 302 or equivalent.

SPAN 408 ADVANCED SPANISH CONVERSATION (3)
Development of advanced skills to participate in both formal and informal conversation, social and abstract topics. Conducted in Spanish. Prerequisites: SPAN 301 and SPAN 302 or equivalent.

SPAN 409 SPANISH TRANSLATION (3)
Translation theory and practice - English to Spanish and Spanish to English. Prerequisites: SPAN 301 and SPAN 302.

SPAN 412 CONTEMPORARY SPANISH NOVEL (3)
Emphasis on such writers as Cela, Sender, Delibes, and Goytisolo. Conducted in Spanish. Prerequisite: SPAN 321 or SPAN 322 or equivalent.

SPAN 417 GOLDEN AGE IN SPANISH LITERATURE I (3)
Principal attention to Cervantes, Tirso de Molina, Lope de Vega, and Ruiz de Alarcon. Conducted in Spanish. Prerequisite: SPAN 321 or SPAN 322 or equivalent.

SPAN 431 19TH CENTURY SPANISH LITERATURE (3)
The main literary movement of the century: neo-classicism, romanticism, realism, naturalism, and special emphasis on "costumbrismo." Conducted in Spanish. Prerequisites: SPAN 321 or SPAN 322 or equivalent.

SPAN 455 HISPANIC POPULAR CULTURES (3)
Analysis of a topic concerned with Hispanic folklore and popular cultures. May be repeated for a maximum of 6 units. Prerequisites: SPAN 301 and SPAN 302 or consent of department.

SPAN 465 FILM AND LITERATURE IN SPANISH (3)
Comparative examination of the complex relationships between films and literature in Spanish. Course conducted in Spanish. Course may be repeated for a maximum of six credits when identified by a different subtitle. Prerequisites: SPAN 321 or SPAN 322.

SPAN 470 SPECIAL TOPICS IN SPANISH (3)
Discussion of a central topic with changing emphasis from year to year. May be repeated for credit provided a different topic is covered. Prerequisite: SPAN 321 or SPAN 322 or equivalent.

SPAN 471 SPECIAL TOPICS IN SPANISH (3)
Discussion of a central topic with changing emphasis from year to year. May be repeated for credit provided a different topic is covered. Prerequisite: SPAN 321 or SPAN 322 or equivalent.

SPAN 472 SPECIAL TOPICS IN SPANISH (3)
Discussion of a central topic with changing emphasis from year to year. May be repeated for credit provided a different topic is covered. Prerequisite: SPAN 321 or SPAN 322 or equivalent.

SPAN 473 SPECIAL TOPICS IN SPANISH (3)
Discussion of a central topic with changing emphasis from year to year. May be repeated for credit provided a different topic is covered. Prerequisite: SPAN 321 or SPAN 322 or equivalent.

SPAN 474 SPECIAL TOPICS IN SPANISH (3)
Discussion of a central topic with changing emphasis from year to year. May be repeated for credit provided a different topic is covered. Prerequisite: SPAN 321 or SPAN 322 or equivalent.

SPAN 475 SPECIAL TOPICS IN SPANISH (3)
Discussion of a central topic with changing emphasis from year to year. May be repeated for credit provided a different topic is covered.

SPAN 476 SPECIAL TOPICS IN SPANISH (3)
Discussion of a central topic with changing emphasis from year to year. May be repeated for credit provided a different topic is covered. Prerequisite: SPAN 321 or SPAN 322 or equivalent.

SPAN 477 SPECIAL TOPICS IN SPANISH (3)
Discussion of a central topic with changing emphasis from year to year. May be repeated for credit provided a different topic is covered. Prerequisite: SPAN 321 or SPAN 322 or equivalent.

SPAN 478 SPECIAL TOPICS IN SPANISH (3)
Discussion of a central topic with changing emphasis from year to year. May be repeated for credit provided a different topic is covered. Prerequisite: SPAN 321 or SPAN 322 or equivalent.

SPAN 479 SPECIAL TOPICS IN SPANISH (3)
Discussion of a central topic with changing emphasis from year to year. May be repeated for credit provided a different topic is covered.

SPAN 481 THE SHORT STORY IN SPANISH (3)
Discussion of a topic with changing emphasis from year to year. May be repeated for credit provided a different topic is covered. Prerequisite: SPAN 321 or SPAN 322 or equivalent.

SPAN 485 HISPANICistique (3)
Analysis of a topic concerned with Hispanic folklore and popular cultures. May be repeated for a maximum of 6 units. Prerequisites: SPAN 301 and SPAN 302 or consent of department.

SPAN 486 FILM AND LITERATURE IN SPANISH (3)
Comparative examination of the complex relationships between films and literature in Spanish. Course conducted in Spanish. Course may be repeated for a maximum of six credits when identified by a different subtitle. Prerequisites: SPAN 321 or SPAN 322.

SPAN 487 SPECIAL TOPICS IN SPANISH (3)
Discussion of a central topic with changing emphasis from year to year. May be repeated for credit provided a different topic is covered. Prerequisite: SPAN 321 or SPAN 322 or equivalent.

SPAN 488 SPECIAL TOPICS IN SPANISH (3)
Discussion of a central topic with changing emphasis from year to year. May be repeated for credit provided a different topic is covered. Prerequisite: SPAN 321 or SPAN 322 or equivalent.

SPAN 489 SPECIAL TOPICS IN SPANISH (3)
Discussion of a central topic with changing emphasis from year to year. May be repeated for credit provided a different topic is covered.

SPAN 491 DIRECTED READINGS IN SPANISH LITERATURE (1-3)
Reserves for junior or senior majors only. Conducted in Spanish. Prerequisites: at least three units of literature study at the 400 level, consent of department chair.

SPAN 492 DIRECTED READINGS IN SPANISH (1-3)
Similar to SPAN 491 with concentration on a different subject matter. Conducted in Spanish. Junior or senior majors only. Prerequisites: at least three units of literature study at the 400 level, consent of department chair.
SPAN 494 TRAVEL STUDY ABROAD (3-16)
Study of the main features of Hispanic culture and civilization. Cities and topics to be selected. For complete information contact the chair of the department. Prerequisite: consent of instructor.

SPAN 497 INTERNSHIP IN SPANISH (3)
Gives training and experience using Spanish in working with the government, business, and industry in Maryland or Washington, D.C., under professional supervision. Prerequisites: junior or senior standing Spanish majors (professional track) only, and completion of at least 27 units above 300-level courses. Written consent of coordinator of program.

Special Education (SPED)

**Courses**

**SPED 301 INTRODUCTION TO SPECIAL EDUCATION (3)**
Historical, philosophical, legal foundations of special education as related to current issues and practices in educational settings.

**SPED 302 HONORS INTRODUCTION TO SPECIAL EDUCATION (3)**
Provides instruction in the historical, philosophical, and legal foundations of special education as related to current issues and practices in educational settings. Open to Honors students only.

**SPED 401 CURRICULUM/METHODS OF INCLUSION (3)**
Designing and implementing inclusive programs. Prerequisite: SPED 301.

**SPED 413 UNIVERSAL DESIGN FOR LEARNING: ADDRESSING LEARNER VARIABILITY (3)**
Practical application of Universal Design for Learning (UDL), using instructional and assistive technologies to support learner variability and enhance student achievement. Highlights strategies for increasing the access of students with disabilities to the general education curriculum. Lab/Class fee will be assessed.

**SPED 415 ASSESSMENT OF INFANT/PRIMARY STUDENTS WITH DISABILITIES (3)**
Comprehensive assessment of young children, linking evaluative information to inclusive programming.

**SPED 417 COLLABORATIVE PLANNING FOR INFANT/PRIMARY PROGRAMS (3)**
Methods and models of interdisciplinary collaborative planning for young children with disabilities. Prerequisite: SPED 301.

**SPED 425 FORMAL TESTS AND MEASUREMENTS FOR STUDENTS WITH DISABILITIES (K-12) (3)**
Assessment techniques; philosophical rationale; current research; intervention strategies. Prerequisites: 6 units PSYC; 9 units SPED or consent of instructor.

**SPED 427 CURRICULUM/METHODS OF SOCIAL EMOTIONAL AND MOTOR DEVELOPMENT FOR STUDENTS WITH DISABILITIES K-12 (3)**
Curriculum theory, research, instructional techniques for students with disabilities. Prerequisites: 6 units SPED or consent of instructor.

**SPED 428 WORKING WITH FAMILIES OF STUDENTS WITH DISABILITIES (3)**
Communication skills, human relations; parent counseling and conferencing. Prerequisites: SPED 301 and consent of SPED instructor.

**SPED 429 CURRICULUM/METHODS OF CLASSROOM MANAGEMENT FOR STUDENTS WITH DISABILITIES (3)**
Theoretical foundations, development or practical interventions. Prerequisites: SPED 301 and consent of SPED instructor.

**SPED 430 INFORMAL TESTS AND MEASUREMENTS FOR STUDENTS WITH DISABILITIES (K-12) (3)**
Assessment, diagnosis, prescriptive techniques; procedures, administration, interpretation, programming. Prerequisites: SPED 301 and consent of SPED instructor.

**SPED 431 CURRICULUM AND METHODS OF READING FOR PRIMARY STUDENTS WITH DISABILITIES (3)**
Reading practices, context, procedures, materials and assessment for primary students with disabilities. Prerequisite: SPED 301.

**SPED 441 CURRICULUM/METHODS OF INSTRUCTION FOR STUDENTS WITH DISABILITIES (K-12) (3)**
Characteristics affecting learning, designing educational programs. Observations in appropriate settings and guest lecturers in specialty area. Prerequisites: 6 units in PSYC and 6 units in education.

**SPED 451 PSYCHOEDUCATIONAL ASSESSMENT OF STUDENTS WITH DISABILITIES (ELEMENTARY/MIDDLE SCHOOL) (3)**
Assessment and interventions for cognitive, educational, emotional, and social behaviors of students with disabilities. Special permit required. Prerequisites: SPED 301, SPED 425, SPED 430.

**SPED 453 CURRICULUM/METHODS OF SECONDARY SPECIAL EDUCATION:PREVOCATIONAL AND VOCATIONAL INSTRUCTION (3)**
Issues and trends including transition-related instruction, postsecondary programs and adaptability in secondary classrooms. Prerequisites: SPED 301 or consent of the instructor.

**SPED 455 ASSESSMENT OF MIDDLE AND HIGH SCHOOL STUDENTS WITH DISABILITIES (3)**
Diagnosis and prescriptive techniques used by secondary level special education professionals. Prerequisite: SPED 301.

**SPED 469 COLLABORATIVE TEACHING IN THE ELEMENTARY SCHOOL (3)**
Provides general education and special education teacher candidates with the knowledge and dispositions necessary for successful collaborative teaching. Prerequisite: 9 credits in SPED.

**SPED 470 SPECIAL TOPICS IN SPECIAL EDUCATION (1-3)**
In-depth study of a selected topic in Elementary Education. The specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. May be repeated for a maximum of 6 units provided a different topic is covered.

**SPED 471 SPECIAL TOPICS IN SPECIAL EDUCATION (1-3)**
In-depth study of a selected topic in Special Education. The specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. May be repeated for a maximum of 6 units provided a different topic is covered.

**SPED 472 SPECIAL TOPICS IN SPECIAL EDUCATION:PREVOCATIONAL AND VOCATIONAL INSTRUCTION (3)**
Supervised clinical field experience with elementary/middle school students with disabilities. Prerequisites: 12 units SPED and consent of the program director.

**SPED 491 INTERNSHIP: STUDENTS WITH DISABILITIES IN INFANT/PRIMARY PROGRAMS (3)**
Supervised clinical field experience with students with disabilities at the age-grade appropriate for students’ programs. Prerequisites: 18 units SPED and consent of the program director.

**SPED 496 INTERNSHIP: STUDENTS WITH DISABILITIES (SECONDARY/ADULT PROGRAMS) (3)**
Supervised clinical field experience with students with disabilities at the middle and high school level prior to internship. Prerequisites: 12 units of SPED and consent of coordinator of secondary special education.

**SPED 497 INTERNSHIP: STUDENTS WITH DISABILITIES IN INFANT/PRIMARY PROGRAMS (3)**
Supervised clinical field experience with young children with disabilities. Prerequisites: 12 units SPED and consent of the program director.

**SPED 498 INTERNSHIP: SPECIAL EDUCATION (12)**
Placement in special education classroom either public or private at the age-grade appropriate for students’ programs. Prerequisites: 18 units SPED and consent of the program director.

**Theater Arts (THEA)**
Courses

THEA 100 INTRODUCTION TO THEATRE (3)
Theatrical experience through study of the various types, styles and production processes of the theatre. Theatre as a public art and its relationship to Western and other cultures. Core: Arts and Humanities.

THEA 101 ACTING I (3)
Development of imagination through improvisation, exercise, and simple scenes. GenEd I.E or Core: Creativity & Creative Development.

THEA 102 HONORS ACTING I (3)
Development of imagination through improvisation, exercise, and simple scenes. Honors College course. Core: Creativity & Creative Development or GenEd I.E.

THEA 103 INTRODUCTION TO AMERICAN THEATRE (3)
Theatrical experience through study of the various types, styles, and production processes of the theatre. Theatre as a public art and its relationship to our culture. GenEd II.B.1 or Core: The United States as a Nation.

THEA 105 MOVEMENT FOR THE ACTOR I (3)
Tension release, alignment, and physical characterization utilizing movement theories. Prerequisite: THEA 110 and consent of instructor.

THEA 109 ACTING I FOR DESIGN/PRODUCTION AND THEATRE STUDIES (3)
Introduction to acting skills. Basic performance vocabulary and fundamentals grounded in the language of Stanislavsky. Includes text work, improvisation and performance exercises. This course will also incorporate the elements of acting through the lens of the total theatre maker. Prerequisites: Major standing: Design/Production Track or Theatre Studies Track or consent of instructor.

THEA 110 ACTING I FOR ACTING TRACK (3)
Introduction to acting skills. Basic performance vocabulary and fundamentals grounded in the language of Stanislavsky. Includes text work, improvisation and performance exercises. Prerequisites: Audition/Placement into ACTING TRACK.

THEA 111 VOICE FOR THE ACTOR I (3)
Theory and practice in vocal production, application to the freeing, development, and strengthening of the voice. Prerequisite: THEA 110 or consent of instructor.

THEA 125 SCRIPT ANALYSIS (3)
Interpretation and analysis of playscripts as the basis for public performance, from the viewpoints of audience members and practitioners. Introduction to research methods for contemporary performance. GenEd I.B.

THEA 126 HONORS SCRIPT ANALYSIS (3)
Interpretation and analysis of playscripts as the basis for public performance, from the viewpoint of audience members and practitioners. Introduction to research methods for contemporary performance. Honors College course. GenEd I.B.

THEA 142 INTRODUCTION TO THEATRE DESIGN (3)
Creative aspects of theatrical design from concept to realization. GenEd I.E or Core: Creativity & Creative Development. Lab/Class fee will be assessed.

THEA 201 SCENIC DESIGN I (3)
Influence of acting, directing, audience and aesthetics on the development of scenic design. Lab/Class fee will be assessed.

THEA 202 ACTING II (3)
Technique and practice of scene study: analyzing a script, rehearsing a scene and playing an action. May be repeated for a maximum of 6 units. Prerequisite: THEA 110, THEA 105 and THEA 111 or consent of instructor.

THEA 204 CREATING COMMUNITIES OF ACTION (3)
Explorations and exercises in structured and improvisational theatre games to empower students as facilitators in a variety of fields to build classroom, work-related and community-based ensembles for enhanced learning and productivity outcomes. Class is repeatable for a maximum of six units. Prerequisite: Towson Seminar. Core: Creativity.

THEA 205 THEATRE GAMES (3)
Exercises in “game structures” to develop creativity, encourage work on personal acting techniques and free the actor from mechanical stage behavior. Prerequisite: THEA 101.

THEA 209 SOUND DESIGN (3)
Electronic and acoustic information and their relationship to theatre spaces and artistic applications.

THEA 210 AUDITION TECHNIQUE (3)
Selection, preparation, and presentation of audition pieces for stage, television, film and other media. Prerequisites: THEA 110, THEA 111 THEA 105, and consent of instructor.

THEA 211 HISTORY OF THEATRE AND DRAMA I (3)
Relationship of theatre and drama to other fine arts and humanistic studies from their origins to 1600. Prerequisite: THEA 125.

THEA 212 HISTORY OF THEATRE & DRAMA II (3)
Relationship of theatre and drama to other fine arts and humanistic studies from 1600 to 1850. Prerequisite: THEA 125.

THEA 213 HISTORY OF THEATRE AND DRAMA III (3)
Relationship of theatre and drama to other fine arts and humanistic studies from 1850 to the present. Prerequisite: THEA 125.

THEA 231 MIME AND PHYSICAL THEATRE TECHNIQUE (3)
Ensemble exercises and performance projects utilizing gesture, illusions, and walks. GenEd I.E.

THEA 242 COSTUME, DRESS AND SOCIETY (3)
A survey of history of dress and its relation to art, style, and society. Lab required. Core: Arts and Humanities or GenEd II.C.1.

THEA 245 MAKEUP DESIGN I (3)
Theories and techniques of designing stage makeup for a variety of characters and roles. Lab/Class fee will be assessed. Prerequisite: Theatre major/minor or consent of instructor.

THEA 251 STAGECRAFT I (3)
Production techniques, construction procedures, painting, props and lighting. Lab required.

THEA 253 COSTUME DESIGN I (3)
Design techniques, research, drawing, and painting. Examining the relationships between theme, character, stage picture, and production limitations. GenEd: I.E.

THEA 255 LIGHTING DESIGN I (3)
Developing awareness of light and its application as a form of aesthetic expression. Lab required. Prerequisite: Theatre major or consent of instructor.

THEA 257 STAGE MANAGEMENT (3)
Theatrical production focusing on the duties and responsibilities of stage managers.

THEA 261 ACTING FOR MUSICAL THEATRE (3)
An introduction to the acting problems inherent in musical theatre performance. Theory and practice. Prerequisite: consent of instructor.

THEA 271 SPECIAL TOPICS (3)
In-depth study of a selected area dependent upon faculty and student interest. May be repeated for a maximum of 6 units provided a different topic is covered. Prerequisite: Consent of Instructor.

THEA 301 TECHNIQUES OF COMEDY (3)
An introduction to the theories and uses of comedy. Varied practice in comedic performance with an emphasis on material emanating from the students’ experiences. Prerequisites: THEA 110 or THEA 102, or THEA 190 or THEA 110, and one other acting course or consent of instructor.

THEA 302 INTERMEDIATE SCENE STUDY (3)
A continuation of the work of THEA 202, focusing on scene study, script analysis, and character development. Modern realism through contemporary non-realist. Prerequisite: THEA 202, THEA 322, THEA 335 or consent of instructor.
THEA 303 CULTURE DIVERSITY IN CONTEMPORARY THEATRE (3)
An examination of both the construction of cultural identity and issues of cultural conflict as they are expressed in contemporary theatre. GenEd II.C.3 or Core: Diversity and Difference.

THEA 304 HONORS CULTURAL DIVERSITY IN CONTEMPORARY THEATRE (3)
An examination of both the construction of cultural identity and issues of cultural conflict as they are expressed in contemporary theatre. Honors College course. GenEd II.C.3 or Core: Diversity and Difference.

THEA 306 THEATRE ORGANIZATION AND ADMINISTRATION (3)
An examination of theatre organizations, their missions within the community and business models used for producing theatre. Areas such as management, marketing, development, and finance will be explored through lecture, discussion and creative projects. Prerequisites: Junior or Senior standing in major; OR consent of instructor.

THEA 307 THEORIES OF THEATRE (3)
Theories in acting, directing, design and dramaturgy from the classical through the modern period. Requires grade of C or better to fulfill Core or GenEd requirement. Prerequisites: ENGL 102 or ENGL 190, THEA 211, THEA 212, THEA 213, or consent of instructor. Core: Advanced Writing Seminar or GenEd I.D.

THEA 308 VOICE AND MOVEMENT INTERGRATION (3)
Flexibility responsiveness and integration of vocal and physical expression. Prerequisite: THEA 101 or THEA 102, or THEA 109 or THEA 110, or consent of instructor.

THEA 309 ACTING III (6)
Character development, approaching a script, structuring a scene, relating to environment, ensemble work and audition techniques. Prerequisite: consent of instructor.

THEA 310 THEATRE FOR SOCIAL CHANGE (3)
Examination of the theory and practice of theatre as a catalyst for social change. Development of original performances to address significant issues in contemporary American experience. Prerequisite: ENGL 102 or ENGL 190 or consent of instructor. GenEd II.B.3 or Core: Ethical Issues and Perspectives.

THEA 312 SHAKESPEARE (3)
Shakespeare reading facility, text analysis, contemporary vocabulary in scenes and monologues. Prerequisites: consent of instructor.

THEA 314 PLAYWRITING (3)
Principles and processes playwrights use to create tests for the stage explored through the analysis of existing plays and the development of students' original scripts in a workshop setting. Prerequisites: ENGL 102 and THEA 125; or consent of instructor.

THEA 315 ADVANCED SCENE STUDY (3)
Building advanced acting skills through the exploration, study, and performance of psychologically complex characters, challenging genres, or non-traditional theatrical forms. May be repeated for a maximum of 6 units. Prerequisite: THEA 302 or consent of instructor.

THEA 316 THEATRE OF CROSSING CULTURES (3)
Students will apply the actor's process of creating a role through character research, text analysis, and ensemble building to the practice of crossing cultural boundaries. This process will help students understand how race, class, and gender shape individual identity and community experience. Prerequisites: ENGL 102 or ENGL 190. GenEd II.C.3 or Core: Diversity and Difference.

THEA 317 ENSEMBLE THEATRE LABORATORY (3)
An exploration of the ensemble process used to create original theatre. Prerequisites: THEA 109 OR THEA 110; THEA 142; and one of THEA 211, THEA 212, or THEA 213.

THEA 318 TOPICS IN STAGE COMBAT (3)
Creating the illusion of violence for live theatrical performance. The specific weapons or techniques covered will be determined by the course instructor. May be repeated for a maximum of 9 units with different weapons or techniques.

THEA 319 STUDIO TO STAGE (3)
Seven-week intensive studio course for acting track students to experience the full range of casting, rehearsal, staging and mounting abbreviated theatre productions in a classroom setting. Ends with an informal presentation within the department. Prerequisite: THEA 202.

THEA 320 COSTUME CONSTRUCTION FOR THEATRE (3)
Principles and techniques of sewing and patterning costumes for use in theatrical productions. Prerequisites: THEA 253 and (THEA 109 or THEA 110) or consent of instructor.

THEA 322 VOICE FOR THE ACTOR II (3)
Theory and practice of vocal production applied to period, contemporary and original texts. May be repeated for a maximum of 6 units. Prerequisites: THEA 202 or consent of instructor.

THEA 327 ACTING FOR THE CAMERA (3)
Development of camera acting skills and taped/directed scene study. Prerequisite: THEA 101, THEA 102, THEA 109, THEA 110, or consent of instructor.

THEA 331 DIRECTING I (3)
Fundamentals of play directing through exercises, directorial play analysis and projects in directing short scenes. Prerequisites: THEA 110 or THEA 109, THEA 125 and one of the following: THEA 211 or THEA 212 or THEA 213 or consent of instructor.

THEA 332 MIME & PHYSICAL THEATRE STYLES (3)
Advanced mime technique, ensemble exercises and performances in the Italian, Oriental, French and American styles, including community service performances. Prerequisite: THEA 231 or consent of instructor.

THEA 335 MOVEMENT FOR THE ACTOR II (3)
Listening and responding to impulses within oneself and the ensemble. Prerequisite: THEA 202 or consent of instructor.

THEA 345 SPEECH AND DIALECT FOR THE THEATRE (3)
Analysis and application of spoken English through the International Phonetic Alphabeting techniques to learn and perform English language accents and foreign language dialects for the stage. May be repeated for a maximum of 6 units. Prerequisites: THEA 110 or THEA 109; THEA 125, or consent of instructor.

THEA 346 MAKEUP DESIGN II: PROSTHETIC MAKEUP DEVELOPMENT (3)
Special effects in character makeup using advanced techniques. Prerequisite: THEA 245. Lab/class fee will be assessed.

THEA 351 STAGECRAFT II (3)
Application of new technological approaches to stage construction, rigging and organization. Prerequisite: THEA 251 or consent of instructor. Lab/class fee will be assessed.

THEA 354 COSTUME DESIGN II (3)
Fabric selection, budget, preparation, and pattern choices. Prerequisite: THEA 253.

THEA 355 LIGHTING DESIGN II (3)
Color, organization and approaches to lighting design. Lab required. Prerequisite: THEA 255.

THEA 357 HAND DRAFTING FOR THE THEATRE (3)
A practical introduction to hand drafting for the theatre. Prerequisite: THEA 142. Lab/class fee will be assessed.

THEA 358 PROPERTIES DESIGN AND CONSTRUCTION (3)
Materials, tools and techniques for executing property design. Not open to those who have successfully completed THEA 107. May be repeated for a maximum of 6 units. Prerequisite: THEA 142 and consent of instructor. Lab/class fee will be assessed.

THEA 359 TECHNICAL PRODUCTION IN THEATRE (3)
Detailed analysis of the business of Technical Theatre including budgeting, scheduling, personnel and project management. Prerequisites: THEA 142; one of the following: THEA 201, THEA 209, THEA 251, THEA 255, THEA 353; or instructor consent.
THEA 361 SCENIC DESIGN II (3)
Relationship of concept, script, aesthetics and research to a production’s design and style. Prerequisite: THEA 201.

THEA 362 ADVANCED ACTING FOR MUSICAL THEATRE (3)
Advanced work in musical theatre, including work with a partner on duets and songs, contextualized in scenes of greater length with greater acting/musical challenges than in THEA 261. Prerequisites: THEA 261 and/or consent of instructor.

THEA 365 THEATRE STUDY ABROAD (9)
One term exchange program in acting, design or theatre studies at universities abroad. Prerequisites: junior/senior standing and consent of department.

THEA 380 TOPICS IN DIVERSITY (3)
Racial, ethnic, class, gender or sexual identity through the theatre as created by and about members of that group. May be repeated for a total of up to six units provided different topics are taken. Prerequisites: ENGL 102 or ENGL 190. GenEd II.C.3 or Core: Diversity & Difference.

THEA 401 COMMUNITY OUTREACH IN THEATRE (3)
An experiential study of the value of arts in the local community. In a program that uses storytelling and other theatre activities, University students will work in a Baltimore City school with 3rd. grade students in order to encourage and enhance the experience of reading. Prerequisites: THEA 110 or THEA 109.

THEA 402 TOWSON THEATRE INFUSION (3)
Field experience as Teaching Artists for the education outreach component of a Theatre Department production. Students will prepare and deliver classroom programs or students at local schools who will be attending a student matinee of a Theatre Department production. May be repeated for a maximum of 9 units. Prerequisites: THEA 142 and THEA 331; or consent of instructor.

THEA 410 CATALYST THEATRE II (3)
Examination of social issues occurring on college and high school campuses and the creation, development and performance of original scripts. Prerequisites: THEA 202 or THEA 310 and consent of instructor.

THEA 421 DIRECTING II: THE CONTEMPORARY PLAY (3)
Preparation techniques and directorial approaches to contemporary drama. Individual directing projects of scenes from representative contemporary dramas. Prerequisite: THEA 331 or consent of instructor.

THEA 423 ADVANCED STUDY IN MOVEMENT THEATRE (3)
Develop, prepare and perform a solo or ensemble piece. May be repeated for a maximum of 9 units. Prerequisites: THEA 332 and THEA 335.

THEA 425 ADVANCED STUDY IN ACTING STYLE (1-9)
Development of facility in acting techniques applied to specific performance styles. May be repeated for a maximum of 9 units. Prerequisite: consent of instructor.

THEA 427 ADVANCED STUDY IN DIRECTING (1-9)
Independent study in preparation, rehearsal and production of special directing projects. May be repeated for a maximum of 9 units. Prerequisites: THEA 331 and consent of instructor.

THEA 429 ADVANCED STUDY IN THEATRE PRODUCTION (1-9)
Independent study in theatre production. May be repeated for a maximum of 9 units. Prerequisite: consent of instructor.

THEA 431 DIRECTING PERIOD PLAY (3)
Research techniques and directional approaches to period drama. Individual directing projects of scenes from representative period dramas.

THEA 433 ADVANCED STUDY IN STAGE MANAGEMENT (1-9)
Independent study in stage management. May be repeated for a maximum of 9 units. Prerequisites: THEA 257 or consent of instructor.

THEA 443 STRUCTURAL DESIGN AND SAFETY (3)
Stress analysis, safety practices and construction techniques. Prerequisites: MATH 115, THEA 251 or consent of instructor.

THEA 445 SCENE PAINTING (3)
Techniques for painting scenery. Lab required. Prerequisite: THEA 201 or consent of instructor. Lab/Class fee will be assessed.

THEA 463 PERIOD STYLE FOR DESIGN (3)
Historical periods and styles and their relationship to the visual arts, literature, and society. Prerequisite: consent of instructor.

THEA 471 ADVANCED SPECIAL TOPICS (1-3)
Advanced study of selected area dependent upon faculty and student interest. May be repeated for a maximum of 9 units. Prerequisites: THEA 142; THEA 110 or THEA 109; at least one of THEA 211; THEA 212 or THEA 213; and consent of instructor.

THEA 480 ADVANCED STUDY IN THEATRE DESIGN (1-9)
Independent study in costume, scenery, or lighting design. May be repeated for a maximum of 9 units. Prerequisite: consent of instructor.

THEA 486 THEATRE DESIGN PORTFOLIO (1)
Portfolio production for Design and Production majors. Capstone course. Prerequisite: senior status.

THEA 487 PROFESSIONAL THEATRE SEMINAR (1-12)
A term-long internship in a resident theatre company. Prerequisite: Theatre major and consent of instructor.

THEA 488 THEATRE VISITATION AND ANALYSIS ABROAD (3)
Analysis and critique of theatre productions. Prerequisites: junior/senior standing and consent of department.

THEA 489 SENIOR ACTING SEMINAR (3)
Auditioning techniques, unions, agents, resumes, the transition from student to professional and the realities of professional theatre. Prerequisite: consent of instructor.

THEA 490 PERFORMANCE PRACTICUM (1-3)
Performance in a theatre production sponsored by the Towson University Department of Theatre Arts. Eligible productions determined by the department. Repeatable for a maximum of 9 units. Prerequisites: Audition and approval of instructor.

THEA 491 PRODUCTION DRAMATURGY (1-3)
Practical experience in production dramaturgy, which will include a combination of research, text analysis and education outreach. This is a project course related to specific theatrical productions and therefore assignments will be determined by the instructor, student and director. May be repeated for a maximum of 9 units. Prerequisites: THEA 125; at least one of either THEA 211, THEA 212 or THEA 213; permission of instructor.

THEA 492 THEATRE PRODUCTION: ACTING (1)
Experience involving the process of applying acting skills to scene works for directing class projects. May be repeated for a maximum of 3 units. Prerequisite: THEA 109 or THEA 110 or consent of instructor.

THEA 493 ADVANCED STUDY IN THEATRE (1-6)
Study of an academic or creative nature. May be repeated for a maximum of 12 units. Consent of instructor.

THEA 494 THEATRE PRODUCTION: CONCENTRATION IN SCENIC ELEMENTS (1)
Experience involving major responsibility in props, scenic construction and painting on a departmental production. May be repeated for up to 3 units. Prerequisite: THEA major or minor.

THEA 495 THEATRE PRODUCTION: CONCENTRATION IN LIGHTING AND SOUND (1)
Experience involving major responsibility in lighting or sound on a departmental production. May be repeated for up to 3 units. Prerequisite: THEA major or minor.

THEA 496 THEATRE PRODUCTION: CONCENTRATION IN COSTUME (1)
Experience involving major responsibility in costuming for a departmental production. May be repeated for up to 3 units. Prerequisite: THEA major or minor.

THEA 497 THEATRE PRODUCTION: RUNNING CREW (1)
Experience involving major responsibility in running a show. May be repeated for up to 3 units. Prerequisite: THEA major or minor.
THEA 498 THEATRE PRODUCTION: ADMINISTRATION (1)
Experience involving administrative responsibilities for departmental resources or productions. May be repeated for a maximum of 3 units. Prerequisites: THEA 125, THEA 142, and THEA 109 or consent of instructor.

THEA 499 SPECIAL PROJECT IN THEATRE RESEARCH (3)
Seminar to demonstrate the student’s proficiency in an area agreed upon by the student and their adviser. Prerequisite: Theatre major with senior standing or consent of instructor.

**Towson Seminar (TSEM)**

**Courses**

TSEM 102 TOWSON SEMINAR (3)
Designed to introduce new students to the academic expectations for college-level work, and to the intellectual, communication, and collaborative skills needed for academic success. Seminar format emphasizing active learning with variable content in different disciplines. Requires grade of C or better to fulfill Core requirement. Not open to students with a 2010-2011 catalog or earlier. Core: Towson Seminar.

**Women's and Gender Studies (WMST)**

**Courses**

WMST 231 WOMEN IN PERSPECTIVE (3)
An examination of the status of women and women's attempts to achieve economic, legal and social equality, and physical integrity in the past and today with an emphasis on U.S. women. The focus is on both the commonalities and the diversity of women's experience. Topics covered include marriage, motherhood, education, jobs and sexuality, with attention to race and class. Core: Diversity & Difference.

WMST 232 HONORS WOMEN IN PERSPECTIVE (3)
An examination of the status of women and women's attempts to achieve economic, legal and social equality, and physical integrity in the past and today with an emphasis on U.S. women. The focus is on both the commonalities and the diversity of women's experience. Topics covered include marriage, motherhood, education, jobs, and sexuality, with attention to race and class. Emphasis on student research into and analysis of women's political, autobiographical, and fictional writings. Honors College course, GenEd II.C.3 or Core: Diversity & Difference.

WMST 233 INTERNATIONAL PERSPECTIVES OF WOMEN (3)
Interdisciplinary examination of women's status and activism worldwide, including regional and local comparisons. Roles of governments and international organizations in shaping women's experiences. GenEd II.D or Core: Global Perspectives.

WMST 235 AMERICAN WOMEN AND POPULAR CULTURE (3)
Interdisciplinary examination of representations of women, femininity and masculinity in contemporary American popular culture, using gender to apply critical analysis to film, literature, television and music, including diverse responses of feminist artists and alternative media. GenEd II.B3 or Core: The United States as a Nation.

WMST 240 THEMES AND ISSUES IN WOMEN’S STUDIES (3)
Study of a theme or current issue from the perspective of women's studies. May be repeated for a maximum of 9 units provided that a different topic is covered.

WMST 241 THEMES AND ISSUES IN WOMEN’S STUDIES (3)
Study of a theme or current issue from the perspective of Women's Studies. May be repeated for a maximum of 9 credits provided a different topic is covered.

WMST 242 THEMES AND ISSUES IN WOMEN’S STUDIES (3)
Study of a theme or current issue from the perspective of Women's Studies. May be repeated for a maximum of 9 credits provided a different topic is covered.

WMST 243 THEMES AND ISSUES IN WOMEN’S STUDIES (3)
Study of a theme or current issue from the perspective of Women's Studies. May be repeated for a maximum of 9 credits provided a different topic is covered.

WMST 244 THEMES AND ISSUES IN WOMEN’S STUDIES (3)
Study of a theme or current issue from the perspective of Women's Studies. May be repeated for a maximum of 9 credits provided a different topic is covered.

WMST 245 THEMES AND ISSUES IN WOMEN’S STUDIES (3)
Study of a theme or current issue from the perspective of Women's Studies. May be repeated for a maximum of 9 credits provided a different topic is covered.

WMST 233 WOMEN’S CULTURE AND CREATIVITY (3)
An examination of the variety of perspectives, theories, debates and controversies within feminist thought and practice, including global activist movements. Prerequisite: 3 units in women's studies or Core: Advanced Writing Seminar or GenEd I.D.

WMST 237 FEMINIST THEORY (3)
An examination of the variety of perspectives, theories, debates and controversies within feminist thought and practice, including global activist movements. Prerequisite: 3 units in women's studies or consent of instructor.

WMST 238 WOMEN AND MEDICINE (3)
How gender has influenced the structure, content and practice of medicine in the 19th and 20th centuries, with emphasis on disease theory and treatment, physicians' involvement in social policy, and women's challenges to medical authority. Special focus on the history of nursing, women's entry into medical practice and women's health movements past and present. Prerequisite: 3 units in women's studies or social sciences.

WMST 239 WOMEN AND SEXUALITY (3)
Examination of the politics of sexuality: the interaction between cultural definitions and evaluations of women's sexualities and women's social and legal status; and women's attempts to achieve sexual autonomy. Emphasis on how the meaning of sexuality changes over time and how women respond to these changes, and their effect on women. Prerequisite: 3 units in women's studies or social sciences.

WMST 241 WOMEN AND AGING (3)
American society's view of older women and the impact of stereotypes and images on their self-concepts. Prerequisite: 3 units in women's studies or social sciences.

WMST 235 WOMEN, ENVIRONMENT, AND HEALTH (3)
Relationships between economic development, health, and the environment from a global perspective with a focus on women's roles in environmental management; how women's activism affects social and public policy agendas.
WMST 350 B-MORE: BALTIMORE AND URBAN COMMUNITIES (3)
Analyses significant political, economic, and cultural issues facing Baltimore and other urban communities including poverty, discrimination, economic development, and the criminal justice system. Special attention paid to gender, race, class, and youth activism. Prerequisite: WMST 231 or a course from Core: English Composition.

WMST 370 TOPICS IN WOMEN'S STUDIES (3)
An interdisciplinary examination of selected issues, themes or topics in women's studies. Variation in content in different terms. May be repeated for credit when a different topic is covered. Prerequisite: one women's studies course or consent of instructor.

WMST 381 THE EROTIC IMAGINATION IN CHRISTIANITY AND HINDUISM (3)
Explores use of sexual imagery to understand the human-divine relationship in Christianity and Hinduism. Critical analysis of the ways that erotic religious traditions both re-inscribe and destabilize cultural norms of gender and sexuality. Prerequisites: WMST 231 or RLST 105 or by consent of professor.

WMST 382 CHRISTIAN SEXUAL ETHICS (3)
Historical overview of major trends in Christian sexual ethics. Exploration of Christian ethical positions on topics including celibacy, marital sexuality, rape, extra-marital sex, prostitution, and homosexuality. Emphasis on feminist analysis. Prerequisite: 30 credit hours. Core: Ethical Issues and Perspectives.

WMST 481 DIRECTED READING FOR HONORS IN WOMEN'S STUDIES (3-4)
Reading and research in preparation for the writing of an Honors Thesis. Prerequisite: consent of the Departmental Honors coordinator. Special permit only.

WMST 485 SEMINAR IN WOMEN'S STUDIES (3)
Advanced study in a specialized area of women's studies. May be repeated for a maximum of 6 units. Prerequisites: WMST 231 or WMST 232 and WMST 337 or equivalent. Special permit only.

WMST 491 DIRECTED READING IN WOMEN'S STUDIES (1-4)
Independent reading in women's studies with emphasis on interdisciplinary relationships. Topics selected by student in consultation with instructor. May be repeated for a maximum of 6 units. Prerequisites: 15 units in interdisciplinary or departmental women's studies courses; minimum 3.00 GPA average in women's studies. Special permit only.

WMST 496 INTERNSHIP IN WOMEN'S STUDIES (3-6)
Field placement for students in agencies or organizations working on projects that serve women. May be repeated for a maximum of 9 credits. Prerequisites: 3.20 QPA in women's studies courses; 3.00 overall QPA; WMST 231, WMST 232, WMST 233 or WMST 234, and 21 upper-level units; no "I" grades on transcript; consent of the women's studies internship coordinator or department chair in advance of term in which student intends to do the internship. Special permit only. Graded S/U.

WMST 499 HONORS THESIS IN WOMEN'S STUD (3)
Thesis preparation in a chosen area of specialization. Prerequisite: consent of the departmental Honors coordinator. Special permit only.

Writing (WRIT)

Courses

WRIT 312 HISTORY OF SCIENCE (3)
A general overview of the development of scientific knowledge from ancient to modern times. How our modern scientific worldview has been shaped by major periods of scientific development, particularly in the 16th and 17th centuries involving primarily astronomy and physics, and in the 19th and 20th, including geology, biology, and psychology. Attention will be given to the relations between science and culture, religion, technology, and public policy. Requires grade of C or better to fulfill Core or GenEd requirement. Prerequisites: ENGL 102 or ENGL 190; successful completion of University Core Categories 2, 3, 7, and 8 [or GenEd Categories I.B., I.C., and II.A]. Core: Advanced Writing Seminar or GenEd I.D.
Student Life and Campus Services

Whether you live on campus, near campus or commute from home, Towson offers many activities and services that will add to your enjoyment, increase your opportunities to meet other students, and maximize your chances for a successful Towson career. We encourage you to explore the listings below and take advantage of some of these excellent resources.

• Athletics (p. 558)
• Auxiliary Services Business Office (p. 558)
• Campus Life (p. 558)
• Campus Ministries (p. 559)
• Campus Recreation Services (p. 559)
• Career Center (p. 559)
• Center for Student Diversity (p. 559)
• Civic Engagement and Leadership (p. 560)
• Counseling Center (p. 560)
• Dining Services (p. 561)
• Disability Support Services (p. 562)
• Division of Student Affairs (p. 562)
• Fraternity and Sorority Life (p. 562)
• Health Insurance (p. 562)
• Health Services (p. 563)
• Housing and Residence Life (p. 564)
• International Student and Scholar Office (p. 565)
• National Testing Office (p. 566)
• New Student Programs (p. 566)
• Non-Native Speakers of English (p. 566)
• Office of Student Conduct and Civility Education (p. 566)
• OneCard – TU ID Card (p. 566)
• Parking and Transportation (p. 567)
• Post Office (p. 567)
• Speech, Language and Hearing Center (p. 564)
• Student Activities (p. 567)
• Ticket Office (p. 568)
• University Child Care Center (p. 568)
• University Store (p. 568)
• University Union (p. 568)
• Veterans Center (p. 569)

Athletics

Towson Center, 410-704-2759

Towson University is committed to a comprehensive intercollegiate athletics program as an integral part of the student's total educational experience. The program is a member of the National Collegiate Athletic Association's (NCAA) top level—Division I. In addition, TU enjoys membership in the Colonial Athletic Association and the East Atlantic Gymnastic League (EAGL) for gymnastics. The Tigers sponsor men's teams in baseball, basketball, football, lacrosse, golf, soccer, and swimming and diving. Female student-athletes compete in basketball, cross country, field hockey, golf, gymnastics, indoor track, lacrosse, softball, swimming and diving, tennis, outdoor track and volleyball.

Student-athletes compete for conference, regional and national honors under the guidance of an excellent coaching staff. Towson's outstanding athletic facilities include SECU Arena, Johnny Unitas Stadium, Burdick Hall pool and John B. Schuerholz Park, all of which make the home of the Tigers a showcase facility within the metropolitan Baltimore area.

The Department of Athletics is proud that its athletes are students first and foremost. This emphasis on academics is reflected in the excellent graduation rate of the TU student-athlete population. Student-athletes are active on campus and in community service projects.

Athletic scholarships are available for talented student-athletes in all sports. Students are encouraged to participate according to their interests and abilities. Prospective student-athletes interested in competing on a varsity team should contact the head coach of that sport. Students are also encouraged to support the Tigers as spectators.

Students receive one free admission to all regular season home Tiger athletic events upon presentation of a valid OneCard.

For the latest news on Tiger athletics and schedules, visit www.towsontigers.com (http://www.towsontigers.com), or follow on Twitter (@TowsonTigers) and Facebook (/TowsonTigers).

Facilities

SECU Arena: The state-of-the-art SECU Arena officially opened in fall 2013 and serves as home to the Towson men's and women's basketball programs, along with gymnastics and volleyball.

Johnny Unitas Stadium: Minnegan Field at Johnny Unitas® Stadium is home to Towson University's football, men's and women's lacrosse, field hockey and track & field teams.

John B. Schuerholz Park: John B. Schuerholz Park is the official home of the Towson University Tigers' baseball team.

Burdick Hall Pool: Burdick Hall's Memorial Pool is the home to both the men's and women's swimming programs.

Tiger Soccer Complex: The Tiger Soccer Complex, home to women's soccer, is conveniently located adjacent to Johnny Unitas® Stadium and SECU Arena.

Towson Golf & Country Club: The Towson men's and women's golf teams moved to Towson Golf & Country Club (TGCC) starting with the 2012-13 season.

Tiger Softball Complex: The Tiger Softball Complex, located behind the SECU Arena, is home to the Tigers' softball team, and is scheduled for renovation in 2014-15.

Tiger Tennis Complex: The Tiger Tennis Complex, home to the Tiger tennis team, is located behind the Towson Center and SECU Arena.

Towson Center: Inside the center, which has 165,000-square feet of floor space, there are classrooms, locker rooms, a research lab, a curriculum center, a fitness center, a varsity weight room, a sports medicine room, a gymnastics room, six racquetball courts and six squash courts. The facility houses nearly 75 faculty and staff members.

Auxiliary Services Business Office

University Union 110, 410-704-2284

The Business Office facilitates transactions related to OneCard ID issuance, retail and dining points, parking permit purchases, parking citation payments, MVA resident permits, MTA bus passes, and vending refunds.

Campus Life

University Union 232, 410-704-2332
Campus Life oversees four offices: Campus Recreation Services, Fraternity/ Sorority Life, Student Activities and New Student Programs as well as the Family Network. Staff members create opportunities for involvement, development and learning. Campus Life also administers the Notification of Absence from Class form for students representing TU at events, conferences or other official activities. Students are encouraged to notify faculty in advance, completing this form and notifying the instructor of the anticipated class absence as soon as they learn they will be missing a class.

- Campus Recreation Services (p. 559)
- Fraternity and Sorority Life (p. 562)
- New Student Programs (p. 566)
- Student Activities (p. 567)

**Campus Ministries**

*University Union 208B, 410-704-2268*

A variety of faith communities are represented on campus through the support of campus ministry staff assigned to the university. Our campus ministers advise student religious organizations as well as provide personal ministry in counseling, theological discussions and other support areas. In addition, campus ministers lead discussions in contemporary issues and sponsor guest speakers and social events.

**Campus Recreation Services**

*Burdick Hall 150, 410-704-2367*

Campus Recreation engages the TU community with experiential education, leadership opportunities and wellness initiatives. Campus Recreation offers programs and services that strongly support the university’s mission of a healthy, active lifestyle through the following program areas: Aquatics, Fitness, Intramurals, Outdoor Adventure and Sport Clubs. Activities and programs include group exercise classes, instructional programming, intramural leagues and tournaments, and informal recreation opportunities such as pick-up basketball, lap swimming, strength and conditioning training, among many others. Facilities include an eight-lane, 25-yard pool; an 8,500-square foot, two-level fitness center with cardio and strength equipment; a rock wall; three gymnasiums; and outdoor turf recreational fields. For up-to-date information regarding facility hours, programs and events, please visit [www.towson.edu/campusrec](http://www.towson.edu/campusrec).

**Career Center**

*7800 York Road, Ste. 206, 410-704-2233*

The Career Center provides TU students with:

- Supportive and encouraging experts who care about student success
- Insight and empowerment to help students better understand who they are and where they want to go
- A personalized job search plan that allows students to navigate the job search process with confidence
- Connections to employers motivated to hire TU students for jobs and internships
- An advantage over the competition with impressive interview skills, a strong resume and a polished professional image

The Career Center’s services include a career mentor database, a year-by-year career action plan, career assessments and one-on-one counseling, drop-in express hours, a resource library, on-campus interviews, job fairs, Hire@TU job and internship postings, resume reviews and mock interviews, the GENL 121, resources to navigate the graduate school application process, an information-packed website, and more.

**CAREER ACTION PLAN**

A satisfying and rewarding career doesn’t happen overnight and is not necessarily the automatic outcome of a college education. Career development occurs gradually, throughout a person’s lifetime. It is the product of decisions made, knowledge acquired, experiences gained, and actions taken. The years associated with college are ones in which great strides in an individual’s career development usually take place.

http://www.towson.edu/careercenter/students/actionplan/index.asp

**Center for Student Diversity**

*University Union 313, 410-704-2051*

The Center for Student Diversity (CSD) provides intellectual, social, personal, and cultural enrichment programs and services that build community and create civility. The center strives to create a learning community that recognizes and appreciates cultural differences, respects individual uniqueness, and engages in cross-cultural dialogue and interaction. Moreover, the center supports multicultural student organizations and offers diversity awareness seminars, workshops and presentations, along with advocacy and consultation. CSD serves all students, while paying particular attention to the needs of students of color and other under-served groups on campus. The purpose of the center is to develop an inclusive, supportive environment where students can attain their scholastic objectives in a seamless manner.

Currently, the CSD is made up of Women’s Resources, Student Success Programs (SAGE and CEEP), African American Student Development, LGBT Student Development, and Latino and Asian Pacific Islander Student Development. The center also partners with and supports the Jewish Cultural Center-Hillel and Campus Ministries.

Additionally, the center administers the Community Enrichment and Enhancement Partnership (CEEP) award, Barnes-Harris Scholarship, and the Graduate Diversity Grant. These awards are designed to increase access and success of culturally diverse and traditionally underrepresented students.

**AFRICAN AMERICAN STUDENT DEVELOPMENT**

*University Union 313, 410-704-2051*

410-704-4229 (fax)

www.towson.edu/aasd

African American Student Development (AASD) supports, promotes and enhances the intellectual, academic, social and personal development of African, Afro-Caribbean and African American students. AASD provides programs and services that enhance the students’ overall experience at Towson and increase awareness and appreciation of African, Afro-Caribbean and African American culture. We also assist the university in the recruitment and retention of students from these populations.

**ASIAN-PACIFIC ISLANDER AND LATINO/ A STUDENT DEVELOPMENT**

*University Union 313, 410-704-2051*

www.towson.edu/apilatino

The Asian-Pacific Islander and Latino/a Student Development Program offers events and spearheads initiatives that focus on social, political and cultural issues pertaining to Asian-Pacific Islander and Latino/a communities. The program supports Asian-Pacific Islander and Latino/a students’ transition and...
adjustment to college life by working in close collaboration with individual students and student organizations.

LESBIAN, GAY, BISEXUAL AND TRANSGENDER (LGBT) STUDENT DEVELOPMENT

University Union 313, 410-704-2051
www.towson.edu/LGBT

The Center for Student Diversity (CSD) provides a variety of educational, social, and outreach programs that promote and support the life and culture of students who identify as Lesbian, Gay, Bisexual and Transgender (LGBT). The LGBT Student Development program exists to create a welcoming and nurturing environment for LGBT students so that they become engaged in leadership and mentorship opportunities on campus and in the wider community.

SAGE PROGRAM

University Union 313, 410-704-2051
www.towson.edu/sage

The Students Achieve Goals through Education (SAGE) program pairs new students from diverse backgrounds with peer mentors. SAGE program mentors encourage students to excel in the classroom and participate in campus-wide activities and organizations. To this end, a series of weekly events is planned to address academic success, diverse cultural communities, career development, stress management, financial planning, interpersonal development issues, course scheduling strategies, and networking.

WOMEN’S RESOURCES

University Union 313, 410-704-2051
www.towson.edu/womensresources

The Women’s Resources program exists as the central contact for resources and support for women on campus. It is located in the Center for Student Diversity on the third floor of the University Union.

The program provides a wide range of services to female students focusing on leadership development and mentoring. In addition, the program offers a wide range of programming for the entire student body on issues of gender and equality. Common topics covered include Women’s Health and Fitness, Safety and Sexuality, Women in the Workplace, and Sexual Assault Awareness. The program also connects female students with community resources for internships and community service projects.

The Women’s Resources program also administers two scholarships: The Women’s Leadership Program for undergraduate female and female-identified students, and the Charlotte W. Newcombe Endowed Scholarship for Mature Women and Men.

Civic Engagement & Leadership

Administration Building—Second floor
410-704-2806

The Office of Civic Engagement & Leadership sponsors service-learning initiatives for faculty along with the campus newspaper program, monthly New York Times Talk lunches, an annual Environmental Conference, and panels and debates on Freedom Square.

Civic Engagement & Leadership encompasses active citizenship, community involvement, advocacy, awareness of social issues and injustices, and the development of personal and social responsibility. Civic engagement requires students to involve themselves in society with the intent to better the world around them through leadership. We offer many opportunities for students, faculty and staff to practice civic engagement and leadership at Towson University.

Counseling Center

The Counseling Center at Ward & West, 410-704-2512
https://www.facebook.com/TowsonCC
https://twitter.com/tu_cc

College life presents many stresses, life changes, and opportunities for personal growth. To meet these challenges, it is important to resolve emotional problems, learn new personal and social skills, and develop the resilience and self-care ability to choose and meet wise personal goals. The Counseling Center provides a variety of professional services for students who are experiencing personal difficulty and also those who are striving for a greater level of personal effectiveness and life satisfaction.

Some of the areas which may be addressed by the Counseling Center include:

- Blocks to educational or career achievement and success
- Life planning and decision-making
- Adjusting to a new environment
- Coping with change and transition
- Indecision in choosing one’s direction
- Relationships with friends, roommates, parents, romantic partner or spouse
- Family problems
- Grief and loss
- Sexual matters
- Self-esteem and self-confidence
- Anxiety, depression and anger
- Physical stress and tension
- Eating disorders and body image issues
- Physical or sexual mistreatment or abuse
- Alcohol and drug-related problems
- Suicidal or self-destructive behavior or thoughts
- Identity development, e.g. race, class, gender, ability and sexual orientation
- Problems encountered in the university environment

The Counseling Center is staffed by psychologists, substance abuse clinicians, consulting psychiatrists, health educators, and other clinicians and counselors working under supervision. All services provided at the Counseling Center are confidential, and nearly all are provided free of charge. For more information or to make an appointment, call or drop by the Counseling Center.

HOURS

The Counseling Center is open Monday–Friday, 8 a.m.–5 p.m.

GROUP, INDIVIDUAL AND COUPLES COUNSELING

Several kinds of personal counseling are available at the Counseling Center. Your initial session can be of immediate assistance as your counselor offers a listening ear, helps you to resolve problems and informs you about what further help might be appropriate. A series of individual counseling or brief psychotherapy sessions offered in a private setting can help you to resolve problems and achieve personal growth. Our various therapy and support groups are particularly helpful for self-improvement, giving members an opportunity to share experiences, solve problems and practice new skills.
Couples counseling provides a safe atmosphere for couples to examine and improve their relationship.

**PSYCHIATRIC SERVICES**

Psychiatric evaluation and medication are available when needed by students engaging in counseling and therapy services at the Counseling Center.

**MINDFULNESS MEDITATION**

Mindfulness Meditation has been shown to help reduce stress and anxiety, and to promote a more peaceful, creative and self-compassionate approach to one’s life. Meditation opportunities are many, from group meditation workshops, to reserving private time in the Counseling Center’s Meditation Room for self-guided meditation, to using one of the meditation apps or links on our website.

**ALCOHOL AND DRUG ABUSE PROGRAM**

The Counseling Center offers alcohol and other drug assessment and treatment to meet various personal needs. Programs are available in both individual and group formats. Services can assist in achieving a greater awareness of a problem or correcting a problem through education and recovery.

Brief Alcohol Screening and Intervention for College Students (BASICS) is a brief prevention program for college students who have experienced risks or identified consequences related to drinking, who are at risk for alcohol-related problems, or who are expressing concern about their drinking behaviors. BASICS is a harm-reduction approach provided within the framework of two individual sessions and provides students with knowledge and awareness about the risks and consequences associated with drinking, as well as behavioral strategies to reduce such risks.

**LIFE AND CAREER PLANNING**

The Counseling Center assists students in personal life and decision-making about one’s future in a variety of ways. The Career Center is the place to go if you seek information about making potential career choices. The Counseling Center can help if you feel that your career decision-making is complicated by personal concerns.

**OUTREACH AND CONSULTATION**

The Counseling Center staff provides workshops and programs to the Towson University community on various topics, including time management, mindfulness meditation, suicide education and prevention, assertiveness training, stress management and communication skills. We can also work with you to help you create programs to meet your needs. Our clinicians are also available to consult with students, faculty and staff on various topics, including identifying and assisting students in distress, improving the campus environment, diversity issues or other issues relating to the quality of life at Towson University.

**WEB RESOURCES**

Further information about the Counseling Center and a variety of self-help resources, apps and assessments are available on our website, http://www.towson.edu/counseling. Using these resources, you can self-evaluate and practice healthy behavior, download useful apps and determine whether you might benefit from in-person counseling or other services at the Counseling Center.

**REFERRALS**

Students frequently need services that are available outside the Counseling Center, whether on campus or in the surrounding community. Our clinicians can assist in locating appropriate outside resources when they are needed. In addition, our website includes a Community Provider Search link that anyone can use to identify mental health providers in the nearby community who accept one’s brand of health insurance.

**YOUR INITIAL CONTACT**

Call 410-704-2512 or stop by the Counseling Center to arrange your first appointment with a counselor. Emergency appointments are available if you need to speak with someone immediately. Your Counseling Center clinician will help you to deal with your immediate concerns and determine what kinds of additional help will be most useful to you.

**CONFIDENTIALITY**

Counseling often deals with very personal, private issues. Successful counseling depends on having the freedom to express feelings, attitudes and thoughts with someone who is respectful of a person’s right to privacy. Our counseling sessions are confidential—personal information is not released except with the client’s written permission or as may be required by law. The importance of confidentiality is reflected in the Counseling Center’s adherence to Maryland Law and also to the Code of Ethics of the American Psychological Association.

**Dining Services**

University Union, 410-704-2302

**DINING PLANS**

No matter where you go on campus, you can find something good to eat! We have 18 dining locations and offer a variety of dining plans (including vegetarian and kosher cuisine) as well as a-la-carte dining.

Students living in Glen Complex, Residence Tower, Prettyman, Scabrough, Barton and Douglass are required to purchase a flex dining plan. Additional meals and snacks can be purchased through a Dining Points debit account. Dining Points can be used at any Dining Services outlet on campus. Dining Points carry over from term to term as long as you are a registered student. Dining Points are non-transferable, non-refundable. Students access their dining plan and Dining Points through their OneCard ID. For more information, visit our website, http://dining.towson.edu, or call Auxiliary Services, 410-704-2530. A student’s dining plan status can be viewed at the OneCard website: http://onecard.towson.edu.

**CHOOSING A DINING PLAN**

Resident students can choose from various dining plans. Plans range in size from 10 to 14 to 19 to an unlimited number of meals per week. Estimated cost will range from approximately $2000 to $2750 per term. Plans accommodate kosher, vegetarian, vegan and halal students, and provide options for different dietary or allergy needs.

Plans offer students the option of eating at any time of day and as often as they desire.

Students living off campus and at Millennium Hall, Paca, Tubman House or Towson Run Apartments are not required to have a dining plan but may choose one of the flex plans (recommended) or Block Plans which offer a specific number of meals per week each term at a fixed price.

Prices are subject to change. For more information, visit http://dining.towson.edu.

**MEAL PLANS FOR STUDENTS WITH APARTMENTS**

Students with their own apartments usually choose one of the Block meal plans. Eating with a Block dining plan is easier than shopping for food, fixing it, and cleaning up afterwards. When students use up one block, they
can purchase another. Block plans are good for the entire academic year (September–May) and are offered in blocks of 25, 50, 75 and 100 meals.

Disability Support Services

Administration Building, Rooms 232-235
410-704-2838
Fax: 410-704-4247

Disability Support Services (DSS) at Towson University works with students with various disabilities and some temporary impairments that substantially limit one or more major life activities. The DSS staff is available to answer questions concerning accommodations and services as well as to provide information about other resources on an off campus. Students who suspect they may have a disability but do not have the required documentation should contact DSS for a consultation.

DSS works with students with disabilities, such as learning disabilities, attention-deficit/hyperactivity disorder, mental health disabilities, autism spectrum disorder, brain injuries, physical/mobility and medical disabilities, as well as vision and hearing impairments.

DSS works with each student individually to determine and implement reasonable accommodations based on documentation and a personal interview. Students are encouraged to register with DSS as soon as possible after admission to the university to ensure timely provision of services. DSS encourages new students to maintain regular contact with our office, especially during their first year. This contact provides the opportunity for DSS staff to guide students and to work with them proactively to resolve problems that may arise.

Through an interactive process, DSS works closely with the faculty, staff and students to implement the provision of accommodations. Accommodations are determined on a case-by-case basis and may include priority registration, testing accommodations and use of the Testing Services Center, note-taking assistance, interpreting services, alternative formats for printed materials, assistive technology, para-transit registration and internship accommodations. DSS also offers short-term help with organization and study skills, disability consultation and advocacy assistance, help with course load and selection, as well as information and referral services.

Students should initiate the registration process by calling or visiting the DSS office or by submitting an application, located on the DSS website, along with documentation of a disability.

TESTING SERVICES CENTER

www.towson.edu/testing

Administration Building, Rooms 227-231
410-704-2304
Fax: 410-704-4699

The Testing Services Center provides testing accommodations for students registered with Disability Support Services. Services provided by the center include, but are not limited to, extended testing time, reduced distraction testing spaces, reader and writing software, computers and assistive technology, as appropriate. All tests are proctored to ensure academic honesty.

Division of Student Affairs

Administration Building 237, 410-704-2055
Fax: 410-704-3441
Email: studentaffairs@towson.edu

Students who take advantage of the wide variety of support services offered throughout the university and those who use co-curricular opportunities to supplement and complement formal classroom learning are likely to be more satisfied and more successful than their peers. The administrative responsibility for the supervision of many of Towson’s support services, as well as for co-curricular programs and activities, rests with the vice president for Student Affairs and staff.

The Division of Student Affairs fosters and celebrates learning, respect, community and involvement by creating transformative learning experiences that are pivotal in students’ education and identity development. The division’s work is built around the values of: learning, inclusion, community, excellence, integrity, responsibility and safety. Staff throughout the division serve as advocates for students by helping them strengthen their university experience, find answers to questions, and identify support programs and services that can enhance learning and success.

While many of the opportunities are described throughout the catalog, the division offers the “Student LIFE Line” to assist with answering any question students may have about the university. By calling 410-704-LIFE (5433) or sending an email to studentaffairs@towson.edu, requests will be responded to promptly. The phone line is answered Monday–Friday, 8 a.m.–5 p.m. After these hours, a voicemail can be recorded and will be responded to the next business day.

Fraternity and Sorority Life

232C UU, 410-704-3741
www.towson.edu/gogreek
twitter@tugreeklife
facebook: facebook.com/tugreeklife

The Greek community at Towson University consists of over 30 chapters and four governing councils: the Interfraternity Council, National Pan-Hellenic Council, Panhellenic Association and Unified Greek Council. Membership in a fraternity or sorority provides an on-campus support network for students. Leadership development, academics, diversity, civility, career skills and service are the focus. Through chapter involvement, members learn about group dynamics, communication skills, time management, and serving others.

Health Insurance

Health Center, 410-704-2466
TTY: 410-704-3101

Although the Health Center offers high quality primary health care to any registered student, regardless of insurance status, there are times when students need medical services not available at the Health Center. For this reason, all students are strongly encouraged to have health insurance coverage. International students, intercollegiate athletes and health professional students in the Nursing, Occupational Therapy and Physician Assistant programs are required to have insurance.

TU-SPONSORED HEALTH INSURANCE PLAN

Towson sponsors a voluntary health insurance plan designed especially for our students. This plan meets all requirements of the Affordable Care Act at a very reasonable price, for students who are not covered by their parents’ plan or another plan. All students on intercollegiate athletic teams, as well as health professions students (nursing, occupational therapy and physician assistant programs), are required to have health insurance. However, we strongly recommend that all students have health insurance to avoid the expense of large, unexpected medical bills. The school-sponsored plan is an excellent value that should be considered by any student needing insurance. It provides primary care services through the university’s Health Center, as well as coverage for prescription medications, hospitalization, emergency care, diagnostic tests, and referrals to a large network of participating specialists. Billing statements will not reflect the cost of the insurance. Enrollment for U.S. citizens and Permanent Residents is handled directly through the insurance company and can be done online (see the Student Health Insurance link on
MANUAL HEALTH INSURANCE
POLICY FOR INTERNATIONAL STUDENTS

All international students on F, J or any other non-employment-related visa status are required to have health insurance that meets the university’s minimum standards. These students are automatically enrolled in the university-sponsored health insurance plan. The insurance charge will be reflected on your financial account. Although this insurance is mandatory, students with their own insurance who want an exemption (waiver) from the school plan must submit an online waiver application as soon as they arrive at Towson, which verifies that their insurance coverage meets the university’s minimum standards. Applications for a waiver must be completed online by the waiver deadline of the student’s first term at Towson and each fall term thereafter. Waiver deadlines are September 15 for fall term, February 15 for spring term and June 15 for summer term. For information about school-sponsored insurance, Towson’s mandatory insurance policy for international students, or the waiver process, visit our website at www.towson.edu/healthcenter and click on International Students. For assistance with insurance enrollment or the waiver process, schedule an appointment with our Insurance Coordinator. This can be done online through the secure patient web portal (http://TigerHealth.towson.edu).

Health Services

The Towson University Health Center at Ward & West offers primary care services to all registered students. All currently enrolled students are eligible to use our services. Students who have graduated may use our services for one academic term after they graduate (e.g. summer term for May graduates, January term for December graduates, etc.). The Health Center is open Monday–Friday throughout the year with the exception of university holidays. Clinic hours are 8:30 a.m.–5 p.m.

The Health Center has an experienced staff of physicians, nurse practitioners, physician assistants, nurses and health educators. Services include treatment of common illness and injuries, a full range of sexual health services (including women’s health, birth control, STD and HIV testing), immunization and allergy shot administration, office lab tests, and a limited formulary of prescription and some over-the-counter medication. We also provide acupuncture, therapeutic massage, and health education programs and services.

New students must log in to use our secure student web portal at http://TigerHealth.towson.edu to download the mandatory Pre-Entrance Immunization form and complete other required forms. Students can also use the web portal to schedule appointments, communicate with their medical provider and request prescription refills. They can obtain copies of their bills and check their compliance with immunization requirements from the web portal.

If a student becomes ill or injured after hours or on a weekend, we have an After Hours Nurse Advice Line: 410-704-2466. If you need urgent care after hours, there are several free-standing urgent care centers in the Towson area. See our website for more information about our services, resources in the community and special events: www.towson.edu/healthcenter.

Although health insurance is not required to use the Health Center, we strongly recommend for all students have health insurance to avoid large, unexpected medical bills. Towson sponsors an excellent student insurance plan at reasonable cost that covers most Health Center services as well as prescription medications, diagnostic X-rays, lab tests, specialty referrals and hospitalization. For more information about this plan see our website and click on Student Health Insurance.

If you have private insurance, we can bill your insurance directly for office visits and other medical services provided in the Health Center. We are currently participating (“preferred providers”) with several large commercial insurance plans and medicaid managed care plans. If you wish to use your insurance please be sure to bring your insurance card each time you come to the Health Center. More information about using your insurance in our facility and an updated list of plans we are contracted with as preferred providers, go to our webpage and click on Using Your Private Insurance.

For students who choose not to use their insurance or who are uninsured, we will bill you directly for services. All charges may be paid by check, TU OneCard (retail points) or billed to your TU tuition account through the bursar’s office.

IMMUNIZATION REQUIREMENTS

The Health Center’s priority is to keep our students and campus community healthy. All students taking classes on the main TU campus or at any of our affiliated campus locations (Northeastern, Shady Grove, Southern Maryland Higher Education Center, HEAT and Hagerstown) are required to meet the university’s Immunization and Tuberculosis screening requirements. Please follow the instructions:

1. Go to the secure patient web portal - http://TigerHealth.towson.edu
2. Log in with your Towson NetID and password.
3. Click on the Forms link on the left hand side to learn about the required online forms that you must complete.
4. You must download the printable immunization form and take it to your health care provider to complete and sign. Bring any childhood or school immunization records you have to your healthcare provider to help her/him complete our immunization form. The form MUST be signed by your provider. If you have NOT gotten any of the required immunizations or are unable to obtain the records, make an appointment at the Health Center to obtain the immunizations here. Appointments can be scheduled online or by calling 410-704-2466.
5. U.S. citizen students and permanent resident students must also complete the online tuberculosis risk screening questionnaire. Follow the instructions on that form. If you are required to obtain TB testing, download the TB test form and take that form to your health care provider to complete.
6. International students must be tested for tuberculosis at the Health Center upon arrival on campus. Contact us at 410-704-2466 to make an appointment, or book the appointment online via the secure patient web portal: http://TigerHealth.towson.edu.

PLEASE NOTE: Failure to meet the university’s mandatory immunization and tuberculosis screening requirements in a timely manner will prevent your access to class scheduling.

Keep a copy of both the immunization record and, if applicable, the tuberculosis testing form, and return the originals by mail, fax or email to:

Towson University Health Center
8000 York Road
Towson, MD 21252-0001
Fax: 410-704-3715
immunizations@towson.edu

REQUIRED IMMUNIZATIONS

Students may obtain all required vaccines (MMR, Tetanus-diphtheria-pertussis, Meningitis vaccine), blood titers, and tuberculosis testing by appointment at the
TOWSON UNIVERSITY MEDICAL EXCUSE POLICY

The Health Center does not give medical excuses for short-term absence (less than five days) due to illness or injury. Verification of care will be given for people treated at the Health Center which does not constitute a medical excuse. For students whose medical condition results in longer-term absence, the Health Center notifies the vice president of Student Affairs, who then notifies the student’s professors. However, this notification does not excuse the absence. Students must also contact their professors and make arrangements for makeup work. Letters of support for students requesting a medical withdrawal from all classes or a selective medical withdrawal from a single class are given at the discretion of the treating provider, and only if the student was treated at the Health Center for the condition. No medical information will be given to any professor or administrative office without written consent of the student.

Treatment of athletic injuries is provided to intercollegiate athletes at the Towson Center Training Room by a staff of athletic trainers under the supervision of a board-certified orthopedic surgeon and a sports medicine physician.

Hearing & Balance Center; Speech & Language Center

Towson City Center
One Olympic Place, Towson, MD
410-704-3095

Diagnostic and therapeutic services for the two centers: Hearing & Balance and Speech & Language at the Institute for Well-Being are available to all members of the Towson faculty, staff, student body, and surrounding community. Speech, language, hearing and balance evaluations for all ages and all types of communicative disorders and differences are available. Audiological services include complete hearing testing, auditory processing testing, balance assessment, tinnitus and hyperacusis assessment and treatment, hearing aid evaluations and dispensing, and universal newborn hearing screening. Audiologists evaluate and fit conventional, programmable and digital hearing aids and assistive listening devices, which can be purchased from the center.

Therapeutic services are provided for children and adults experiencing difficulty in comprehending and using oral communication. Treatment is provided for the following types of communication disorders and differences: language, articulation, stuttering, hard of hearing, auditory processing, voice and aphasia. Services are also available to improve comprehension and use of Standard American English. Appointments can be made by phoning 410-704-3095.

Housing and Residence Life

OFFICE
West Village Commons 309, 410-704-2516
Jerry Dieringer, Assistant Vice President

Health Center, 410-704-2466. Charges will be billed to your tuition account or your private insurance.

Students moving into campus housing must be immunized against meningococcal meningitis or sign a waiver that is part of the housing contract. The vaccine is strongly recommended for all students living in group housing whether you live on or off campus. If you received your initial dose before age 16, a booster is recommended as immunity wanes. The vaccine is available at the Health Center.

University Housing

Glen Complex
Connected to the rest of the campus by a bridge that crosses over the Glen, this complex includes four high-rise buildings housing about 425 students each. All student accommodations are suites, with two rooms sharing a bath. There is a lounge area on each floor and a centrally located dining hall in the complex.

Prettyman and Scarborough Halls
These low-rise residence halls enclose a garden courtyard and house approximately 160 students each.

Residence Tower
This 13-story, high-rise residence hall accommodates approximately 500 students in double and single rooms. There is a lounge area, study room and kitchen on each floor, and a recreation room and laundry facility on the lower level of the building. The Residence Tower accommodates students requesting the Global Village. Both nine- and 12-month housing options are available for international students.

Towson Run Apartments
These one-, two-, and four-bedroom apartments for upper-level undergraduate students are fully furnished. In addition to double bedrooms, each apartment has a full kitchen and living/dining room. Approximately 420 students are housed at Towson Run. Nine-month housing is available. For students electing this option, the apartments are open during term breaks.

Barton and Douglass Houses
These two residence halls house 650 students and are located in West Village. Each building contains premium double-occupancy rooms with private bathrooms and many lounge spaces. Douglass House is designated as the Honors College residence hall.

Paca and Tubman Houses
410-704-7484
The two five-story buildings, built in 2008, that comprise the facility house a combined 668 beds and contain all double-occupancy rooms with a private bathroom. As the buildings are co-managed by Capstone Properties and the Towson University Department of Housing and Residence Life, leasing/assignments and facilities will be managed by Capstone, while Residence Life functions such as staffing and programming will be managed by TU Housing and Residence Life staff. Residence hall staff members will live in each building and work with students to create a community atmosphere. For more information about Paca and Tubman houses go to www.pacatubman.com.

Millennium Hall
Capstone Properties
8000 York Road, 410-704-6455
www.millenniumhall.com

International Student and Scholar Office
Psychology Building, 4th Floor
410-704-2421

The ISSO provides services and programs for more than 900 international students and international scholars from about 100 nations. Approximately 75 percent of international students are here for two to five years, working on undergraduate or graduate degrees. The ISSO provides the following programs and services:

- Issuance of documents and guidance on legal matters which make possible the enrollment of non-immigrant students
- Advising services necessary for international students to maintain legal status while in the United States, ensuring they understand applicable federal government regulations and university policies
- Design and presentation of programs to assist international students in their transition to life in the United States and the American academic environment
- Advising for students regarding personal, academic, legal, career, intercultural communication, and cross-cultural adjustment issues
- Serving as liaison to government agencies and university offices
- Coordination of programs and ongoing services to enhance international students’ social lives, encourage their interaction with Americans, and promote ways for them to become involved and appreciated for their unique cultural perspectives
- Coordination of appropriate services for international students in legal, medical and family emergency situations

NEW STUDENT ASSISTANCE
During the week prior to the beginning of each term, the ISSO holds orientation programs designed to assist students in their initial adjustment to a new culture. The International Ambassador Program recruits experienced international and U.S. students to serve as peer mentors during ISSO orientation events.

ONGOING SERVICES AND PUBLICATIONS
The ISSO assists students through individual appointments, walk-in meetings, group advising sessions, workshops, and informational hand-outs. The office maintains an email distribution list for all international students, used to communicate pertinent immigration information, recreational offerings, job and travel opportunities, ISSO events and services, and other news for or about the international population on campus.

SUMMARY OF SPECIAL IMMIGRATION REGULATIONS FOR STUDENTS IN F-1 VISA STATUS

1. Report any change of local or foreign address to the U.S. government’s SEVIS (electronic information system) by editing addresses in university’s Online Services within 10 days of any move.
2. Enroll at the school which issued the active SEVIS record Form I-20.
3. Attend a full course of study each semester during the entire academic year. At Towson University this means:
   a. a minimum of 12 units for undergraduate students
   b. a minimum of 9 graduate-level units for master’s students
   c. a minimum of 6 graduate-level units for doctoral students
   d. a minimum of 18 contact hours for English Language Center students
   e. credits received from CLEP, Foreign Language Department Credit for Prior Learning Exams, or other proficiency exams do not count toward the full-time attendance requirement minimum
   f. students must both register for and attend class for the entire term
   g. a W (withdrawal) for a course means that course cannot count toward the minimum
   h. receiving a grade of FX means that the student never attended class, or stopped attending during the term without officially withdrawing; therefore, an FX grade cannot count toward the minimum
   i. units taken on an Audit basis do not count toward the minimum
4. Under extremely limited circumstances, an international student may obtain an exception to the Full Course of Study requirement. Any possible exception must be discussed and approved in advance by a Designated School Official (DSO), per federal Immigration regulations. Towson’s DSOs are the international student advisors at the ISSO.
5. Make satisfactory academic progress.
6. Complete the degree or program by the date in line 5 of the Form I-20. If a student is not able to complete the program by that date due to valid academic or medical reasons, s/he must apply at the ISSO for an F-1 Program Extension before the I-20 expires.
7. For a transfer to another academic institution, special immigration status transfer regulations must be followed.
8. Have an unexpired passport at all times, valid for at least 6 months into the future.
9. Limit employment to a total (all jobs) of 20 hours per week while school is in session. F-1 students are allowed to work full-time in authorized employment at times when school is not in session, i.e., during the summer, and winter and spring breaks.
10. Receive written authorization for any and all off-campus employment, via the ISSO.
11. Complete special U.S. tax forms each year, even if no U.S. income was received.
12. When nearing the end of the degree or program, or within 60 days of completion, these are the only options:
   a. obtain a new Form I-20 for a new institution or program, and attend the new school/program’s next available term within 5 months of the current program completion date
   b. apply to change to another immigration status
   c. apply for optional practical training work permission
   d. depart the U.S.
13. Depart the U.S. within 15 days if student withdraws or takes a leave of absence before degree completion.

The ISSO provides the necessary immigration-related information and assistance to students, but it is the student, not the university, who is ultimately responsible for maintaining legal F-1 student status. F-1 students should contact an ISSO advisor if they have difficulty meeting any of these requirements before they have a problem. The ISSO is here to assist students.
in reviewing options and making wise decisions. The ISSO staff do not work for the Department of Homeland Security or the federal government, but are employees of the university who want international students to be successful.

The ISSO staff is available Monday through Friday from 8:30 a.m. to 5:00 p.m. Some scheduled in-person and phone appointments are available after 5 p.m. to students with urgent needs. Any student who has an emergency outside of normal business hours may contact the University Police at 410-704-2133. The police may assist or may contact an ISSO staff member at home.

### National Testing Office

410-704-5046  
Fax: 410-704-3661

The National Testing Office offers selected national standardized exams to Towson University students and the surrounding community. Dates are scheduled by the individual companies but always fall on Saturdays. The National Testing Office also offers accommodated exams to students with disabilities and non-Saturday exams for those who observe Sabbath on Saturday. Students wishing to schedule a exam or request an accommodation should contact the testing company directly.

### Exam Abbreviation | Exam Title
---|---
GRE | Graduate Record Examination  
LSAT | Law School Admission Test  
NBCC | National Board of Certified Counselor's Exams  
MPRE | Multistate Professional Responsibility Exam

### New Student Programs

University Union 217  
410-704-2309

After an undergraduate student is admitted to Towson, the Office of New Student Programs (NSP) serves as their point of contact during their transition to the university. NSP coordinates orientation programs for all new freshmen and students transferring to Towson from another institution. Beginning with an official orientation to the university and extending throughout the student’s first year, NSP connects students with academic advisers, other new students and student leaders to help them learn about academic and student life.

Transferring students complete the Transfer Program. Part I, a one-day orientation session held in July (for the fall term) or January (for the spring term). This program includes the components above as well as academic advising and registration. These students also participate in the Transfer Program. Part II, just before classes begin. During this time, they become familiar with Towson resources and receive personalized campus tours. First-year students beginning at Towson during the spring term also participate in the January program.

First-year students entering in the fall term attend a four-day program that takes place in late August, just before the start of classes. During this time, students learn about the university through a variety of activities, conversations and meetings with their First-Year Experience (FYE) group, led by an academic adviser and an Orientation Leader.

All new students are encouraged to see their transition as an ongoing process of adjustment to a new environment. New Student Programs staff is available at any time to answer questions and offer advice.

### Non-Native Speakers of English

#### ENGLISH LANGUAGE CENTER

Enrollment Services 331  
410-704-2552  
Fax: 410-704-2090

The English Language Center offers intensive English instruction to students who are preparing for admission to the university or for international and permanent resident students who want to further develop their English skills. The center also welcomes individuals who are not preparing for university study but who wish to improve their language skills for employment purposes. Courses are designed to develop a student’s speaking, listening, reading and writing skills. TOEFL and IELTS preparation courses and additional courses on pronunciation, vocabulary development and American culture are also offered.1

1 An accent reduction program is available as well as semester-long and short-term summer programs that focus on language and culture. These are excellent for au pairs!

#### ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

English Department, LA 5330L  
410-704-2110

The ESOL program offers ESOL sections of ENGL 102 and ESOL courses. The ESOL testing coordinator tests non-native speakers of English admitted to the university who scored below 100 on the iBT TOEFL and places them into either ENGL 102 or ESOL courses.

### Office of Student Conduct and Civility Education

Administration Building 236, 410-704-2057

When a student is alleged to have violated the Code of Student Conduct (see Appendix F (p. 581)), this office interviews and counsels students in the discipline process and facilitates the student appeal process. The office also serves as a resource to faculty and administrators.

### OneCard – TU ID Card

University Union 118, 410-704-2284

The university issues a photo I.D. card to students, faculty and staff called the OneCard. The initial OneCard is free and does not have to be renewed. Students should keep the OneCard with them since it is necessary for using services at Cook Library, the Burdick Fitness Center and athletic facilities. The OneCard can also be used as a debit card. A Retail Points account, accessed through the OneCard can be used to purchase books, supplies and gift items at the University Store. A student can use the same Retail Points account on vending machines, washers and dryers, Copies Plus, WEPA print kiosks, Health Center, various off-campus merchants, and the Auxiliary Services Business Office. Additionally, the OneCard can be used for discount food purchases through use of a Dining Points at all Dining Services locations. Students with a dining plan will use the card for access to the dining halls. A student’s dining plan account information can be accessed through the OneCard website. The OneCard provides access to some residence halls and academic labs. Students may also use the OneCard for complimentary access to many athletic and entertainment events. Manage your OneCard account online at http://onecard.towson.edu.
Parking and Transportation

GENERAL PARKING INFORMATION

• Information regarding permit sales for the coming academic year will be available on the parking website by the beginning of May.

• All vehicles parked on campus from 6 a.m.–8 p.m., Monday–Thursday, and 6 a.m.–3 p.m. on Friday must have a valid Towson University parking permit, or must use a designated visitor or metered parking space and pay the applicable fee.

• Parking regulations are in effect to help ensure safe and adequate parking for the entire campus community. Vehicles parked in violation of regulations may be issued a citation and/or towed at the driver’s expense.

• Parking regulations are subject to change. To view the current regulations, visit www.towson.edu/parking.

• Permits are not required in most lots on weekends or on official university holidays when the campus is closed. Signs at each lot will indicate restrictions.

• If your vehicle is not registered in the state of Maryland, the Maryland Motor Vehicle Administration requires the purchase of a Nonresident Permit for vehicles registered in other states when the driver of the vehicle is a student attending a school in Maryland for a period in excess of 30 days. Please note that this is not a permit for campus parking and fees must be paid to the MVA. Applications for non-resident permits are available at the MVA.

ON-CAMPUS RESIDENT STUDENT PARKING

A limited number of resident permits will be available for freshman on-campus residents (resident students with less than 30 completed units). Parking Services will designate the parking area.

Resident students with 30 or more units will be eligible to purchase resident parking permits. A limited number of parking spaces will be available in the resident lots near housing locations. Once permits for these spaces are sold out, eligible residents will be assigned parking at another designated lot.

On-campus residents who were unable or ineligible to obtain a permit, MAY NOT have a vehicle on campus at any time. Vehicles without a valid permit will be issued a citation and/or be towed at the driver’s expense.

OFF-CAMPUS/COMMUTER STUDENT PARKING

If you are planning to live off campus, visit www.towson.edu/parking and click on eParking to purchase a permit as soon as they go on sale. Permit sales are expected to begin in August. Permits will be available for purchase online only. No physical permit will be issued. Your license plate will be checked to verify you have a valid permit.

TRANSPORTATION SERVICES

• The university operates off-campus shuttles during the fall and spring terms that serve several apartment complexes, and residential areas close to the campus.

• The university also operates on-campus shuttle service during the fall and spring terms that serves all locations on campus. Please see the Parking and Transportation website for hours and schedules.

• The university operates off-campus shuttles during the winter and summer sessions while classes are in session. Shuttles schedules are abbreviated during this time. Please go to www.towson.edu/parking for additional information.

• The university provides point-to-point Safe Ride service to areas accessible by a bus between the hours of 2:30 a.m. and 7 a.m., seven days a week during the academic year. To request service, please call 410-704-SAFE (7233).

• Para-transit service is available for individuals with mobility issues who have been pre-certified to use the service. Please see the website for requirements and to obtain an application.

• The University Police provide a walking escort service to areas not served by the shuttle service from dusk to dawn. To request this service, please call 410-704-SAFE (7233).

• The Maryland Transit Administration provides bus service between Towson, downtown Baltimore and elsewhere. Visit http://mta.maryland.gov/local-bus.

• A number of local cab companies cater to the Towson area.

For more information on Parking and Transportation Services, visit www.towson.edu/parking, call 410-704-PARK (7275) or stop by Parking and Transportation Services located in the Union garage.

Post Office

University Union Ground Floor, 410-704-2260

The Post Office provides window service from 9 a.m.–4 p.m., Monday-Friday. Most residents’ mailboxes are located at the Post Office in the University Union, so they should visit when they move in to get their combination. Students residing in Barton, Douglas, Towson Run, Millennium, Paca and Tubman will be assigned mailboxes at their residence buildings.

Student Activities

University Union 217, 410-704-3307

Student Activities is the central hub for special events, services and resources devoted to enriching the student experience. Located in the University Union, we are the place to go for students looking to get involved outside of the classroom.

We’re committed to preparing our students to become well-rounded and actively engaged graduates of Towson University. Our department offers a wide array of educational, cultural, social and recreational programming. We offer opportunities and experiences within the areas of campus programming, community service, leadership development, off-campus student services and student organization support.

At Student Activities, we focus our efforts to foster academic success and personal growth, provide new and diverse opportunities, connect students with supportive role models and create positive, fun-filled memories.

To check out our upcoming events, like us on Facebook (https://www.facebook.com/TowsonSAM), check out our videos on Youtube (https://twitter.com/TowsonSAM), follow us on Twitter (https://twitter.com/TowsonSAM) or Instagram (https://instagram.com/towsonsam), and read about our TU students experiences on our blog (http://towsonsam.com).

CLUBS AND ORGANIZATIONS

involved.towson.edu

One of the best ways to experience college life is to get involved. At Towson University, you have countless opportunities to interact with people who have the same interests and passions. With over 200 student groups that range from academic and professional, arts, cultural, fraternities and sororities, honor and recognition, political, religious, media and a variety of special interest groups, you have plenty of opportunities to get involved on campus. At the beginning of each term, an involvement fair is held to showcase what student organizations we have on campus and allow students to interact with members, ask questions, when meetings are held, and how to join. To view a complete list of TU’s student organizations and clubs, visit involved.towson.edu.
**Involvement in campus clubs and organizations offers many opportunities for developing leadership skills; however, certain academic criteria are required of leaders. Therefore, student officers, senators and directors of any university-sanctioned activity must have and maintain their term of office a minimum 2.00 cumulative GPA. (This excludes first-term students who do not have a Towson University GPA.) Students who do not have a cumulative 2.00 GPA will not be allowed to assume office; students whose cumulative GPA falls below 2.00 during their term of office must resign. In addition, students not regularly attending classes may be asked to relinquish their leadership positions.

Campus Activities Board (CAB)
www.towson.edu/cab

CAB serves as the primary programming unit for the Towson University student population. The organization, which is part of the Student Government Association, provides the campus community with a variety of recreational, educational and social activities. CAB offers events each term, including dances, live music, comedy shows, lectures, leadership programs, cultural programs, bus trips and discounted tickets to area attractions. In addition, CAB is the driving force behind Tigerfest, one of the most popular events at TU.

Student Government Association (SGA)
www.towson.edu/sga

The SGA is dedicated to improving students’ academic, social and cultural environments while hearing students concerns. Upon enrolling at Towson University, all students become members of the Student Government Association. This is the primary organization which represents all students in planning, organizing and directing student organizations and programs on campus. The SGA supports and helps fund eligible student organizations that provide students with a variety of experiences while on campus. The Student Government Association also works jointly with the faculty and administration in certain designated areas of governance of the university.

COMMUNITY SERVICE OPTIONS
www.towson.edu/communityservice

The Community Service Program provides a number of services that assist students in finding meaningful volunteer opportunities on and off campus. Opportunities exist year round for students to give back to the community.

LEADERSHIP DEVELOPMENT
www.towson.edu/leadership

Leadership development is a cornerstone of the Towson University student experience. We believe that leadership is not about being in charge; it is about your integrity, your self-awareness and your vision for creating change well beyond the classroom.

TU has developed many leadership experiences designed to develop civically engaged and self-aware students who possess the skills necessary to create positive change at Towson University and in the greater global community. The iLEAD (Initiatives for Leadership Education and Development) program encourages growth and development through workshops, guest speakers, certificate programs, leadership consultants and conferences.

OFF-CAMPUS STUDENT SERVICES
www.towson.edu/commuters

Off Campus Student Services (OCSS) assists in orienting off-campus and commuter students with Towson University and the greater Towson community, preparing them for successful transitions, and facilitating continued student success through graduation. We work to create opportunities for off-campus and commuter students to stay connected to campus as well as emphasize off-campus safety and how to be a good neighbor.

Additionally, we provide resources to students considering moving off campus. Our Off-Campus Living Series includes events and workshops that educate students about the importance of choosing the right roommate, navigating leases, locating housing and utilizing public transportation.

Ticket Office

University Union Ground Floor, 410-704-2244

The Ticket Office provides the university community with a variety of ticket services for both on-campus and area events. Tickets for student-sponsored events, including those offered by the Campus Activities Board (CAB) and Student Government Association (SGA), are sold through the Ticket Office, which is located on the first floor of the University Union. The Ticket Office is an outlet for Ticketmaster, selling tickets for attractions in Maryland, DC, VA and beyond. The Ticket Office also sells discounted movie passes to AMC movie theaters.

University Child Care

University Child Care Center, 410-704-2652

Children use their innate curiosity to drive their learning passion. They have a joyful approach to uncovering new challenges and experimenting with the world around them. These traits should be fostered and promoted by focusing on developing the whole child so that they have the skills, independence and confidence to be successful in all their endeavors, be it social, educational or personal. Drawing on Montessori and Reggio Emilia approaches, we emphasize the idea that children are responsible entities; while with us they learn to respect their environment and their peers while learning to meet their own needs as independent individuals. In the words of Loris Malaguzzi: “Nothing without joy.”

We offer programs for 2-year-olds, PK3 and PK4. There are tiered rates for students of TU faculty, staff and alumni, and TU community families. The 2 and PK3 programs have a Tu-Th, M-W-F or 5-day attendance options. Our school year is 44 weeks in length, and we offer an optional summer camp.

The hours of operation are 7:30a.m.-5:30 p.m. Monday through Friday. We are located conveniently opposite the historic Auburn House.

University Store

University Union, Ground Floor, 410-704-BOOK (2665)

The University Store carries all required and recommended textbooks as well as a selection of general reading material including reference/study aids, current fiction and nonfiction, children’s books, newspapers and magazines. Other products sold in the University Store include basic school/art supplies, computer supplies and software, health and beauty aids, snacks and beverages, gifts and greeting cards, music CDs and DVD movies. Official Towson University emblematic merchandise such as imprinted adult and children’s apparel, stationery and giftware distinguish the University Store from other general retail outlets. The approved Towson University class ring is also available through the University Store. The store accepts VISA, MasterCard, American Express, Discover, OneCard Retail Points, personal checks with appropriate picture I.D., and cash. Visit the University Store website at http://store.towson.edu for information about textbooks, the Used Book Buy-back, refund policy, hours, caps and gowns, to order textbooks and TU merchandise, and to order textbooks online.

University Union

Information Desk, 410-704-4636
The University Union is the hub of co-curricular activities and programs for the campus, as well as home to a multitude of student services. Generally, the educational, cultural and social programs held in the Union are intended for the entire academic community. The Union is a place where students, faculty, staff and alumni can relax, interact, and share common interests and experiences. The following offices and services are located in the University Union:

**FIRST FLOOR**
- A full-service Post Office
- A full-service PNC bank branch
- The University Store
- Paws café featuring billiards, food, entertainment, music, and a cyber café with made-to-order deli and grill items
- Starbucks coffee and pastries
- The Auxiliary Services Business Office
- Art Services
- Ticket Office
- Event and Conference Services.

**SECOND FLOOR**
- The University Union Information Desk
- The Susquehanna Food Court, a mall style eatery
- The Patuxent Grill, which offers high-quality dining at reasonable prices
- The Auxiliary Services administration suite
- The offices of the Student Government Association (SGA)
- The Office of Student Activities, which includes Commuter Affairs, Greek Life (fraternities and sororities), the Student Leadership Programs, and Off-Campus Housing Programs
- The office of the Black Student Union
- The Campus Ministries Office
- New Student Programs
- The office of Diversity Resources
- The Potomac Lounge, a comfortable study and lounging spot
- The offices of Event and Conference Services, where reservations for rooms and other campus facilities may be made and audiovisual/technical services requested
- The University Union office suite

**THIRD FLOOR**
- The Towerlight, Towson University’s student newspaper
- The African American Cultural Center
- The Women’s Center
- The offices of the Students Achieve Goals through Education (SAGE) Program
- The Queer Student Union
- Several multipurpose conference rooms
- A number of nooks and crannies for contemplation and conversation.

**Veterans Center**
**Psychology Building 107, 410-704-2991**

The Veterans Center provides educational, social and personal enrichment opportunities for the veteran community of Towson University. The center seeks to create an enhanced learning environment by providing veteran students with support and resources in a veteran-friendly atmosphere, and by addressing the unique issues and challenges that veteran students face when entering into the university environment. Staff at the center will assist veterans with information regarding the G.I. Bill, VA services, financial aid and guidance through the university application and enrollment processes. Staffed by the Coordinator of Veterans Services and veteran student assistants, the Veterans Center is the one-stop-shop for securing information necessary to successfully make the transition to college life.

Key services offered by the Veterans Center:
- Assistance with Montgomery G.I. Bill and associated financial aid issues
- Coping with the transition from military to collegiate life
- Fostering friendships through extracurricular activities, sports and camaraderie
- Assistance with problems and issues encountered on campus

**Veterans Office**
**Enrollment Services 211, 410-704-3094**

The office provides coordination between veteran/dependent students and the regional office of the Department of Veterans Affairs. The Certifying official establishes procedures and prepares forms and correspondence for eligible students to receive educational benefits. Additionally, the officer monitors class attendance and evaluates academic progress to ensure that those receiving benefits maintain satisfactory progress. Students may visit the office daily from 8:30 a.m. to 4 p.m. but may wish to call for an appointment. The time range for the Regional Office of the Veterans Administration to process an enrollment certification is six weeks. Certification is not automatic.

The proper VA forms must be completed each term.

**NOTE:** Students cannot be certified for courses until they register.

**WITHDRAWALS**

When students decrease unit load during the course of the term, they must notify the TU Veterans Office. Failure to do so could result in termination of benefits and a financial debt to the U.S. Department of Veterans Affairs.

**FX GRADES**

Students who receive an FX at the end of a term should contact the university Veterans office immediately.

**CHANGE OF PROGRAM**

Veterans may change their academic program once without VA approval. For more than one change of program, however, veterans may be required to undergo counseling by the Veterans Administration. A Change of Program Form must be filed whenever veterans make a curriculum change in which any of the courses for which VA benefits were previously received do not transfer into the new program or whenever students declare a new major or matriculate at a different institution.

**APPROVED PROGRAM**

The VA will pay veterans only for the courses listed in the Undergraduate Catalog that are required for a degree and for programs that have been approved for study by the Veterans Administration.
Appendices

- Appendix A: Mission Statement (p. 570)
- Appendix B: Maryland Higher Education Commission (p. 573)
- Appendix C: VIII-2.70 Policy on Student Classification for Admission and Tuition Purposes (p. 577)
- Appendix D: The Family Educational Rights and Privacy Act (FERPA/ Buckley Amendment) (p. 579)
- Appendix E: Satisfactory Academic Progress (SAP) Policy for Financial Aid Recipients (p. 580)
- Appendix F: Code of Student Conduct (p. 581)

Appendix A: Mission Statement

(Approved by USM, pending Maryland Higher Education Commission final approval)

I. Summary Mission Statement
Towson University fosters intellectual inquiry and critical thinking preparing graduates who will serve as effective, ethical leaders and engaged citizens. Through a foundation in the liberal arts, an emphasis on rigorous academic standards, and the creation of small learning environments, we are committed to providing a collaborative, interdisciplinary and interprofessional atmosphere, excellence in teaching, leadership development, civic engagement, and applied and sponsored research opportunities at the undergraduate and graduate levels. Our graduates leave Towson University with the vision, creativity and adaptability to craft solutions that enrich the culture, society, economy, and environment of Maryland, the region, and beyond.

II. Institutional Identity
Towson University, founded in 1866 as the Maryland State Normal School, offers nationally recognized undergraduate and graduate programs in the liberal arts, sciences, arts, and applied professional fields. Towson University is more than Maryland’s largest comprehensive university, it is an institution that prepares a qualified workforce and produces innovative, evidence-based research. As a productive, research-oriented comprehensive university, it provides students with extraordinary opportunities to work alongside faculty in addressing significant issues, while also generating new knowledge to solve real world societal problems.

The university’s long-standing commitment to creating a multicultural campus is advanced by policies and practices that promote the recruitment and retention of diverse student, staff, and faculty bodies that reflect local, regional, national, and global diversity. Curricular and extracurricular programming supports the university’s commitment to diversity and inclusion.

As a large and complex learning community, the university offers rigorous undergraduate and graduate programs. The undergraduate curriculum promotes the intellectual skills essential for:

- communicating effectively,
- gathering and evaluating information,
- thinking critically and meaningfully,
- using technology effectively,
- appreciating diversity and commonalities, and
- making informed ethical choices.

These skills are grounded in the university’s long-standing commitment to a strong liberal education core that emphasizes an understanding of how the arts and sciences gather, evaluate, and apply information to reach valid conclusions. The core curriculum, combined with focused study in a chosen discipline and a commitment to students’ co-curricular experience, serves to develop intellectual and social abilities that will guide students as contributing members of the workforce and of a democratic society.

The masters and applied doctoral programs build on the strengths of the university and are in areas that are fundamental to the development and vigor of the institution and the State of Maryland by conducting critical research that informs business, health care, and educational practices. The goal of these programs is to prepare ethically and globally minded professionals who are leaders in their fields.

The six colleges that define the fields of study at Towson University include:

The College of Business and Economics, accredited by AACSB International (The Association to Advance Collegiate Schools of Business) in both its accounting and business administration programs, offers a one-of-a-kind Business Excellence program designed to prepare students to enter their careers. AACSB accreditation places the college in the top one percent of business schools worldwide and the top 10 percent in the United States. Offering both undergraduate and graduate programs, the college provides a comprehensive business and entrepreneurial focused education.

Recognized as Maryland’s preeminent teacher education institution as well as a national model for professional preparation, Towson University has a distinguished history in the preparation of classroom teachers and education specialists. The College of Education offers a comprehensive slate of high quality, performance-based, professional education programs for the initial and advanced preparation of teachers and education specialists. The majority of graduates from the college enter schools as teachers and specialists.

The College of Fine Arts and Communication encourages students to develop their creative and analytical abilities, tailored to their aspirations, by encouraging dialogue, inspiration, passion and beauty. These attributes are fostered through a broad liberal arts education and specialized professional training. Recognized as a thriving visual arts center for Maryland, the college contributes to the cultural life of Towson and the Greater Baltimore region.

The College of Health Professions develops outstanding professionals at the undergraduate and graduate levels in a wide range of health care, human service, and sport-related fields that promote and enhance health, well-being, and human performance in a diverse world. Students are supported in a wide array of applied experiences that complement their academic coursework, including via the Institute of Well-being, which provides a wide range of professional and inter-professional opportunities that develop and evaluate best practices, promote professional development, facilitate research, and enhance the lives of community members through outreach programs.

The Departments and Programs of the College of Liberal Arts explore what it means to be human, how people construct identities and institutions, and how individuals and groups interact over time — in communities, in cultures, and in nations. The college includes those disciplines customarily identified as the humanities and those generally identified as the social sciences.

The Jess and Mildred Fisher College of Science and Mathematics offers undergraduate and graduate programs in the physical, mathematical, computational and life sciences, with an emphasis on student success through improving student retention, persistence, and time-to-graduation. The FCSM promotes a wide range of opportunities for authentic research experiences for all undergraduates. The college is the home of numerous STEM education and outreach programs including Towson UTeach — Towson’s path to becoming a high school science or mathematics teacher.

III. Institutional Capabilities
By Carnegie Classification, Towson University is a Masters (Comprehensive) University I. It has achieved national prominence as a premier comprehensive university by offering a wide-range of excellent graduate and undergraduate degree programs. Towson University has increased its regional and national reputation through its focus on student learning, innovative programs and pedagogies, faculty creativity and scholarship, applied and sponsored
research, community service, and outreach to business, education, non-profit, and health care organizations.

Towson’s faculty members actively pursue scholarship and creative activities that complement and expand disciplinary knowledge while maintaining superior teaching. The university values and rewards equally the scholarships of discovery, teaching, integration, and application. Members of Towson University also engage in a wide range of research, entrepreneurship and service activities which support the university’s institutional outreach programs to government, health care, sport organizations, non-profit groups, education, business, and the fine arts. Towson University is designated by the Carnegie Foundation as a university recognized for curricular engagement, outreach, and partnership. Our intercollegiate athletics program is an integral part of building campus community and pride. Athletics also provides leadership development and other co-curricular opportunities for both student-athletes and the student body as a whole.

The university capitalizes on its location by providing varied and distinctive opportunities for students, staff and faculty learning, leadership development, teaching, and research. It recognizes its obligation to serve at the local, regional, state, and national levels through its academic programs, applied research, and professional services. Towson University is an integral partner with the state’s community college system. The university serves a robust and growing transfer student population, focusing on program offerings, integration and success in completing their baccalaureate degree and beyond. As part of its pursuit to meet societal needs in a comprehensive manner, Towson University will maintain a wide range of baccalaureate programs while further developing graduate education, and expanding its focus on research, particularly in the applied fields.

As Towson University has grown, we strive to maintain our commitment to student-centered experiences that include frequent engagement with faculty and librarians through diverse course formats and settings. This value is reflected in the master plan that calls for substantial modification to and growth of the academic precinct over the next 10 years. The plan includes a focus on designing new academic and academic support spaces which emphasize the values of interactive learning, informal teaching and learning communication, and individual student attention.

IV. Institutional Objectives and Outcomes

In keeping with the Towson University 2020 Focused Vision, the University System of Maryland Strategic Plan, and the Maryland State Plan for Higher Education, the university will pursue the following directions:

**We are committed to:**

- Rigorous undergraduate and graduate education,
- Expanded interdisciplinary and co-curricular experiences,
- Innovative community outreach to meet societal needs,
- The University Library as a center for intellectual inquiry, and
- Quality faculty and staff professional development.

Our undergraduate and graduate student learning outcomes include:

- Information literacy and technological competency
- Effective communication
- Critical analysis and reasoning
- Specialized knowledge in defined fields
- Working in multifaceted work environments
- Local and global citizenship and leadership

TU2020 is the evolution of Towson University’s two previous strategic plans, TU2010 and TU2016 and focuses the action items into institutional priorities as presented.

**Academic Excellence and Student Success:** Towson University’s top priority, academic excellence and student success, is dependent on the teaching and mentorship of faculty. Academic innovation through academic transformation and course redesign are central to enabling student success. We are committed to the continuous improvement process of examining programming, curricular and co-curricular offerings to ensure students have outstanding educational experiences and opportunities.

**Assess and strengthen academic programs to ensure students develop Towson’s Learning Outcomes.**

- Review and evaluate curriculum to ensure challenging content that addresses workforce and geographic demands.
- Include diverse perspectives across the curriculum.
- Support students and faculty in their quest for focused international experiences and through the inclusion of global awareness in the curriculum.

**Respond to student needs to strengthen student satisfaction and success.**

- Identify and respond to students’ needs and promote access and availability of services, resources and technology.
- Develop innovative approaches to provide student support.
- Support the Library’s role in academic support, student development and campus life.
- Improve recruitment, marketing and outreach to make Towson a first choice institution for an increasing percentage of students.

We will continue to improve graduation completion and retention rates, close the achievement gap, ensure a seamless transfer process, and prepare globally conscious students for an expanding workforce.

**Optimize retention and time to graduation for all students.**

- Strengthen student advising.
- Implement an early warning system to assist students throughout their academic career.

**Provide support programs for student populations with non-traditional needs.**

- Identify and address needs of non-traditional students.
- Support transfer student transition through model programs focusing on orientation and advising.

**A Model in Higher Education through Innovation in Teacher and Leader Preparation, STEM Workforce Development, and a National and International Reputation for Arts and Arts Education:** Towson University will focus program enhancements in areas of existing strength. We will continue to lead the nation as an example of best practices in teacher preparation and school leadership. In addition to teacher preparation, we will reinforce and expand our contributions to workforce development in critical STEM disciplines such as cyber-security, forensic chemistry, and environmental science.

We will continue to expand our national and international reputation in arts and communication.

**Feature the arts, academics and community outreach as key components of the Towson University experience.**

- Celebrate the accomplishments of the university community and alumni within the university and beyond.
- Continually assess our success in meeting marketplace demands and continuing education needs through feedback from alumni, donors, employers and business and government leaders.

- Right-size enrollment, faculty and staff to build capacity in high demand fields such as STEM, health professions and education.
• Continue to develop and implement regular market research from opinion leaders, alumni and employers.

Innovation, Entrepreneurship and Applied Research: Towson University’s focus on innovation and entrepreneurship facilitates collaborations and strategic partnerships with the community and state. We will continue to support our faculty, staff and student applied research endeavors and connect their work to teacher transformation, innovation and entrepreneurship.

Enhance and support partnerships and collaborations with government, business and educational sectors throughout the region to promote economic development and address social issues.

• Strengthen social partnerships and stewardship throughout the region.
• Build upon successful community outreach efforts and continue to enhance collaboration with our neighbors.

Emphasize campus-wide applied research and scholarship efforts.

• Support faculty efforts in grants and contract initiatives.
• Promote projects to support applied research and engaged scholarship.

Communicate the significance of research and community engagement initiatives.

• Find additional creative methods to emphasize faculty, staff and student initiatives.
• Highlight the scope and impact of faculty, staff and student research.

We will continue to promote economic and workforce development to keep the majority of Towson graduates working in Maryland.

Continue to be a leader in workforce development in Maryland.

• Identify workforce trends and adapt programs, certificate and non-credit offerings to meet demands.
• Enhance existing partnerships and develop strategic partnerships as they relate to workforce.

Internships and Experiential Learning Opportunities: Towson University will expand its emphasis on internships and experiential learning, and significantly increase corporate, educational, government and health care partnerships to help provide these opportunities.

Increase corporate, educational, government, and health care partnerships to help provide internship and experiential learning opportunities.

• Build upon successful community outreach efforts and continue to enhance collaboration with our neighbors.
• Further implement service learning as a component of the academic experience tied to the curriculum with linkages to the region.

Increase philanthropic support to achieve the university’s goals.

• Maximize fundraising opportunities and collaboration throughout the university.
• Aggressively identify and cultivate friends and extramural funds for academic, arts, athletics, and community and student development endeavors.

Involve students in co-curricular educational experiences on- and off-campus that build civic engagement and global literacy, and promote the Towson University experience.

• Further implement service learning as a component of the academic experience tied to the curriculum with linkages to the metropolitan region.

A Model for Leadership Development: Towson University is rooted in our strong commitment to civic engagement, civility and ethics. The university supports personal and professional growth by recognizing and developing positive leadership philosophies and styles. Our primary goal is to instill in our students the qualities essential for outstanding, lifelong leadership in all aspects of their lives. We are committed to increasing credit and noncredit opportunities in leadership development for our faculty, staff and students.

Challenge, inspire and support members of the academic community to perform at the highest level.

• Provide credit and non-credit bearing programming for students, faculty, staff and the community to develop and understand leadership philosophies and styles.
• Inspire students, faculty and staff to become educated, engaged, informed citizens with leadership skills and a passion for intellectual challenge.
• Empower faculty with innovative pedagogical methodologies and establish best practices within each discipline.
• Offer professional development programs on the use of online delivery and new technology to support faculty and students.

Emphasize the shared governance structure throughout the university to ensure responsive organizational leadership.

• Encourage and support the university community to engage in effective shared governance.
• Improve communication in the development of priorities and policies.

A Model for Campus Diversity: Towson will further strengthen its commitment to diversity and continue to provide a safe, inclusive, welcoming, and peaceful community respectful to all. Our institutional strategies will expand and continue to provide a forum for campus dialogue and action.

Enhance and celebrate a diverse and complex university.

• Promote appreciation for and advancement of equity, diversity and inclusion at TU.
• Enhance recruitment and retention of students from underserved and/or underrepresented populations.
• Close the achievement gap for first generation, low income and students from underrepresented groups.
• Enhance recruitment and retention of faculty and staff from underserved and/or underrepresented populations.
• Support respectful and mutually beneficial community collaboration.

A Model of Outstanding Stewardship – People and Natural Resources: Towson University is committed to serving as an effective steward of our natural resources. This includes ensuring that students, faculty, staff and the community are have opportunities to realize their full potential. We are dedicated to continue to empower our campus and greater community to make choices for lifelong well-being and effective stewardship of our natural resources.

Enhance recruitment, retention and development opportunities for faculty and staff.

• Improve succession planning and leadership development.
• Define faculty work and implement a more effective peer review process.

Maintain a healthy, safe and environmentally sustainable campus.

• Engage a campus-wide culture of energy conservation and sustainability.
• Address the health and wellness of the university community.
• Ensure the safety of all throughout the campus.

Continue to execute the master plan to address the educational, research, environmental, housing, recreation and co-curricular space needs to support the Towson University experience.
• Ensure commitment to the campus master plan through continued construction and renovation.

Cultivate a campus-wide culture of excellent customer service and encourage innovation and continual improvement in the delivery of services for both internal and external constituencies.

• Clarify expectations and provide motivation, training and the tools necessary to implement best practices for excellent customer service across the university.

Continue to improve internal and external communications.

• Seek innovative ways to promote the accolades of the university and alumni.

• Improve access to information for alumni, supporters and friends.

• Enhance and adopt technology that allows us to effectively reach more people.

Maximize resources and success through stronger internal partnerships and collaborations.

• Increase collaborations across the university.

Excellence in Athletics: Towson University is committed to a financially stable, gender-equitable, and competitive athletics program. The university will continue to support these goals by placing academics first. We will support opportunities for all Towson University students to participate in a range of sports activities and leadership opportunities that support physical well-being and personal excellence.

Feature athletics as a key component of the Towson University experience.

• Celebrate the accomplishments of the university community and alumni within the university and beyond.

• Encourage broader participation in activities by all members of the university and greater community.

Appendix B: Maryland Higher Education Commission

TITLE 13B
MARYLAND HIGHER EDUCATION COMMISSION

Subtitle 06 GENERAL EDUCATION AND TRANSFER

Chapter 01 Public Institutions of Higher Education

Authority: Education Article, (11-201 - 11-206, Annotated Code of Maryland)

.01 Scope and Applicability.

This chapter applies only to public institutions of higher education.

.02 Definitions.

1. In this chapter, the following terms have the meanings indicated.

2. Terms Defined.

a. “A.A. degree” means the Associate of Arts degree.

b. “A.A.S. degree” means the Associate of Applied Sciences degree.

c. “Arts” means courses that examine aesthetics and the development of the aesthetic form and explore the relationship between theory and practice. Courses in this area may include fine arts, performing and studio arts, appreciation of the arts, and history of the arts.

d. “A.S. degree” means the Associate of Sciences degree.

e. “Biological and physical sciences” means courses that examine living systems and the physical universe. They introduce students to the variety of methods used to collect, interpret, and apply scientific data, and to an understanding of the relationship between scientific theory and application.

f. “English composition courses” means courses that provide students with communication knowledge and skills appropriate to various writing situations, including intellectual inquiry and academic research.

g. “General education” means the foundation of the higher education curriculum providing a coherent intellectual experience for all students.

h. “General education program” means a program that is designed to:

   i. Introduce undergraduates to the fundamental knowledge, skills, and values that are essential to the study of academic disciplines;

   ii. Encourage the pursuit of lifelong learning; and

   iii. Foster the development of educated members of the community and the world.

i. “Humanities” means courses that examine the values and cultural heritage that establish the framework for inquiry into the meaning of life. Courses in the humanities may include the language, history, literature and philosophy of Western and other cultures.

j. “Mathematics” means courses that provide students with numerical, analytical, statistical and problem-solving skills.

k. “Native student” means a student whose initial college enrollment was at a given institution of higher education and who has not transferred to another institution of higher education since that initial enrollment.

l. “Parallel program” means the program of study or courses at one institution of higher education which has comparable objectives as those at another higher education institution, for example, a transfer program in psychology in a community college is definable as a parallel program to a baccalaureate psychology program at a 4-year institution of higher education.

m. “Receiving institution” means the institution of higher education at which a transfer student currently desires to enroll.

n. “Recommended transfer program” means a planned program of courses, both general education and courses in the major, taken at a community college, which is applicable to a baccalaureate program at a receiving institution, and ordinarily the first two years of the baccalaureate degree.

o. “Sending institution” means the institution of higher education of most recent previous enrollment by a transfer student at which transferable academic credit was earned.

p. “Social and behavioral sciences” means courses that examine the psychology of individuals and the ways in which individuals, groups or segments of society behave, function and influence one another. The courses include, but are not limited to, subjects which focus on:

   i. History and cultural diversity;

   ii. Concepts of groups, work and political systems;

   iii. Applications of qualitative and quantitative data to social issues; and

   iv. Interdependence of individuals, society and the physical environment.

q. “Transfer student” means a student entering an institution for the first time having successfully completed a minimum of 12 credits at another institution which is applicable for credit at the institution the student is entering.

.02-1 Admission of Transfer Students to Public Institutions.

1. Admission to Institutions.

   a. A student attending a public institution who has completed an A.A., A.A.S., or A.S. degree or who has completed 56 or more credits, shall not be denied direct transfer to another public institution if the student attained a cumulative GPA of at least 2.00 on a 4.00 scale or its equivalent in parallel courses, except as provided in subsection A(4) below.
b. A student attending a public institution who has not completed an A.A., A.A.S., or A.S. degree or who has completed fewer than 56 credits shall be eligible to transfer to a public institution regardless of the number of credits earned if the student:
   i Satisfied the admission criteria of that receiving public institution as a high school senior; and
   ii Attained at least a cumulative GPA of 2.00 on a 4.00 scale or its equivalent in parallel courses.

c. A student attending a public institution who did not satisfy the admission criteria of a receiving public institution as a high school senior, but who has earned sufficient credits at a public institution to be classified by the receiving public institution as a sophomore, shall meet the stated admission criteria developed and published by the receiving public institution for transfer.

d. If the number of students seeking admission exceeds the number that can be accommodated at a receiving public institution, admission decisions shall be:
   i Based on criteria developed and published by the receiving public institution; and
   ii Made to provide fair and equal treatment for native and transfer students.

2. Admission to Programs.
   a. A receiving public institution may require higher performance standards for admission to some programs if the standards and criteria for admission to the program:
      i Are developed and published by the receiving public institution; and
   b. If the number of students seeking admission exceeds the number that can be accommodated in a particular professional or specialized program, admission decisions shall be:
      i Based on criteria developed and published by the receiving public institution; and
      ii Made to provide fair and equal treatment for native and transfer students.

c. Courses taken at a public institution as part of a recommended transfer program leading toward a baccalaureate degree shall be applicable to related programs at a receiving public institution granting the baccalaureate degree.

3. Receiving Institution Program Responsibility.
   a. The faculty of a receiving public institution shall be responsible for development and determination of the program requirements in major fields of study for a baccalaureate degree, including courses in the major field of study taken in the lower division.
   b. A receiving public institution may set program requirements in major fields of study which simultaneously fulfill general education requirements.
   c. A receiving public institution, in developing lower-division course work, shall exchange information with other public institutions to facilitate the transfer of credits into its programs.

.03 General Education Requirements for Public Institutions.

1. While public institutions have the autonomy to design their general education program to meet their unique needs and mission, that program shall conform to the definitions and common standards in this chapter. A public institution shall satisfy the general education requirement by:
   a. Requiring each program leading to the A.A. or A.S. degree to include:
      i Not less than 30 and not more than 36 credits, and each baccalaureate degree program to include not less than 40 and not more than 46 credits of required core courses, with the core requiring, at a minimum, course work in each of the following five areas:
         i Arts and humanities,
.04 Transfer of General Education Credit.

1. A student transferring to one public institution from another public institution shall receive general education credit for work completed at the student’s sending institution as provided by this chapter.

2. A completed general education program shall transfer without further review or approval by the receiving institution and without the need for a course-by-course match.

3. Courses that are defined as general education by one institution shall transfer as general education even if the receiving institution does not have that specific course or has not designated that course as general education.

4. The receiving institution shall give lower-division general education units to a transferring student who has taken any part of the lower-division general education credits described in Regulation .03 of this chapter at a public institution for any general education courses successfully completed at the sending institution.

5. Except as provided in Regulation .03M of this chapter, a receiving institution may not require a transfer student who has completed the requisite number of general education credits at any public college or university to take, as a condition of graduation, more than 10–16 additional units of general education and specific courses required of all students at the receiving institution, with the total number not to exceed 46 units. This provision does not relieve students of the obligation to complete specific academic program requirements or course prerequisites required by a receiving institution.

6. A sending institution shall designate on or with the student transcript those courses that have met its general education requirements, as well as indicate whether the student has completed the general education program.

7. A.A.S. Degrees.
   a. While there may be variance in the numbers of credits of general education required for A.A., A.S., and A.A.S. degrees at a given institution, the courses identified as meeting general education requirements for all degrees shall come from the same general education course list and exclude technical or career courses.
   b. An A.A.S. student who transfers into a receiving institution with fewer than the total number of general education units designated by the receiving institution shall complete the difference in units according to the distribution as designated by the receiving institution. Except as provided in Regulation .03M of this chapter, the total general education units for baccalaureate degree-granting public receiving institutions may not exceed 46 units.

8. Student Responsibilities. A student is held:
   a. Accountable for the loss of units that:
      i. Result from changes in the student’s selection of the major program of study.
      ii. Were earned for remedial course work, or
      iii. Exceed the total course credits accepted in transfer as allowed by this chapter; and
   b. Responsible for meeting all requirements of the academic program of the receiving institution.

.05 Transfer of Nongeneral Education Program Credit.

1. Transfer to Another Public Institution.
   a. Credit earned at any public institution in the state is transferable to any other public institution if the:
      i. Credit is from a college or university parallel course or program;
      ii. Grades in the block of courses transferred average 2.00 or higher; and
      iii. Acceptance of the credit is consistent with the policies of the receiving institution governing native students following the same program.
   b. If a native student’s “D” grade in a specific course is acceptable in a program, then a “D” earned by a transfer student in the same course at a sending institution is also acceptable in the program. Conversely, if a native student is required to earn a grade of “C” or better in a required course, the transfer student shall also be required to earn a grade of “C” or better to meet the same requirement.

2. Credit earned in or transferred from a community college is limited to:
   a. 1/2 the baccalaureate degree program requirement, but may not be more than 70 credits; and
   b. The first two years of the undergraduate education experience.

3. Nontraditional Credit.
   a. The assignment of credit for AP, CLEP, or other nationally recognized standardized examination scores presented by transfer students is determined according to the same standards that apply to native students in the receiving institution, and the assignment shall be consistent with the state minimum requirements.
   b. Transfer of credit from the following areas shall be consistent with COMAR 13B.02.02.02. and shall be evaluated by the receiving institution on a course-by-course basis:
      i. Technical courses from career programs;
      ii. Course credit awarded through articulation agreements with other segments or agencies;
      iii. Credit awarded for clinical practice or cooperative education experiences; and
      iv. Credit awarded for life and work experiences.
   c. The basis for the awarding of the credit shall be indicated on the student’s transcript by the receiving institution.
   d. The receiving institution shall inform a transfer student of the procedures for validation of course work for which there is no clear equivalency. Examples of validation procedures include ACE recommendations, portfolio assessment, credit through challenge, examinations, and satisfactory completion of the next course in sequence in the academic area.
   e. The receiving baccalaureate degree-granting institution shall use validation procedures when a transferring student successfully completes a course at the lower-division level that the receiving institution offers at the upper-division level. The validated units earned for the course shall be substituted for the upper-division course.

4. Program Articulation.
   a. Recommended transfer programs shall be developed through consultation between the sending and receiving institutions. A recommended transfer program represents an agreement between the two institutions that allows students aspiring to the baccalaureate degree to plan their programs. These programs constitute freshman/sophomore-level course work to be taken at the community college in fulfillment of the receiving institution’s lower-division course work requirement.
   b. Recommended transfer programs in effect at the time that this regulation takes effect, which conform to this chapter, may be retained.

.06 Academic Success and General Well-Being of Transfer Students.

1. Sending Institutions.
   a. Community colleges shall encourage their students to complete the associate degree or to complete 56 credits 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. The sending institution shall:
      i. Provide to community college students information about the specific transferability of courses at 4-year colleges;
.07 Programmatic Currency.

1. A receiving institution shall provide to the community college current and accurate information on recommended transfer programs and the transferability status of courses. Community college students shall have access to this information.

2. Recommended transfer programs shall be developed with each community college whenever new baccalaureate programs are approved by the degree-granting institution.

3. When considering curricular changes, institutions shall notify each other of the proposed changes that might affect transfer students. An appropriate mechanism shall be created to ensure that both 2-year and 4-year public colleges provide input or comments to the institution proposing the change. Sufficient lead time shall be provided to effect the change with minimum disruption. Transfer students are not required to repeat equivalent course work successfully completed at a community college.

.08 Transfer Mediation Committee.

1. There is a Transfer Mediation Committee, appointed by the secretary, which is representative of the public 4-year colleges and universities and the community colleges.

2. Sending and receiving institutions that disagree on the transferability of general education courses as defined by this chapter shall submit their disagreements to the Transfer Mediation Committee. The Transfer Mediation Committee shall address general questions regarding existing or past courses only, not individual student cases, and shall also address questions raised by institutions about the acceptability of new general education courses. As appropriate, the Committee shall consult with faculty on curricular issues.

3. The findings of the Transfer Mediation Committee are considered binding on both parties.

.09 Appeal Process.

1. Notice of Denial of Transfer Credit by a Receiving Institution.

a. Except as provided in A(2) of this regulation, a receiving institution shall inform a transfer student in writing of the denial of transfer credit not later than mid-term of the transfer student’s first term, if all official transcripts have been received at least 15 working days before mid-term.

b. If transcripts are submitted after 15 working days before mid-term of a student’s first term, the receiving institution shall inform the student of credit denied within 20 working days of receipt of the official transcript.

c. A receiving institution shall include in the notice of denial of transfer credit:
   i. A statement of the student’s right to appeal; and
   ii. A notification that the appeal process is available in the institution’s catalog.

d. The statement of the student’s right to appeal the denial shall include notice of the time limitations in B of this regulation.

2. A student believing that the receiving institution has denied the student transfer credits in violation of this chapter may initiate an appeal by contacting the receiving institution’s transfer coordinator or other responsible official of the receiving institution within 20 working days of receiving notice of the denial of credit.

3. Response by Receiving Institution.

a. A receiving institution shall:
   i. Establish expeditious and simplified procedures governing the appeal of a denial of transfer credit; and
   ii. Respond to a student’s appeal within 10 working days.

b. An institution may either grant or deny an appeal. The institution’s reasons for denying the appeal shall be consistent with this chapter and conveyed to the student in written form.

c. Unless a student appeals to the sending institution, the writing decision in C(2) of this regulation constitutes the receiving institution’s final decision and is not subject to appeal.

4. Appeal to Sending Institution.

a. If a student has been denied transfer credit after an appeal to the receiving institution, the student may request the sending institution to intercede on the student’s behalf by contacting the transfer coordinator of the sending institution.

b. A student shall make an appeal to the sending institution within 10 working days of having received the decision of the receiving institution.

5. Consultation Between Sending and Receiving Institutions.

a. Representatives of the two institutions shall have 15 working days to resolve the issues involved in an appeal.

b. As a result of a consultation in this section, the receiving institution may affirm, modify or reverse its earlier decision.

c. The receiving institution shall inform a student in writing of the result of the consultation.

d. The decision arising out of a consultation constitutes the final decision of the receiving institution and is not subject to appeal.

.10 Periodic Review.

1. Report by Receiving Institution.

a. A receiving institution shall report annually the progress of students who transfer from 2-year and 4-year institutions within the state to each community college and to the secretary of the Maryland Higher Education Commission.

b. An annual report shall include ongoing reports on the subsequent academic success of enrolled transfer students, including graduation rates, by major subject areas.

c. A receiving institution shall include in the reports comparable information on the progress of native students.

2. Transfer Coordinator. A public institution of higher education shall designate a transfer coordinator, who serves as a resource person to
transfer students at either the sending or receiving campus. The transfer coordinator is responsible for overseeing the application of the policies and procedures outlined in this chapter and interpreting transfer policies to the individual student and to the institution.

3. The Maryland Higher Education Commission shall establish a permanent Student Transfer Advisory Committee that meets regularly to review transfer issues and recommend policy changes as needed. The Student Transfer Advisory Committee shall address issues of interpretation and implementation of this chapter.

Administrative History
Effective date: December 4, 1995
(22:24 Md. R. 1901)

Regulations .02, .03, and .05 amended.
Effective date: July 1, 1996 (23:13 Md. R. 946)
Revised: February 11, 1998

Appendix C: VIII-2.70 Policy on Student Classification for Admission and Tuition Purposes

USM Bylaws, Policies and Procedures of the Board of Regents

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

(Approved by the Board of Regents August 28, 1990; Amended July 10, 1998; Amended November 27, 2000; Amended April 11, 2003; Amended June 23, 2006, Amended February 15, 2008, Amended October 24, 2014; Amended April 10, 2015)

I. Policy

A. To extend the benefits of its system of higher education while encouraging the economical use of the State's resources, it is the policy of the Board of Regents of the University System of Maryland (USM) to recognize the tuition categories of in-#state and out-#of-#state students for the purpose of admission and assessing tuition at USM institutions.

B. Burden of Proof

The person seeking in-#state status shall have the burden of proving by clear and convincing evidence that he or she satisfies the requirements and standards set forth in this Policy. Assignment of in-#state or out-#of-#state status will be made by the applicable USM institution upon a review of the totality of facts known or presented to it.

C. In-#state Status

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

1. Make Maryland his or her permanent home; and
2. Abandon his or her former home state; and
3. Reside in Maryland indefinitely; and
4. Reside in Maryland primarily for a purpose other than that of attending an educational institution in Maryland.

Satisfying all of the requirements in Section II (and Section III, when applicable) of this policy demonstrates continuous intent and qualifies a student for in-#state tuition. Students not entitled to in-#state status under this policy shall be assigned out-#of-#state status for admission and tuition purposes.

D. Presumption

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

1. A student is attending school or living outside Maryland at the time of application for admission to a USM institution, or
2. A student is Financially Dependent on a person who is not a resident of Maryland.

This presumption may be rebutted. The student bears the burden of rebutting the presumption. See "III. Rebuttal Evidence" below.

II. REQUIREMENTS

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

A. Owns or possesses, and has continuously occupied, including during weekends, breaks and vacations, living quarters in Maryland. The student must provide evidence of a genuine deed or lease and documentation of rental payments made. In lieu of a deed or lease, a notarized affidavit from a landlord showing the address, name of the student as occupant, term of residence, and history of rent payments made will be considered. As an alternative, a student may demonstrate that he or she shares living quarters in Maryland which are owned or rented and occupied by a parent, legal guardian or spouse.

B. Has substantially all of his or her personal property, such as household effects, furniture and pets in Maryland.

C. Has paid Maryland income tax on all taxable income including all taxable income earned outside the State and has filed a Maryland tax return.

D. Has registered all owned or leased motor vehicles in Maryland. E. Possesses a valid Maryland driver's license, if licensed.

F. Is registered to vote in Maryland, if registered to vote.

G. Receives no public assistance from a state other than the State of Maryland or from a city, county or municipal agency other than one in Maryland.

H. Has a legal ability under Federal and Maryland law to live permanently without interruption in Maryland.

I. Has rebutted the presumption that he or she is in Maryland primarily to attend an educational institution, if the student's circumstances have raised the presumption.

III. REBUTTAL EVIDENCE

Satisfying the requirements listed in paragraphs A through I of Section II, does not rebut the presumption that a student is in Maryland primarily to attend an educational institution. To overcome the presumption, a student must present additional evidence.
To determine a student's intent, the University will evaluate evidence of a student's objectively verifiable conduct. Evidence that does not document a period of at least twelve (12) consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status is generally considered an unfavorable factor under this policy. Evidence of intent must be clear and convincing and will be evaluated not only by the amount presented but also based upon the reliability, authenticity, credibility and relevance of the evidence.

The absence of objective, relevant evidence is generally considered an unfavorable factor. A student's statement of intent to remain in Maryland in the future is generally not considered to be objective evidence under this policy.

Additional evidence that will be considered includes, but is not limited to, the following:

A. Source of financial support:

1. Maryland employment and earnings history through sources beyond those incident to enrollment as a student in an educational institution e.g., beyond support provided by work study, scholarships, grants, stipends, aid, student loans, etc. (Tuition costs will be considered as a student expense only to the extent tuition exceeds the amount of any educational scholarships, grants, student loans, etc.), or

2. Evidence the student is Financially Dependent upon a person who is a resident of Maryland.

B. Substantial participation as a member of a professional, social, community, civic, political, athletic or religious organization in Maryland, including professionally related school activities that demonstrate a commitment to the student's community or to the State of Maryland.

C. Registration as a Maryland resident with the Selective Service, if male.

D. Evidence showing the student uses his or her Maryland address as his or her sole address of record for all purposes including on health and auto insurance records, bank accounts, tax records, loan and scholarship records, school records, military records, leases, etc.

E. An affidavit from a person unrelated to the student that provides objective, relevant evidence of a student's conduct demonstrating the student's intent to live permanently in Maryland.

IV. NON-RESIDENTS WHO MAY TEMPORARILY QUALIFY FOR IN-STATE STATUS

In addition, persons with the following status shall be accorded the benefits of in-state status for the period in which they hold such status:

A. A full-time or part-time (at least 50 percent time) regular employee of USM or a USM institution.

B. The spouse or Financially Dependent child of a full-time or part-time (at least 50 percent time) regular employee of USM or a USM institution.

C. An active duty member of the Armed Forces of the United States who is stationed in Maryland, resides in Maryland, or is domiciled in Maryland, or the spouse or a Financially Dependent child of such an active duty member. Spouses and children who qualify for exemptions under this provision will retain in-state status for tuition purposes as long as they are continuously enrolled, regardless of whether the active duty member’s station assignment, residence, or domicile remains in Maryland.2

D. A veteran of the Armed Forces of the United States who provides documentation that he or she was honorably discharged and currently resides or is domiciled in Maryland.3

E. A veteran who lives in Maryland and was discharged from a period of at least 90 days of service in the active military, navy, or air service less than three years before the date of the veteran’s enrollment and is pursuing a course of education with educational assistance under 38 U.S.C. §3001 or 38 U.S.C. §3301.4

F. The spouse or child of a veteran, provided that:

1. the veteran was discharged or released from a period of at least 90 days of service in the active military, navy, or air service less than three years before the date of the spouse or child’s enrollment (or in the case of a spouse or child seeking benefits under the Post-9/11 G.I. Bill, the veteran died in the line of duty on or after September 11, 2001 but less than three years before the date of enrollment);

2. the spouse or child is entitled to assistance under Post-9/11 G.I. Bill, 38 U.S.C. §3319 and, 38 U.S.C. §3311(B)(9);

3. the spouse or child currently lives in Maryland; and

4. the spouse or child is pursuing a course of education with educational assistance under 38 U.S.C. §3001 or 38 U.S.C. §3301.5

G. A member of the Maryland National Guard, as defined in the Public Safety Article of the Maryland Annotated Code, who joined or subsequently serves in the Maryland National Guard to: (i) provide a critical military occupational skill; or (ii) be a member of the Air Force Critical Specialty Code as determined by the National Guard.

H. 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.

I. A graduate assistant appointed through a USM institution for the semester/term of the appointment. Except through prior arrangement, this benefit is available only for enrollment at the institution awarding the assistantship.

V. PROCEDURES

A. An initial determination of in-state status will be made at the time of admission. The determination made at that time, and any determination made thereafter, shall prevail for each semester/term until the determination is successfully challenged in a timely manner.

B. A change in status must be requested by submitting a USM institution's "Petition for Change in Classification for Tuition". A student applying for a change to in-state status must furnish all evidence that the student wishes the USM institution to consider at the time the petition is due. The due date is based on the deadline set forth by the USM institution at which the student seeks to enroll. If the applicable USM institution has no such deadline, the due date is the last published date to register for the forthcoming semester/term for which the change in classification is sought.

C. The student shall notify the USM institution in writing within fifteen (15) days of any change in circumstances which may alter in-state status.

D. In the event incomplete, false, or misleading information is presented, the USM institution may, at its discretion, revoke in-state status and take disciplinary action provided for by the institution's policy. Such action may include suspension or expulsion. If in-state status is gained due to false or misleading information, the institution reserves the right to retroactively assess all out-of-state charges for each semester/term affected.

E. Each USM institution shall develop and publish additional procedures to implement this Policy. Procedures shall provide that on request the institution President or designee has the authority to waive any requirement set forth in Section II if it is determined that the application of the requirements creates an unjust result. These procedures shall be filed with the Office of the Chancellor.

VI. DEFINITIONS

A. Financially Dependent: For the purposes of this policy, a financially dependent student is one who is claimed as a dependent for tax purposes.
These include personnel in the offices of Admissions, Academic Advising, and independent contractors. Persons in compliance with a judicial order, and persons acting in an emergency situation to protect the health or safety of others. Federal agencies, persons acting in an emergency situation to protect the health or safety of others. The Act also provides students with the right to inspect and review information contained in their education records. The Registrar at Towson University has been designated to coordinate the inspection and review of student education records. Students wishing to review their education records must make written requests to the Registrar’s Office. Records covered by the Act will be made available within 30 days of the request. Students may have copies made of their records at their expense with certain exceptions (e.g., copies of the original or source document that exists elsewhere or when students have an outstanding financial obligation to the university). Education records do not necessarily include records of instructional, administrative, or educational personnel, which are the sole possession of the makers. Health records, employment records or alumni records will not be released to students but may be reviewed by them or by physicians of their choosing.

FERPA does not allow students to inspect and review the following: financial information submitted by their parents, confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review. Education records containing information about more than one student are restricted, and the institution will permit access only to that part of the records that pertains to the individual student. The institution will not permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975.

The university must establish an appeal mechanism in accordance with the Act. Students who believe their education records contain inaccurate, misleading or unlawful information may discuss their problems informally with the registrar, Bursar, Financial Aid, and other academic personnel within the limitations of their need to know. The Registrar may grant access to education records for other legitimate reasons permitted under the Act.

The university may provide Directory Information in accordance with the provisions of the Act without the written consent of students. Directory Information includes student name, permanent address, major field of study, dates of attendance, degrees and awards received, the most recent previous educational institution attended by students, class standing, participation in officially recognized activities and sports, and the weight and height of members of athletic teams. The Office of the Registrar will release Directory Information at its discretion and may release it over the telephone or in writing. Students may withhold Directory Information by notifying the Office of the Registrar in writing. If they no longer wish to have Directory information withheld, they must also notify the Office of the Registrar in writing.

The Act also provides students with the right to inspect and review information contained in their education records. The Registrar at Towson University has been designated to coordinate the inspection and review of student education records. Students wishing to review their education records must make written requests to the Registrar’s Office. Records covered by the Act will be made available within 30 days of the request. Students may have copies made of their records at their expense with certain exceptions (e.g., copies of the original or source document that exists elsewhere or when students have an outstanding financial obligation to the university). Education records do not necessarily include records of instructional, administrative, or educational personnel, which are the sole possession of the makers. Health records, employment records or alumni records will not be released to students but may be reviewed by them or by physicians of their choosing.

FERPA does not allow students to inspect and review the following: financial information submitted by their parents, confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review. Education records containing information about more than one student are restricted, and the institution will permit access only to that part of the records that pertains to the individual student. The institution will not permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975.

The university has established an appeal mechanism in accordance with the Act. Students who believe their education records contain inaccurate, misleading or unlawful information may discuss their problems informally with the registrar. If the Registrar agrees with the request, the appropriate records will be amended. If students’ requests are denied, they will be notified by the registrar of the right to a formal hearing.

Requests for formal hearings must be made in writing to the vice president for Student Affairs who will inform students of the date, place and time of the hearing. Students may present evidence and may be assisted or represented at the hearings by counsel. The hearing panel that will adjudicate such challenges may include the provost, the vice president for Student Affairs, the dean of the Graduate School, the academic dean of students’ colleges and university counsel, or their designees. Decisions of the hearing panel will be final. The findings will be based solely on the evidence presented at the hearing and will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decisions of the hearing panel. Students dissatisfied with the outcome of their hearings may prepare a written statement to be placed in the education records and maintained as part of students’ records.

Students who believe the adjudications of the challenges were unfair or not in keeping with the provisions of FERPA may request that the hearing be reviewed by the president of the university. In addition, students who wish to file a complaint under FERPA, should do so in writing to the Family Policy Compliance Office, sending pertinent information through the mail, concerning any allegations to the following address:

Appendix D: The Family Educational Rights and Privacy Act (FERPA/Buckley Amendment)

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. This law states that a) a written institutional policy must be established and b) a statement of adopted procedures covering the privacy of students be made available. The university has taken the appropriate steps to comply with this law.

Towson University accords all the rights under the law to students who have matriculated at the university. Information may be released to parents who have established students’ dependency as defined by the Internal Revenue Code of 1954, Section 152. The Office of the Registrar will review the parent’s claim of dependency and contact the student prior to determining whether to release any academic information. Except as permitted under the Act, no one outside the institution will have access to any information from students’ education records without their written consent. Those permitted access under the Act include personnel within the institution, officials of other institutions in which students seek to enroll, organizations providing financial aid, accrediting agencies, persons in compliance with a judicial order, and persons acting in an emergency situation to protect the health or safety of others.

Within the Towson University community, only those individuals acting in students’ educational interest are allowed access to student education records. These include personnel in the offices of Admissions, Academic Advising.
Appendix E: Satisfactory Academic Progress (SAP) Policy for Financial Aid Recipients

SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY FOR FINANCIAL AID RECIPIENTS

SAP Policy versus Academic Standing Policy

The Satisfactory Academic Progress (SAP) Policy is different from the Academic Standing Policy.

• The SAP Policy only affects eligibility to receive financial aid.
• The Academic Standing Policy applies to all TU students and violations can lead to dismissal from the university. For more information on the Academic Standing Policy, see Academic Standards and Procedures in this catalog.

CUMULATIVE PROGRESS STANDARDS (Effective June 2011)

Undergraduate and Graduate students must meet all four of these cumulative SAP standards to be eligible to receive most financial aid programs (including student and parents loans; state scholarships; Federal Work-Study funds; and federal, state, and institutional grants).

1. Minimum Cumulative Grade Point Average

<table>
<thead>
<tr>
<th>Cumulative Attempted TU and Transfer Units</th>
<th>Minimum GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Students with 1-29.5 attempted units</td>
<td>1.50</td>
</tr>
<tr>
<td>Undergraduate Students with 30-59.5 attempted units</td>
<td>1.75</td>
</tr>
<tr>
<td>Undergraduate Students with 60 attempted units and above</td>
<td>2.00</td>
</tr>
<tr>
<td>All Graduate Students</td>
<td>3.00</td>
</tr>
</tbody>
</table>

2. Minimum Course Completion Rate (Pace) = 67 percent

• You must pass at least 67 percent of your cumulative attempted units.
• Completion Rate Formula = Cumulative Completed Units / Cumulative Attempted Units.

3. Maximum Attempted Units for Undergraduate Students

• You must complete all graduation requirements before you reach 150 attempted units.
• If you reach 150 attempted units, your eligibility to receive aid will be suspended, but you may appeal to request aid for additional terms.

4. Maximum Developmental Course Units

• If you reach 24 attempted developmental course units, you must appeal to request aid for additional terms.
• If you reach 30 attempted developmental units, you will become ineligible to receive any additional aid for developmental courses, but could still be eligible for aid for non-developmental courses if you are meeting all the other cumulative SAP standards listed above.

DEFINITION OF UNIT TERMINOLOGY

• Attempted Units include units for all accepted transfer courses and all TU courses that you were still registered for as of each term’s change of schedule deadline.
• Completed Units include accepted transfer courses and courses completed at TU with an earned letter grade (A, B, C or D) or passed under the Pass/Fail provision.
• Uncompleted Units include all Attempted Units that were not successfully completed. This includes all courses with any of the following grades: AU (Audit), W (Withdraw), I (Incomplete), U (Unsatisfactory), and F or FX (Failure).
• If you repeat a passed course to try to earn a higher grade, it will only count as Completed Units once. All other attempts will count as Uncompleted Units.
• Developmental courses include DVMT (Math), DVRD (Reading), and DVWR (Writing) courses.
• TU excludes developmental courses from the Completion Rate formula and Maximum Attempted Units calculations.

TIPS ON AVOIDING SAP VIOLATIONS

• If you officially drop a course before the end of the term’s change of schedule deadline, it will not count as an Attempted Unit, and will not harm your completion rate.
• Remember that you reduce your completion rate every time you withdraw from a course after the change of schedule deadline, do not earn a passing grade, audit a course, or repeat a course that you have already passed.

AID DISBURSEMENT POLICY FOR REPEATS OF PASSED COURSES

1. Before we can disburse aid for any term, we have to count how many units you are taking that term, but we can only count units from courses that are eligible for aid.

2. To receive that term’s aid disbursements, your total aid units for that term must meet the minimum enrollment requirements for each of your financial aid awards. For example, student loans require at least 6 aid units per term.

3. Federal aid regulations only allow students to receive aid for one additional repeat attempt of a passed course.

4. If you choose to repeat a course a second time after you have already passed it, TU must ignore that course when calculating your total aid units for that term.

5. In the context of this policy “D” grades will always be treated as passing grades.

Example:

• A student has already passed MATH 115 with a “C” grade, but repeats it two more times.
• During the term that he repeats MATH 115 for the second time, he also takes one other 3-unit aid-eligible course.
• Because we must exclude the MATH 115 units, he only has 3 total “aid units” for that term.
• If he has any aid that requires more than 3 units, we will have to cancel those aid disbursements for that term.
SAP EVALUATION PROCESS

Evaluation Cycle

- TU evaluates SAP at least once per year in June.

Suspension

- If you have violated any of the cumulative SAP standards, we will suspend your eligibility to receive financial aid for all future terms at TU.
- Suspended students are not eligible to receive any student and parents loans; state scholarships; Federal Work-Study funds; or federal, state and institutional grants.

Appeal Process

- The Financial Aid Office will review the appeal and will e-mail the appeal decision to the student’s TU e-mail account.

Denied Appeals

- If your appeal is denied, you will remain permanently ineligible for financial aid at TU unless you continue to attend TU without aid and improve your overall record enough to meet all of the required cumulative SAP standards.

Appendix F: Code of Student Conduct

I. STUDENT RIGHTS AND RESPONSIBILITIES

A. Preamble

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus and in the larger community. Students should exercise their freedom with responsibility. The responsibility to secure and respect general conditions conducive to the freedom to learn is shared by all members of the community. The present code is designed to establish policies and procedures which provide and safeguard this freedom.

B. Purpose

Towson University’s mission to the community at large is one of academic excellence and achievement. To that end, its campus community must be one wherein respect for the individual pursuit of academic excellence and achievement is given priority. In order to foster this environment, it is incumbent upon students to conduct themselves within the framework of the reasonable rules and regulations designed to enhance and protect the academic environment of the university. By specifying behavioral standards and by establishing fair and efficient processes for adjudicating conflict, the university seeks to protect the environment in which learning is nurtured and respect for that goal is continually afforded.

C. Individual Rights and Responsibilities

1. Access to Higher Education

   a. Admission to Towson University shall be in compliance with federal and state laws and regulations that prohibit illegal - discrimination.

      1. The institution shall, in the university Undergraduate Catalog, make clear to the students the standards of its programs

2. Within the limits of its facilities, the institution and its courses, programs and activities shall be open to all applicants who are qualified, according to its admission requirements.

2. Classroom Expression

   a. Discussion and expression of all views relevant to the subject matter are permitted in the classroom, subject only to the responsibility of the instructor to maintain order and reasonable academic progress.

      1. Faculty comportment shall be in accordance with standards set forth by the American Association of University Professor
      2. Students shall not be penalized for engaging in controversy views relevant to the subject matter in class.

   b. Evaluation of a student’s academic performance shall be neither prejudiced nor capricious.

3. Personal Expression

   a. Discussion and expression of all views is permitted within the institution subject only to requirements for the maintenance of order. Support of any cause, by orderly means which does not disrupt the operation of the institution, is permitted. Refer to the Towson University Policy on Time, Place and Manner (06-04.11) https://inside.towson.edu/generalcampus/tupolicies/.

   b. Students, groups and campus organizations may invite to hear any persons of their own choosing, subject only to the requirements of the use of institutional facilities and regulations of the university and the Board of Regents of the University System of Maryland.

   c. Students’ dress and grooming, of any style, are permitted subject to legal prohibitions.

   d. Students, groups, or organizations may distribute written material on campus, providing such distribution does not disrupt the operations of the institution or deface property.

   e. The right of assembly is granted within the institutional community. The institution retains the right to assure the safety of individuals, the protection of property, and the continuity of the educational process.

   f. Orderly picketing and other forms of peaceful protest are permitted on institutional premises. Interference with entrances to institutional facilities, intentional interruption of classes or damage to property exceed permissible limits.

   g. Orderly picketing and orderly demonstrations are permitted in public areas within institutional buildings subject to the requirements of non-interference.

   h. Every student has the option to be interviewed on campus by an organization authorized to recruit at the institution.

4. Privacy

   a. Students have the same rights of privacy as any other citizens and surrender none of those rights by becoming members of the academic community.

   b. Information about student views, beliefs and political associations acquired by faculty and staff in the course of their work as instructors, advisers and counselors is confidential and is not to be disclosed to others unless under legal compulsion or with permission of the student.

   c. The privacy and confidentiality of all student records shall be preserved. Official student academic records, supporting documents and other student files shall be maintained only by full-time members of the institution’s staff employed for that purpose and students employed by them who may have access in line of employment. Separate files shall be maintained for the following: academic records, supporting documents and general educational records, records of disciplinary proceedings, medical and psychiatric records, and financial aid records.
Appendix F: Code of Student Conduct

D. Rights and Responsibilities of Campus Organizations

1. Organizations, groups and NCAA teams may be established within the institution for any legal purpose. Their recognition will be in accordance with established guidelines.

2. Membership in all institution-related organizations, within the limits of their facilities, shall be open to any fee-paying member of the institution community who is willing to subscribe to the stated aims and meet the stated obligations of the organization.

3. Individual members, as well as the organization, group or team itself, can be charged with violations of the Code of Student Conduct, including those actions defined in university policies not specifically outlined in this document.

4. Use of university facilities shall be granted to recognized student organizations. Student organizations shall be given priority for use of space as outlined in procedures established by Event & Conference Services and the Student Government Association.

5. The authority to allocate institutional funds derived from student fees for use by organizations shall be delegated to a body in which student participation in the decision-making process is assured.
   a. Approval of requests for funds is conditional upon submission of budgets to and approval by this body.
   b. Financial accountability, in full accordance with university and state policies, regulations, procedures and practices, is required for all allocated funds, including statement of income and expenses on a regular basis.
   c. Otherwise, organizations shall have independent control over the expenditure of allocated funds.

6. The student press is to be free of censorship. The editors and managers shall not be arbitrarily suspended because of student, faculty, administration, alumni or community disapproval of editorial policy or content. Similar freedom is assured oral statements of views on institution-controlled and student-operated radio or television stations. This editorial freedom entails a corollary obligation under the canons of responsible journalism and applicable regulations of the Federal Communications Commission.

7. All student communications shall explicitly state that the opinions expressed are not necessarily those of the institution or its student body.

E. Rights of Students in Institutional Government

1. All constituents of the institutional community are free, individually and collectively, to express their views on issues of institutional policy and on matters of interest to the student body. Clearly defined means shall be provided for student expression on all institutional policies affecting academic and student affairs.

2. The role of student government and its responsibilities shall be made explicit. There should be no review of student government actions except where review procedures are agreed upon in advance, or where actions of the government are either potentially illegal or present a clear danger to either individual or institutional rights.

3. On questions of educational policy, students are entitled to a participatory function. Students shall be designated as members of standing and special committees concerned with institutional policy affecting academic and student affairs, including those concerned with curriculum, discipline, admission, academic standards, university governance and allocation of student funds.

F. Student Grievance Procedures

1. Any student or group may file a grievance against an administrative official or faculty member for violation of student rights as listed above.

2. Students choosing to file a grievance should contact the Office of Student Conduct and Civility Education, who will serve as a resource to the student. The Office of Student Conduct and Civility Education will direct the student to the appropriate university department based on the nature of the student’s grievance.

II. CODE OF STUDENT CONDUCT

A. Rationale

The primary purpose for the imposition of discipline in the university setting is to protect the campus community. Consistent with that purpose, reasonable efforts will also be made to foster the personal, educational and social development of those students who are held accountable for
violations of university regulations. However, the university must commit its policies and procedures first of all to protect and promote the academic enterprise. Consequently, it may be necessary to suspend or expel students who have been found responsible for violations of this Code, or who otherwise pose a substantial danger to the campus community.

B. Definitions

1. The terms “university” and “institution” mean Towson University (TU).
2. The term “student” includes all persons taking courses at the university, both full-time and part-time, pursuing undergraduate, graduate, professional, certificate or continuing studies. Persons who are not officially enrolled for a particular term but who have a continuing relationship with the university are considered “students.”
3. The terms “faculty member” and “instructor” mean any person hired by the university to conduct classroom activities.
4. The term “university official” includes any person employed by the university, performing assigned administrative, professional or paraprofessional responsibilities (including student resident assistants and building managers).
5. The term “member of the university community” includes any person who is a student, faculty member, university official, or any other person employed by the university.
6. The term “university premises” includes all land, buildings, facilities and other property in the possession of or owned, used or controlled by the university (including adjacent streets and sidewalks).
7. The term “organization” means any number of persons who have complied with formal requirements for university recognition (including SGA, Greek and NCAA).
8. The term “group” means a number of persons who are associated with each other but who have not complied with university requirements for registration as an organization.
9. The term “Hearing Board” means the hearing officer and student conduct aides authorized by the director the Office of Student Conduct and Civility Education to determine whether a student has violated the Code of Student Conduct.
10. The director of Student Conduct and Civility Education is that person designated by the university president to be responsible for the administration of the Code of Student Conduct.
11. The term “policy” is defined as the written regulations of the university as found in, but not limited to, the Code of Student Conduct, the Policies for University Housing, the Faculty Handbook, the Undergraduate Catalog, the Student Organization Handbook, and the Event & Conference Services Guide for Student Organizations.
12. The term “interim disciplinary action” means discipline which is imposed pending the outcome of a court case for off-campus behavior.
13. The term “banned from campus” means that a student is prohibited from coming onto university property. A student who is banned from campus may be allowed to finish current course work off campus, if appropriate, and a tuition refund may be granted. As a result of a ban, the student will not have a permanent file in the Office of Student Conduct and Civility Education. A ban will normally only be issued after the student has been offered a meeting with a representative of the Office of Student Conduct and Civility Education.
14. The USM Policy on Sexual Assault can be found at: http://www.usm.edu/regents/bylaws/SectionVI/
15. The term “harassment” is defined as conduct directed at a specific person or persons which seriously alarms or intimidates such persons and which serves no legitimate purpose. Such conduct may include threats, including gestures which place a person in reasonable fear of unwelcome physical contact or harm; following a person about in a public place or to or from his or her residence; making remarks in a public place to a specific person which are by common usage lewd, obscene, expose a person to public hatred or that can reasonably be expected to have a tendency to cause acts of violence by the person to whom the remark is addressed; or any other conduct which is sufficiently severe, pervasive or persistent so as to interfere with or limit a person’s ability to participate in, or benefit from the services, activities, or opportunities offered by the university.
16. The term “event-related misconduct” is defined as serious misconduct that is related to university-sponsored events, including athletic events. Event-related misconduct includes rioting, vandalism, fire-setting, or other misconduct related to a university-sponsored event, occurring on- or off-campus, that results in harm to persons or property or otherwise poses a threat to the stability of the campus or the campus community.
17. Preponderance of evidence is that evidence which, when fairly considered, produces the stronger impression, has the greater weight, and is more convincing as to its truth when weighed against the evidence in opposition thereto.
18. The accused and the complainant may each be accompanied by a friendly observer. A friendly observer is someone who provides support, guidance, and/or advice to the accused or the complainant during the University Hearing process, however this individual cannot speak or directly participate in the hearing proceedings. The friendly observer cannot serve as a witness for either the accused or the complainant. The friendly observer may remain in the room with the accused or complainant for the duration of the hearing. This individual may be a family member, friend, faculty member, staff member, or other advisor/support. This party may not act as legal counsel, but may advise the accused or complainant through written communication methods. Should a friendly observer not adhere to these expectations, or attempt to play an active role in the University Hearing, the Hearing Officer, at his/her discretion, may remove the friendly observer from the University Hearing.

C. Scope

1. Generally, student or group conduct subject to institutional discipline is limited to: on-campus actions; off-campus actions which affect the university community or the university’s pursuit of its mission, policies or procedures; off-campus actions by officially sponsored organizations, groups, or NCAA teams; or actions on university property which is leased to, or managed by, an entity other than the university.
2. However, a student charged with a violation of federal, state, or local laws for off-campus behavior may be disciplined by the university without a university hearing or informal investigation when: the student is found guilty by a court of law; the student pleads guilty or nolo contendere to the charges; or the student is given probation before judgment.

Allegations of off-campus event-related misconduct (see Definitions) must be supported by a report, statement or accusation from a law enforcement agency in whose jurisdiction the misconduct is alleged to have occurred. Additionally, interim or final disciplinary action may be taken before any court action is completed. Examples of charges that may result in action include acts of violence, drug- and alcohol-related violations, and a citation for a disorderly house. Such action will be taken only after a limited investigation by the Office of Student Conduct and Civility Education. The student will be offered a meeting with a university official to discuss the incident. In situations where a student is not able to meet with a university official, interim action may still be taken pending a meeting with the student. Any interim action shall be reviewed, and appropriate final action taken, at the student’s request or at the university’s discretion, when a final court decision is rendered or when the university receives additional persuasive evidence.

3. Some conduct clearly disturbs only the campus environment; when such behavior occurs, the university shall take internal action.
4. When there is evidence that a student has committed a crime on campus, disciplinary action at the university will normally proceed independently of pending criminal charges, including when charges involving the same incident have been dismissed or dropped. The
The following misconduct is subject to disciplinary action:

5. When a student is charged with a violation of one or more provisions of this Code, a letter listing the charges will be given or sent to the student within a reasonable amount of time. At a meeting with a representative of the office of Student Conduct and Civility Education, the student will be informed of:
   a. Specific violation(s)
   b. Description of alleged incident
   c. Hearing or informal investigation procedure
   d. Rights of appeal

D. Prohibited Conduct

The following misconduct is subject to disciplinary action:

1a. Intentionally furnishing false information to the institution; this includes lying to university officials.
1b. Forging, altering or using instruments of identification or institutional documents or with intent to defraud, or to otherwise benefit therefrom.
1c. Possession of false identification (e.g., a false driver’s license).
2a. Disruption or obstruction of teaching, research, administration, disciplinary proceedings, or normal university operations.
2b. Disruption or obstruction of university-sponsored activities or events.
2c. Off campus conduct that is disorderly and disrupts others in the community. (See Off-campus Disorderly and Disruptive Behavior Policy.)
3. Lewd, obscene or indecent behavior.
4. Physical abuse of any person.
5a. Unwanted physical contact or threat of physical contact with a university official.
5b. Threats of violence or placing a person in fear of imminent physical injury or danger.
5c. Any endangering conduct that imperils or jeopardizes the health or safety of any person or persons, including oneself.
5d. Stalking of any person.
6. Inflicting mental or emotional distress upon a person through a course of conduct involving abuse or disparagement of that person’s race, -religion, sex, creed, sexual orientation, age, national origin or disability.
7. Acts that invade the privacy of another person.
8. Violation of the Towson University Policy on Sexual Misconduct and/or the University System of Maryland Policy on Sexual Misconduct
9. Abuse of any person; this includes verbal, written, e-mail, or telephone abuse.
10. Intentionally or recklessly damaging, destroying, defacing or tampering with university, public or personal property of another.
11a. Uncooperative behavior and/or failure to comply with proper instructions of officials acting in performance of their duties.
11b. Event-related misconduct. (See Definitions)
12. Violation of published institutional regulations and policies.
13. Violation of state, federal and local laws.
14. Unauthorized presence in institutional facilities.
15a. The possession or use of illegal drugs, unauthorized controlled substances, or drug paraphernalia.
15b. The sale, distribution or intent to distribute, and/or manufacture of illegal drugs or controlled substances.
16. The possession or use of any firearms or instrument which may be construed as a weapon, without express permission of the University Police.
17. The possession of explosives, fireworks, or pyrotechnic paraphernalia on campus.
18a. The possession or use of alcoholic beverages in the following manner: by any person under 21 years of age; or, possession of, or consumption from, an open container in any public area which has not been approved by Towson University; or, a person 21 years of age or older purchasing for, serving to, or otherwise distributing alcohol to any person who is under 21 years of age.
18b. Public intoxication.
19. The unauthorized use of or entry into university computer systems.
20. Violation of the university housing policy.
21. Violation of any disciplinary sanction.
22. Charging telephone or telecommunications charges to university telephones or extension numbers without authorization.
23. Theft, attempted theft, possession of stolen property, conspiracy to steal or misappropriation of another’s property. This includes, but is not limited to, removing, possessing, concealing, altering, tampering or otherwise appropriating goods or property without authorization.
24. Violation of the Student Academic Integrity Policy (www.towson.edu/academicintegritypolicy).
25. Harassment of any person.
26. Unauthorized use of the name “Towson University” or the unauthorized use of any University trademark, service mark, logo or seal for advertising or promotional purposes in a manner that expressly or implicitly indicates the University’s endorsement.

E. Penalties

The following penalties may be imposed upon students and all student organizations for violations of the Code of Student Conduct. With certain exceptions, federal regulation prohibits disclosing the outcome of disciplinary proceedings to anyone other than to the accused and to appropriate university personnel. The first exception relates to the disclosure of the final results of the University’s disciplinary proceeding to a victim of an alleged crime of violence or of a non-forcible sex offense regardless of whether the University concluded a violation was committed. In addition, the parents of students under the age of 21 may be notified when students are found responsible for violations of the University’s alcohol or drug policies.

1. CENSURE: A written reprimand for violation of specified regulations, including a warning that continuation or repetition of prohibited conduct may cause for additional disciplinary action. This may include a specified period of probation.
2. PROBATION: Notice to the student that any further disciplinary violation, during a specified period of time, may result in suspension or expulsion from the university and or on-campus housing.
3. SOCIAL PROBATION: Exclusion from participation in privileged or extracurricular institutional activities, including NCAA athletic events or practice, for a specified period of time. Additional restrictions or conditions may also be imposed. Violations of the terms of social probation, or any other violation of this Code during the period of probation, will normally result in a fine, suspension or expulsion from the university.
4. SUSPENSION: Suspension involves separation of the student from the university for a specified period of time and usually impairs a student’s ability to pursue work at other colleges and universities. Normally, the student will also be barred from university premises during the period of suspension. Any student who is suspended shall not be entitled to any tuition or fee refund.
5. EXPULSION: Expulsion constitutes permanent separation of the student from the university. Normally, the student will also be barred from university premises upon expulsion. Any student who is expelled shall not be entitled to any tuition or fee refund.
6. EVENT-RELATED MISCONDUCT SUSPENSION OR EXPULSION: In general, a student found responsible on a charge of event-related misconduct shall be suspended or expelled. Any decision to impose a sanction less than suspension or expulsion for university-sponsored event-related misconduct (see Definitions) must be supported by written findings signed by the vice president for Student Affairs. A record of any suspension or expulsion for university-sponsored event-related misconduct shall be noted on the student’s transcript for the duration of the sanction, or longer if so specified in the final notice of sanction. A student suspended for event-related misconduct shall not be admitted to any other institution in the University System of Maryland during the term of the suspension. A student expelled for event-related misconduct shall not be admitted to any other institution in the University System of Maryland for at least one year from the effective date of the expulsion. Any student who is suspended or expelled shall not be entitled to any tuition or fee refund.
7. SUSPENSION OF GROUP: Suspension shall consist of the withdrawal of an organization’s recognition by the university, for a stated period of time, when an organization is found to have violated regulations. Suspension shall result in complete suspension of activities of the group during the stated period of time and may also include conditions for removal of suspension.

8. ORGANIZATIONAL DISSOLUTION: Organizational dissolution is a sanction imposed only upon student organizations guilty of serious and/or repeated violations of these standards. The sanctions involve permanent withdrawal of recognition by the university, denial of the use of university facilities or funds, and official dissolution of the organization on the campus.

9. RESTITUTION: Restitution may be imposed on students whose violation has involved monetary loss or damage. Fines may be imposed in addition to restitution. Restitution becomes a financial obligation to the university and either full payment or an agreement for partial payment according to a schedule agreed to by the director of the Office of Student Conduct and Civility Education is required before a student may register for classes again, or in the case of seniors, before the student may graduate or before the diploma is released. The University typically does not issue restitution to third parties, including other students, as part of a disciplinary action.

10. REMOVAL FROM ON-CAMPUS HOUSING: This sanction prohibits a student from residing in on-campus housing for a stated period of time. Any student who is removed from on-campus housing shall not be entitled to any refund of housing costs. In addition to removal, students are typically banned from being in or around (as determined by university staff) all on-campus residence halls.

11. FINES: Fines of varying amounts may be imposed for certain violations. Fines issued to students for misconduct typically start at $100 and may increase incrementally for subsequent violations or instances when the student is found responsible for multiple charges related to the same incident. These increases are typically in increments of $50. It should be noted that the severity of the incident may also impact this fine resulting in a higher amount charged. Additionally, students with a prior disciplinary record may receive higher fines if their prior history supports such action. Fines must be paid prior to the end of the current term, otherwise a student’s registration privileges will be withheld or prior registration canceled.

12. OTHER SANCTIONS: Other sanctions may be imposed instead of or in addition to those specified above. For example, students may be required to participate in and complete an approved alcohol or drug educational/treatment program, students may be subject to restrictions upon or denials of university parking privileges for violations involving the use or registration of motor vehicles on campus; community service hours or research projects may be assigned; educational sanctions or workshops may be assigned; or the university housing contract may be placed on probation.

F. Standards and Procedures of Due Process
1. Students subject to suspension or expulsion from the university will be entitled to a university hearing, except as described in section G.2. With the exception of allegations of academic dishonesty (see Student Academic Integrity Policy), students subject to any other sanction will typically be entitled to an informal investigation.

2. The purpose of a disciplinary proceeding is to provide a fair evaluation of an accused’s responsibility for violating disciplinary regulations. Although formal rules of evidence need not be applied, procedures shall comport with standards of fundamental fairness. Harmless deviations from the prescribed procedures shall not necessarily invalidate a decision or proceeding unless significant prejudice to an accused student or the university may result.

3. Any person may refer students or student groups or organizations suspected of violating this Code to the Office of Student Conduct and Civility Education. Allegations of violations occurring within on-campus housing should be referred to the Department of Housing & Residence Life. Those referring cases are normally expected to serve as a witness and to present relevant evidence in disciplinary hearings or informal investigations. The director of the Office of Student Conduct and Civility Education may appoint a member of the campus community to serve as an adviser to university witnesses. The role of the adviser shall be limited to consultation with the witnesses.

4. Suspensions and expulsions from the university will be made by the vice president for Student Affairs or designee. All other sanctions will be determined by the director of the Office of Student Conduct and Civility Education or designee. In all cases, the accused will be notified in writing of any sanctions to be imposed and of his or her rights of appeal.

5. The University’s process and procedures for students accused of violating the Towson University Policy on Sexual Misconduct and/or the University System of Maryland Policy on Sexual Misconduct can be found at www.towson.edu/sexualmisconduct.

G. Informal Investigation and University Hearing Procedure
1. Informal Investigation: The informal investigation is designed to reduce unnecessary proceduralism and potential contentiousness in disciplinary proceedings. An informal investigation will normally begin with an informal, non-adversarial meeting between the accused and a university administrator, as designated by the director of the Office of Student Conduct and Civility Education. The university shall consider all matters that reasonable persons would accept as having probative value, including documentary evidence, written statements and hearsay. The accused will be given access to documentary evidence and written statements in advance of the initial meeting and allowed to respond to them. Accused are also allowed to submit the names of appropriate and relevant witnesses. The accused will be found responsible if the university administrator decides that a preponderance of evidence supports the charges. The following procedural protections are provided to respondents in the informal investigation:
   a. Written notice of the specific charges prior to or at the initial meeting
   b. Reasonable access to the case file during the informal investigation or at the student’s request
   c. An opportunity to respond to the evidence and call appropriate and relevant witnesses

2. University Hearing: University hearings are scheduled when a student disagrees with the charge(s) against him/her. The following procedural guidelines shall be observed for all hearings held by the University Hearing Board. The University Hearing Board will be composed of the hearing officer, who shall preside and make the final decision, and student conduct aides. In the absence of the student conduct aides, the hearing officer may hear and decide the case alone. In some cases, the accused may choose not to be heard by the hearing officer, is not in attendance. The hearing officer shall be responsible for submitting the hearing panel’s report to the Office of Student Conduct and Civility Education.
   a. The accused shall be given notice of the hearing date and the specific charges against him or her at least three business days in advance and shall be accorded reasonable access to the case file, which will be retained in the Office of Student Conduct and Civility Education. (In some cases, the accused may choose not to wait three days for a hearing to take place.)
   b. The hearing will be audio recorded.
   c. The accused will be present for the hearing. If more than one student is charged with the same incident, the university may hold a combined hearing. If the accused fails to appear, this will be stated for the record and the hearing will continue.
   d. The accused and the complainant may be accompanied by a friendly observer. This party may not be or act as legal counsel, except when concurrent criminal charges have been filed. In this situation counsel may not participate in the hearing, but may advise the accused.
   e. The hearing officer shall exercise control over the proceedings to avoid needless consumption of time and to achieve orderly
completion of the hearing. Any person, including the accused, who disrupts a hearing may be excluded by the hearing officer.

f. The accused will be found responsible if the hearing officer decides that a preponderance of evidence supports the charges.

g. Formal rules of evidence shall not be applicable in disciplinary proceedings conducted pursuant to this Code. The hearing officer shall admit all matters into evidence that reasonable persons would accept as having probative value, including documentary evidence, written statements, and hearsay. Repetitious or irrelevant evidence may, however, be excluded. Documentary evidence and written statements shall only be admitted into evidence if available to the accused before or during the hearing.

h. The director of Student Conduct and Civility Education may appoint a special hearing panel member in complex cases. Special panel members may question all parties, participate in hearing panel deliberations, and offer advice to the hearing officer.

i. The hearing officer’s report will be presented to the Office of Student Conduct and Civility Education. The student may view the hearing officer’s written report by appointment.

j. The accused will receive the decision in writing from the vice president for Student Affairs or designee.

H. Disciplinary Procedures for Student Organizations, Groups and NCAA Teams

1. Student organizations, groups and NCAA teams (referred to here collectively as “group”) may be charged with violations of the Towson University Code of Student Conduct.

2. When one or more members of a group are charged with a violation of the Code of Student Conduct, the university may charge the group as well. A student group and its officers may be held collectively and individually responsible when violations of this Code by those associated with the group have received the consent or encouragement of the group or of the group’s leaders or officers.

3. A position of leadership in a student group entails responsibility. Student officers or leaders cannot knowingly permit, condone or acquiesce in any violation of this Code by the group. This section of the Code is designed, in part, to hold a group and its officers accountable for any act of hazing. The express or implied “consent” of the victim or participant is not a defense.

4. The officers, leaders or any identifiable spokesperson for a student group may be directed by the vice president for Student Affairs or designee, to take appropriate action designed to prevent or end violations of this Code by the group. Failure to make reasonable efforts to comply with the vice president for Student Affairs’ directive shall be considered a violation of this Code, both by the officers, leaders or spokesperson for the group and by the group itself.

5. An informal investigation or, whenever appropriate, a university hearing for student groups will be conducted in a manner similar to the procedures listed above. Conferences shall be conducted with one spokesperson representing the group, usually the president. Any sanction listed in the Code of Student Conduct may be imposed on a group and its individual members. If individual members are subject to suspension or expulsion from the university for actions of the group, those individuals will be offered a university hearing.

6. A group may be held responsible for violations of the Code of Student Conduct resulting from the actions of its members, if the actions: arose out of activities related to the group; were encouraged, fostered or condoned by the group; were known or should have been known by members of the group; or were activities that the group could have prevented (“Group Misconduct”).

7. To be held responsible for Group misconduct, it is not necessary that the misconduct be approved by the entire group nor is it necessary that more than one group member be involved in the misconduct.

8. In determining whether a group is responsible, the university may consider, among other factors, whether the misconduct would have occurred if the participating individuals were not members of the group or whether the misconduct was encouraged, fostered or condoned by the group or whether the misconduct could have been prevented by the collective action of the group.

I. Emergency Suspensions

1. When there is evidence that the continued presence of a student on the university campus poses a substantial threat to him/herself or others, or to the stability and continuance of normal university functions, the vice president for Student Affairs or designee, may immediately suspend a student from any or all university activities, including university housing, for an interim period pending a hearing or medical evaluation. Such an emergency suspension may become effective immediately without prior notice.

2. An emergency suspension may be imposed only:
   a. to ensure the safety and well-being of members of the university community;
   b. to ensure the student’s own physical or emotional safety and well-being;
   c. if the student poses a definite threat of, disruption of, or interference with the normal operations of the university.

3. A student issued an emergency suspension shall be denied access, as determined appropriate by the vice president for Student Affairs or designee, to:
   a. the entire campus, including classes;
   b. university housing and dining facilities;
   c. all other activities or privileges for which the student might otherwise be eligible.

4. In these cases, a university hearing or medical evaluation will be scheduled as soon as is practicable.

J. Appeal Procedures

1. Any disciplinary determination resulting in expulsion or suspension from the university may be appealed to:
   a. the Student Appeals Committee
   b. the president of the university

2. Any disciplinary determination resulting in removal from on-campus housing may be appealed to: the Student Appeals Committee.

3. Any disciplinary determination resulting in any lesser sanction except as provided below may be appealed to: the vice president for Student Affairs or designee.

   The basis for appeal of a disciplinary sanction must be one of the following:
   a. a flaw in the student’s right of due process
   b. evident bias in the decision of the hearing board or the individual conducting an informal investigation
   c. inconsistent or overly severe sanction imposed
   d. new evidence or insufficient consideration of all aspects of the situation

   Appeals must be submitted in writing to the Office of Student Conduct and Civility Education by the deadline indicated in the sanction letter. Failure to appeal within the allotted time will render the original decision final and conclusive. Appeals shall be decided upon the record of the original proceedings, written letters submitted by the parties, and any further information requested by the committee, Vice President for Student Affairs, or designee. The imposition of sanctions will not be deferred during the appeal process unless the student presents a compelling reason to the vice president for Student Affairs or designee.

4. When a student has a dispute about a grade or substantive academic matter, the appeal process is:
   a. instructor
   b. department chairperson
   c. college dean
   d. Student Appeals Committee
In cases involving the awarding of grades, the Student Appeals Committee normally reviews whether a grade was determined in accordance with the terms set forth at the beginning of the term by the instructor, normally as outlined in the course syllabus. Disputes regarding the grading of a particular piece of work shall be assigned to the appropriate chairperson who shall establish impartial means to conduct a review of the grade. Grade appeals must be initiated within one year.

5. When a student appeals a course-related sanction for academic dishonesty, the appeal process is:
   a. instructor
   b. department chairperson
   c. College dean
   d. Student Appeals Committee

   Please refer to the complete Student Academic Integrity Policy at www.towson.edu/academicintegritypolicy.
   A list of policies affecting students can be found online at www.towson.edu/studentaffairs/policies.
   Note: Towson University reserves the right to amend the Code of Student Conduct when necessary. Students should check the Towson University website for the most current code (www.towson.edu/studentconduct).

STUDENT ACADEMIC INTEGRITY POLICY

I. Policy Statement

The acquisition, sharing, communication and evaluation of knowledge are at the core of a university’s mission. To realize this part of its mission, a university must be a community of trust. Because integrity is essential to the purpose of an academic community, the responsibility for maintaining standards of integrity is shared by all members of that academic community.

As instructors, faculty members are ultimately responsible for maintaining the academic standards of integrity on which trust is founded because they set academic standards, award academic credit and confer degrees when standards are met. To carry out these responsibilities, faculty members will reasonably assess that student work submitted for academic credit is authentic as well as consistent with established academic standards. Therefore, academic evaluation includes a judgment that the student’s work is free from academic dishonesty of any type.

Through example in their own academic pursuits and through the learning environment that they create for their students, faculty members preserve and transmit the values of the academic community. They are expected to instill in their students respect for integrity and a desire to behave honestly. They must also take measures to discourage student academic dishonesty. The following policies, procedures and definitions are intended to help faculty meet these responsibilities.

As responsible members of the academic community, students are obligated not to violate the basic standards of integrity. They are also expected to take an active role in encouraging other members to respect those standards. Should a student have reason to believe that a violation of academic integrity has occurred, he/she is encouraged to make the suspicion known to a member of the faculty or university administration. Students should familiarize themselves with the university’s policies, procedures and definitions of types of violations.

Commitment to maintaining and encouraging high standards of academic integrity is demonstrated in many ways. One way is through the establishment of policies and procedures governing violation of the standards. The provisions of Towson University’s Student Academic Integrity Policy follow.

II. Reason for Policy

To maintain and encourage high standards of academic integrity, and to comply with University System of Maryland Policy III-1.00 Policy on Faculty, Student and Institutional Rights and Responsibilities for Academic Integrity.

III. Definitions

The following definitions and examples are not meant to be exhaustive. The university reserves the right to determine, in a given instance, what action constitutes a violation of academic integrity.

1. Student - includes all persons taking courses at the university, both full-time and part-time, pursuing undergraduate, graduate, professional, and certificate or continuing studies.

2. Plagiarism - presenting work, products, ideas, words or data of another as one’s own is plagiarism. Indebtedness must be acknowledged whenever:
   a. one quotes another person’s actual words or replicates all or part of another’s product. This includes all information gleaned from any source, including the Internet.
   b. one uses another person’s ideas, opinions, work, data or theories, even if they are completely paraphrased in one’s own words.
   c. one borrows facts, statistics or other illustrative materials.

   Because expectations about academic assignments vary among disciplines and instructors, students should consult with their instructors about any special requirements related to citation. Some examples: Submitting as one’s own the work of a “ghost writer” or commercial writing service; knowingly buying or otherwise acquiring and submitting, as one’s own work, any research paper or other writing assignment; submitting as one’s own work in which portions were produced by someone acting as tutor or editor; collaborating with others on papers or projects without authorization of the instructor.

3. Fabrication and Falsification - making unauthorized alterations to information, or inventing any information or citation in an academic exercise. Fabrication is a matter of inventing or counterfeiting information or citation, while falsification is a matter of altering information. Some examples: Fabrication - inventing or counterfeiting data, research results, information or procedures; inventing data or fabricating research procedures to make it appear that the results of one process are actually the results of several processes; counterfeiting a record of internship or practicum experiences.

   Falsification - altering the record of data or experimental procedures or results; false citation of the source of information (e.g., reproducing a quotation from a book review while indicating that the quotation was obtained from the book itself); altering the record, or reporting false information about, practicum or clinical experiences; altering grade reports or other academic records; submitting a false excuse for absence or tardiness in a scheduled academic exercise; altering a returned examination paper and seeking re-grading.

4. Cheating - Using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise. This includes unauthorized communication of information during an exercise. Some Examples: Copying from another student’s paper or receiving unauthorized assistance during a quiz, test or examination; using books, notes or other devices (e.g., calculators) when these are not authorized; procuring without authorization tests or examinations before the scheduled exercise (including discussion of the substance of examinations and tests when it is expected these will not be discussed); copying reports, laboratory work, computer programs or files and the like from other students; collaborating on laboratory or computer programs or files and the like from other students; collaborating on laboratory or computer work
VI. Procedures:

5. Complicity in Academic Dishonesty - helping or attempting to help another commit an act of academic dishonesty.

Some Examples: Allowing another to copy from one’s paper during an examination or test; distributing test questions or substantive information about the material to be tested without authorization before the scheduled exercise; collaborating on academic work knowing that the collaboration will not be reported; taking an examination or test for another student, or signing a false name on an academic exercise. (Note: Collaboration and sharing information are characteristics of academic communities. These become violations when they involve dishonesty. Instructors should make expectations about acceptable collaborations clear to students. Students should seek clarification when in doubt).

6. Abuse of Academic Materials - destroying, stealing or making inaccessible library or other resource materials.

Some Examples: Stealing or destroying library or reference materials needed for common academic exercises; hiding resource materials so others may not use them; destroying computer programs or files needed in academic work; stealing or intentionally destroying another student’s notes or laboratory experiments; receiving assistance in locating or using sources of information in an assignment where such assistance has been forbidden by the instructor. (Note: The offense of abuse of academic materials shall be dealt with under this policy only when the abuse violates standards of integrity in academic matters, usually in a course or experience for which academic credit is awarded).

7. Multiple Submissions - submitting substantial portions of the same academic work (including oral reports) for credit more than once without authorization of the instructor(s). What constitutes a “substantial portion” of the same work is determined solely by the university.

Some Examples: Submitting the same or substantially the same work for credit in more than one course without prior permission of the instructor. Building upon or reworking prior work is acceptable with permission of the instructor.

8. Course Related – an alleged violation that occurs in a course being taken for academic credit.

9. Non Course Related – an alleged violation that relates to any aspect of a student’s program of studies that is not part of a course being taken for academic credit.

IV. Responsible Executive and Office:

Responsible Executive: Provost

Responsible Office: Registrar’s Office

V. Entities Affected by this Policy:

This policy applies to all enrolled students, undergraduate and graduate, regardless of teaching site (e. g., off-campus) or teaching mode (e. g., distance learning).

VI. Procedures:

1. Procedures for handling cases.

This Policy will cover two types of academic integrity violations: course related and non course related.

a. Course related violations.

1. A faculty member responsible for assigning final grades in a course may acquire evidence, either directly or through information supplied by others, that a student violation of academic integrity may have occurred. After collecting the evidence available, the faculty member meets with the student to present the evidence of a violation and request an explanation.

If the faculty member accepts the student’s explanation, no further action is taken. If the faculty member determines that a violation has occurred, the faculty member informs the student, in writing, of the academic penalty and of the student’s rights of appeal.

The faculty member sends a copy of the letter, together with any additional information, to the department chairperson and to the Office of the Registrar. The letter should include:

1. nature of the charge/evidence against the student;
2. brief summary of the meeting with the student;
3. faculty member’s decision;
4. right of appeal to the department chair.

2. If the student is subsequently found not responsible for the charge, the student may either:

1. remain in the course without penalty, or
2. withdraw from the course regardless of any published deadlines.

Once a faculty member has charged a student with academic dishonesty, the student may not withdraw from the course. Any student who withdraws from a course before the charge is made may be reregistered for the course so that appropriate action can be taken. If the student is found responsible for violating the Student Academic Integrity Policy, the student may not withdraw from the course and will receive the sanction imposed by the instructor or other academic authority.

b. Non course related violations.

1. A department chair, or other academic authority, may acquire evidence, either directly or through information supplied by others, that a violation of academic integrity may have occurred in a departmental or comprehensive exam, or other departmental activity. After collecting the evidence available, the chair, or academic authority, meets with the student to present the evidence of a violation and request an explanation.

If the chair, or other academic authority, accepts the student’s explanation, no further action is taken. If the chair, or other academic authority, determines that a violation has occurred, the chair, or other academic authority, informs the student, in writing, of the academic penalty and of the student’s rights of appeal.

The chair, or other academic authority, sends a copy of the letter, together with any additional information, to the college dean and to the Office of the Registrar. The letter should include:

1. nature of the charge/evidence against the student;
2. brief summary of the meeting with the student;
3. chair or designee’s decision;
4. right of appeal to the college dean.

2. Procedures for group projects.

When academic dishonesty occurs in a group project, faculty should make a concerted effort to determine who was responsible for the violation of the academic integrity by examining each student’s part of the project, and by meeting with each student individually and then collectively.

If the preponderance of evidence identifies the violator(s), that student (or students), not the group, may be charged with a violation of the academic integrity policy and the student(s) be informed of the penalty to be assessed.

In cases where the identity of the violator(s) is not easily determined with reasonable certainty, or when the violator(s) are not forthcoming, the faculty member may then hold the entire group responsible for a violation of the academic integrity policy, and assess a penalty to each member of the project team.

3. Penalties.

All acts of academic dishonesty violate standards essential to the existence of an academic community. Most offenses are properly handled and remedied by the faculty member teaching the course in which they occur, or by an academic department or college. Other violations will be referred to the Office of Student Conduct and Civility Education Affairs for sanctions listed in the Code of Student Conduct.

The penalties that may be assessed by a faculty member for a course-related violation may include the following:
4. Appeal procedures.

   a. revision of the work in question and/or completion of alternative work, with or without a grade reduction;

   b. reduced grade (including “F” or zero) for the assignment;

   c. reduced grade (including “F”) for the entire course.

The penalties that may be assessed by a department, college or other academic authority for a non course-related violation may include the following:

   i. failure of a comprehensive exam;

   ii. dismissal from an academic program;

   iii. dismissal from a Graduate program;

   iv. referral to the Office of Student Conduct and Civility Education.

   Note: If a department or college has its own code of professional standards, any academic integrity violation, whether course related or non course related, may be sanctioned under the process described in those professional standards, in addition to those penalties outlined above.

   Whatever the penalty, the letter describing the incident and recording the decision will be kept for seven years in the Office of the Registrar. The purpose of this record keeping is to ensure that students who violate the university’s Student Academic Integrity Policy a second time are dealt with appropriately. A second purpose is to deter students from repeating offenses.

   The first-offense file is an internal record, not part of the student’s disciplinary record or of the academic transcript.

   A second violation will normally result in formal judicial charges being brought against the student. In addition to the sanctions listed above, sanctions for a second or subsequent violation may include:

      1. suspension from the university for a designated period of time;

      2. expulsion from the university;

      3. any sanctions listed in the Code of Student Conduct or Graduate School Catalog.

   In the determination of penalties, the following factors may be considered:

      a. the nature and seriousness of the offense;

      b. the injury or damage resulting from the misconduct;

      c. the student’s prior disciplinary record;

      d. frequency of academic integrity violations.

5.09.00 - HAZING POLICY

I. Policy Statement

“Hazing” is against the law (Section 3-607, Criminal Law Article, Annotated Code of Maryland) and is strictly prohibited at Towson University (“University”). Hazing risks human lives, mistreats those involved and jeopardizes the affiliation of campus organizations at this University. The most damaging action a campus organization (social, honor, service, athletics) can take is to engage in Hazing.

II. Definitions

1. “Hazing” is defined as any action taken or situation created intentionally, whether on or off campus, inflicted on person(s) joining a group or member(s) of a group, that a reasonable person would consider as having the potential to create mental or physical discomfort, embarrassment, harassment, or ridicule, without the individual’s consent. Hazing includes any mental or physical requirement, request, or obligation which emphasizes one individual’s or a group’s power over others; that could cause pain, disgrace, or injury; that is personally degrading; and/or that violates and federal, state local law or University policy.

   Such activities and situations include, but are not limited to:

      a. Team initiations.

      b. Kidnapping.

      c. Requiring Inappropriate dress (including, but not limited to: militaristic garb and/or apparel which is conspicuous and not normally in good taste, for the purpose of public embarrassment.)

      d. Paddling in any form.

      e. Creation of excessive fatigue for Inappropriate reasons.

      f. Road trips taken that have not been authorized by the Towson University senior administrators (i.e., the Associate Vice President of Campus Life or the Director of Athletics and/or their designees).

      g. Scavenger hunts without prior approval from the Towson University senior administrators (i.e., the Associate Vice President of Campus Life or the Director of Athletics and/or their designees).

      h. Inappropriate labor required by a specific group (e.g., labor which is not inherent in the scope of the group’s activities. Examples of labor inherent in the group’s activities would include following appropriate direction given by University representatives with authority over the group, such as coaches or faculty advisors requiring members of the group to put away equipment after using it).

      i. Mandated branding or tattooing, or any form of body mutilation.

      j. Any act of physical abuse, psychological abuse, or verbal abuse (including but not limited to “line-ups,” forced calisthenics (unless part of an organized athletic activity sponsored by a recognized/sanctioned sports program), surprise or fake initiations, etc.

      k. Exposing participants to adverse weather conditions.

      l. Engaging in public stunts and humiliating games and activities.

      m. Mandated late-night sessions that interfere with scholastic and occupational activities.

      n. Running personal errands for members or mandating tasks only of new members.
V. Procedures:

The University Community

IV. Entities Affected by this Policy

Responsible Executives: Vice President for Student Affairs

Responsible Offices: Office of Student Conduct and Civility Education (OSCCE) and Associate Vice President of Student Affairs

III. Responsible Executive and Office

1. General:

a. Anyone experiencing or witnessing a violation of this Hazing policy should report the incident to the Office of Student Conduct and Civility Education (OSCCE). Any individual or group alleged to have engaged in Hazing will be referred to OSCCE, which will handle allegations in accordance with its usual procedures for alleged violations of University policies, except as otherwise noted in this policy.

b. If OSCCE finds that a student organization has engaged in Hazing, or that the organization did not take reasonable steps to prevent Hazing by its members or affiliates, culpability may be attributed to the individual perpetrators, the student organization, its members, and/ or its elected or appointed officers, subject to the defense that the individual student could not reasonably have prevented the Hazing.

c. All students, including potential new members and current members of any student group or organization, have a responsibility to avoid participating in Hazing.

2. Process for Specific Student Groups at Towson University:

a. Fraternity and Sorority Life - Any sanctions will be imposed by OSCCE. This decision will include input from the Associate Vice President of Student Affairs- Campus Life, the Associate Vice President of Student Affairs, and the Director of Fraternity and Sorority Life. Previous violations of this policy will also be considered in the sanctioning process.

b. Recognized Organizations including Competitive Sporting Clubs - Any sanctions will be imposed by OSCCE. This decision will include input from the Associate Vice President of Student Affairs-Campus Life, the Associate Vice President of Student Affairs, and the Director of Campus Recreation Services. Previous violations of this policy will also be considered in the sanctioning process.

c. Athletics - Any student/athlete or athletic team found responsible for violating this policy by OSCCE will be sanctioned by OSCCE, and may also be sanctioned by the Department of Athletics. A student-athlete and/or team found violating this policy may be suspended for the remainder of the academic year. All remaining contests may be forfeited. Additional penalties may be placed on the program following an investigation, and will be imposed by OSCCE and/or the Department of Athletics. This decision will include input from the Associate Vice President of Student Affairs, and the Director of Athletics or designee. Previous violations of this policy will also be considered in the sanctioning process.

d. Student Organizations not recognized by any of the following: The Office of Fraternity and Sorority Life, The Office of Campus Recreation Services, The Office of Student Activities, and Athletics – This includes but is not limited to Honorary Societies, Honor Fraternities, and Professional Social Greek-Lettered Organizations supported by University offices and/or employees. Any sanctions will be imposed by the OSCCE. Previous violations of this policy will also be considered in the sanctioning process.

NON-DISCRIMINATION POLICY

Towson University’s policies, programs, and activities comply with federal and state laws and University System of Maryland regulations prohibiting discrimination on the basis of race, color, religion, age, national origin, sex, disability and sexual orientation. Sexual harassment (see following section) is considered a form of sexual discrimination.

Procedure for Filing and Investigating Complaints of Discrimination in Education or Employment:

Students and employees may bring concerns about discrimination or unfair practices in education or employment to the Fair Practices officer for investigation (Administration Building, room 211, 410-704-2361). After a student or employee has filed a formal complaint, full information from the complainant, from university records and from university personnel involved in the incident, will be gathered, and a determination as to the merits of the complaint will be made.

The investigation will normally be completed within 30 days. If a key person is unavailable or if the complaint is complex, involves a grade dispute or other faculty matter, the investigation may take longer. Every effort will be made to complete the investigation within the term in which it is filed, unless the complaint is filed within the last two weeks of a term, in which case every effort will be made to complete the investigation by the beginning of the following term.

Students are encouraged to bring incidents that they think are discriminatory to the attention of university officials. The university cannot take appropriate action unless it is aware that a problem exists. For more information, visit www.towson.edu/aa.

SEXUAL OR GENDER HARASSMENT

Towson University is committed to creating and maintaining a safe and welcoming campus environment for all members of the campus community. The University has established a policy prohibiting sexual harassment. The policy is available at: www.towson.edu/odeo.

Sexual Harassment includes any non-consensual Sexual Contact, Sexual Exploitation, or requests for sexual favors that affect educational or employment decisions. Sexual Harassment is especially injurious in relationships characterized by inequality of power, where one party has authority over the other. Such relationships can be immediate or based upon future expectations, e.g. the need for future evaluations and references. Visual displays of degrading sexual images, sexually suggestive conduct or offensive remarks of a sexual nature may also constitute Sexual Harassment. Unwelcome sexual advances, unwelcome requests for sexual favors, and other verbal or physical conduct of a sexual nature, whether between people of same or different genders and sexual orientation, constitute Sexual Harassment. When: submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting the individual; or such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance, or of creating an intimidating, hostile, or offensive working environment; or such conduct by an Employee, a Student, or by a third party is sufficiently severe, persistent or pervasive to:
1. deny or limit an individual’s ability to participate in or benefit from an educational program or activity;
2. create a hostile or abusive educational environment;
3. have the purpose or effect of unreasonably interfering with an individual’s work performance, or of creating an intimidating, hostile, or offensive work environment at the University.

Reporting: When the alleged perpetrator of an incident of Sexual Harassment is a student, report the incident to the Office of Student Conduct and Civility for investigation (Administration Building, room 236, 410-704-2057). When the alleged perpetrator of an of Sexual Harassment is a faculty or staff member, report the incident to the Office of Fair Practices for investigation (Administration Building, room 211, 410-704-2361).

AIDS POLICY
In accordance with the university’s Non-Discrimination Policy, no student, faculty or staff member shall be denied access to the academic, social or employment opportunities offered by Towson University solely because he/she has AIDS or is an HIV carrier. A university committee will be appointed to evaluate individual cases of HIV infection and to make recommendations as questions of risk or cases of specific exigencies require. Educational programs will be implemented for the campus and the campus community to assist in preventing further spread of the virus.

POLICY ON SUBSTANCE ABUSE FOR FACULTY, STAFF, AND STUDENTS

University System of Maryland Policy
The University System of Maryland, as an employer, strives to maintain a workplace free from the illegal use, possession, or distribution of controlled substances (as defined pursuant to Controlled Substances Act, 21 U.S.C. Sections 801, et. seq.): Unlawful manufacture, distribution, dispensation, possession or use of controlled substances by university employees in the workplace is prohibited under university policy. In addition to any legal penalties under federal and state law, employees found to be in violation of this policy or the Maryland Governor’s Executive Order on Substance Abuse, 01.01.1991.16, may be subject to corrective action under applicable university personnel policies. The university supports programs aimed at the prevention of substance abuse by university employees. Employees are encouraged to seek assistance for substance-dependency problems. Employee-assistance counseling and leaves of absence to attend rehabilitation programs are appropriate means of dealing with these problems.

Towson University Policy
The use of controlled substances and the abuse of alcohol present a serious threat to individual health and everyone’s safety. Moreover, the use of illegal drugs and the abuse of alcohol can result in less than complete reliability, stability and good judgment which is inconsistent with the standards set for the faculty, staff and students of this university. Towson University, as an employer, strives to maintain a workplace free from illegal use, distribution or possession of controlled substances. Any person found to be participating in such activity will be subject to administrative disciplinary action, mandatory counseling, and treatment and/or criminal proceedings.

The use, possession, and/or sale of illegal drugs are considered violations of Towson University’s Code of Student Conduct, the faculty contract, and the terms of employment of regular, contingent (exempt/non-exempt) staff. Faculty, students and employees who possess or sell illegal drugs shall be subject to discipline, including mandatory counseling, suspension or dismissal from the university. The university will take disciplinary action based on reasonable available information; such action will be independent of any civil or criminal processes precipitated by the same incident and will follow the policies and procedures of the university and the University System of Maryland Board of Regents. In the workplace, use, possession, and/or sale of illegal drugs and controlled substances are also violations of state and federal laws for which individuals are subject to university disciplinary processes and/or arrest and criminal prosecution.

These serious workplace situations must be handled in ways which ensure the protection of the civil rights and handicapped rights of the accused, the treatment and rehabilitation of employees, and the notification of the necessary administrative and legal authorities.

Specific procedures for reporting drug use, penalties and appeals are part of the Towson University Code of Conduct. Employee disciplinary measures and appeals for violations of this policy as well as other policies of the university are part of the Faculty Handbook, the Part-Time Faculty Handbook, and the Personnel Manual.

In addition to the university policy on substance abuse, all employees of the university, including student employees, are subject to the Maryland Governor’s Executive Order 01.01.1991.16 on the Drug and Alcohol Free Workplace.

In accordance with federal legislation, Towson University’s substance abuse policy will be distributed annually to all students and employees through the campus or U.S. mail.

Education
In accordance with federal legislation, there will be an annual distribution in writing, to each employee and student of:

1. the dangers of drug abuse in the workplace (to include student employees);
2. the institution’s policy of maintaining a drug-free workplace and drug-free campus;
3. standards of conduct that clearly prohibit, at a minimum, the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees on university property or as part of any university activities;
4. a description of applicable legal sanctions under local, state or federal law;
5. a description of health risks associated with the use of illicit drugs and abuse of alcohol;
6. a description of available drug or alcohol counseling, treatment, or rehabilitation and/or re-entry programs;
7. a clear statement of the disciplinary sanctions that the university will impose on students and employees.

All supervisory faculty and staff will receive training on drug awareness and treatment. This training program shall include existing as well as new supervisory personnel. Drug awareness training will be an integral part of the university’s student orientation program.

Faculty and staff orientations will include programming especially designed to focus on the university’s policy toward substance abuse.

Employee/Student Assistance Programs
The university has an established counseling program for students and an Employee Assistance Program (EAP) for faculty and staff. These programs have been designed to provide counseling and rehabilitative services. Employees and students are encouraged to contact the appropriate program in the event they have a substance abuse problem.

Employees or students who need help with a problem of drug abuse shall be encouraged to call the Counseling Center, the Health Center, Human Resources or the office of the vice president for Student Affairs. The resources of the Counseling Center shall be available for supervisors who seek consultation in handling employees who may have substance abuse problems.

Voluntary participants in an assistance program will not jeopardize their continued employment or enrollment at the university provided that their job performance or behavior is consistent with established standards. However, voluntary participation in an assistance program will not prevent disciplinary
action for violation of the policy described herein, where such violation has already occurred.

**Procedures for Reporting**

**Substance Abuse**

The following information shall provide the basic guidelines for the reporting of student or employee drug use, possession, sale or distribution. Other procedures to be followed have been specified in other sections of this policy.

Upon observing or receiving a report of suspected use, possession or distribution of an illegal drug or the illegal use of alcohol, faculty and staff, and/or students shall proceed in the following manner:

**Step One:** Report suspicions of illegal drug or alcohol use or possession to the administrator of your area or the appropriate vice president. Any faculty or staff member who observes the workplace use or possession of illegal drugs or alcohol must take appropriate action.

Students observing drug activity in the residence halls should notify a housing staff member. These administrators will notify the appropriate authorities and take appropriate action.

**Step Two:** Use judicious thought and sound judgment when approaching individuals suspected of illegal drug or alcohol use, possession or distribution. It is preferable to leave drugs or alcohol in their original location until the authorities take action.

**Step Three:** The university administration will determine if state or federal laws may have been violated. University employees should not become involved in mediating any situation involving illegal drug or alcohol use.

**Penalties for Substance Abuse**

**Penalties for Faculty and Staff**

Towson University strongly encourages the use of drug rehabilitation programs as an effective measure in creating a drug-free workplace program. However, penalties may be implemented (in consultation with Human Resources’ Manager for Employer-Employee Relations) up to and including reprimand, suspension, mandatory counseling, mandatory participation in a drug rehabilitation program and/or dismissal. Appropriate university grievance procedures shall be used for each classification of employee.

**Penalties for Students**

In addition to federal and state law, and the policies of the University System of Maryland, students shall be governed by the "Towson University Code of Student Conduct." Within these campus guidelines, students shall be subject to institutional discipline if they violate the Code of Student Conduct.

Various penalties may be imposed depending on the violations. If a student is suspected to have violated state and/or federal laws with regard to illegal drugs or use of alcohol, the student will be subject to arrest and possible criminal prosecution.

Students suspected of substance abuse violations may be referred to the director of Student Conduct & Civility Education in accordance with the Towson University Code of Student Conduct. Disciplinary action may proceed whether or not criminal charges related to the same incident have been processed and sustained. The university encourages voluntary counseling and may require participation in an approved treatment program.

**Recipients of Federal Grant/Contracts/Awards**

Any faculty, staff member or student applying

1. for a federal grant/contract in which an in-the-workplace drug-free policy has been required,
2. for a "Pell Grant" or any other student/faculty grant/award or fellowship in which an in-the-workplace drug-free policy has been required, and
3. for a subcontract with the Department of Defense, will be required to comply in accordance with federal regulations.

1. Each individual must certify in writing to abide by the terms of the Towson University Drug-Free Workplace Policy.
2. Each individual must notify the Office of University Research Services or the Office of Financial Aid of any criminal drug conviction occurring in the workplace, no later than five days after conviction.

The university will be responsible for notifying any contracting or granting agency, within 10 days of employee notification otherwise receiving actual notice, of a conviction in (2) above.

If a grant or award is directly made to an individual, rather than the institution, the individual will certify in writing to the institution to not engage in unlawful manufacture, distribution, dispensation, possession or use of any controlled substance in the workplace or while conducting any work activity with the grant/contract and will abide by the terms of this Towson University Substance Abuse Policy.

**Relationship with External Contractors**

The university is committed to encourage all non-state entities, who do business with the university or otherwise receive funds from the university, to make a "good faith" effort to eliminate illegal drug abuse from their workplace. Therefore, in accordance with Executive Order 01.01.1991.16, the university shall take whatever action necessary and appropriate to require a drug-free workplace, in accordance with applicable federal and state law, on each recipient of a state contract, grant, loan or other state funding instrument.

"Good Faith" Efforts

Towson University will at all times make a "good faith" effort to maintain a drug-free and substance abuse-free workplace and campus through the implementation of this policy.
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