CMSC 325 Game Design and Development (3)

Prerequisite: CMSC 230 or CMSC 350. A project-driven study of the theory and practice of game design and development. The aim is to build realistic graphical 3-D worlds, animate characters, and add special effects to games. Discussion covers critical mathematical concepts and real-time game physics. Projects include collaborative development of interactive games.

CMSC 330 Advanced Programming Languages (3)

Prerequisite: CMSC 230 or CMSC 350. A comparative study of programming languages. The aim is to write safe and secure computer programs. Topics include the syntax and semantics of programming languages and run-time support required for various programming languages. Programming projects using selected languages are required.

CMSC 335 Object-Oriented and Concurrent Programming (3)

Prerequisite: CMSC 230 or CMSC 350. A study of object-oriented and concurrent programming using features of Java. The goal is to design, implement, test, debug, and document complex robust programs in an object-oriented language. Concepts of object-oriented programming (such as composition, classification, and polymorphism) are explored. Topics include the principles of concurrent programming (such as task synchronization, race conditions, deadlock, threads, and event-driven graphic user interface programs). Programming projects are implemented in Java. Students may receive credit for only one of the following courses: CMSC 300 or CMSC 335.

CMSC 350 Data Structures and Analysis (3)

Prerequisites: CMSC 150 and CMIS 242. A study of user-defined data structures and object-oriented design in computer science. The aim is to develop secure Java programs. Topics include linked lists, stacks, queues, arrays, maps, vectors, and trees. Algorithms that perform sorting, searching, and recursion are discussed and analyzed.

CMSC 412 Operating Systems (3)

Prerequisite: CMIS 310 or CMSC 311. A study of the fundamental principles underlying modern operating systems. The objective is to design and implement a small-scale operating system and design a virtual memory management system. Discussion covers the essential components of a typical operating system and the interactions among them. Topics also include methods of managing processes and resources in computer systems. A programming project that implements part of an operating system is required.

CMSC 430 Theory of Language Translation (3)

Prerequisites: CMSC 330 and programming experience in C or C++. An examination of the formal translation of programming languages, syntax, and semantics. The goal is to write programs that are constructed using program generators. Topics include evaluation of finite-state grammars and recognizers; context-free parsing techniques, such as recursive descent, precedence, LL(K), LR(K), and SLR(K); and improvement and generation of machine-independent code and syntax-directed translation schema. Programming projects that implement parts of a compiler are required.

CMSC 451 Design and Analysis of Computer Algorithms (3)

Prerequisites: CMSC 150 and 350 (or 230). A presentation of fundamental techniques for designing and analyzing computer algorithms. The aim is to apply Big-O estimates of algorithms and proof-of-correctness techniques and to design algorithms. Basic methods include divide-and-conquer techniques, search and traversal techniques, dynamic programming, greedy methods, and induction. Programming projects are included.

CMSC 465 Image and Signal Processing (3)

Prerequisites: MATH 141 and CMSC 350. A project-driven study of image and signal processing. The goal is to apply spectral analysis techniques to analyze time series data for the purpose of recognizing and classifying signals and to apply image segmentation, representation, and description techniques to recognize and classify objects. Topics include discrete Fourier transforms, fast Fourier transforms, sampling and filtering, and image transformations and enhancements.

CMSC 486A Internship in Computer Science Through Co-op (3)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

CMSC 486B Internship in Computer Science Through Co-op (6)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

CMSC 495 Current Trends and Projects in Computer Science (3)

(Intended as a final, capstone course to be taken in a student's last 9 credits). Prerequisites: Either CMSC 330 and 335 or CMIS 320 and 330. An overview of computer technologies with an emphasis on integration of concepts, practical application, and critical thinking. Analysis covers innovative and emerging issues in computer science. Projects use techniques and approaches previously studied; they may focus on software design and architecture, systems and application security, mobile applications, database design and implementation, concurrent programming, signal processing, algorithm performance optimization, social networking, gaming, modeling simulations, or other current issues. Assignments include working in teams throughout the analysis, design, development, implementation, testing, and documentation phases of the projects, including periodic peer reviews.

CMSC 498 Special Topics in Computer Science (1–3)

Prerequisites: Vary according to topic. An examination of topics in computer science. May be repeated to a maximum of 6 credits when topics differ.

Computer Studies

Courses in computer studies (designated CMST) may be applied as appropriate (according to individual program requirements) toward

- the general education requirement in computing;
- a major in computer networking and security, digital media and Web technology, or information systems management;
- a minor in computing;
- a certificate in various computer-related areas; and
- electives.

CMST 290 Introduction to Interactive Design (3)

An introduction to the principles, practices, techniques, and theories that govern the use of programming languages in the design and development of digital media. The objective is to effectively use proven programming theory to support digital media design for print, Web, and mobile devices. Topics include the logic of constructing a computer program, the practical aspects of integrating program modules as a unified whole, the use of algorithms as an approach to problem solving, and the basic features of object-oriented languages. Projects involve creation of pseudo code and actual code.

CMST 295 Fundamentals of Digital Media (3)

An overview of the principles, practices, techniques, and theories that govern the design and development of digital media in Web technology, digital design, and motion graphics. The goal is to effectively follow proven design theory in creating digital media for print, Web, and mobile devices. Topics include usability, accessibility, ethics, and emerging technologies. Career paths in the digital media industry are analyzed.

CMST 303 Advanced Application Software (3)

Prerequisite: Extensive experience with office application software, including word processing, spreadsheet, presentation, and database programs. A hands-on, project-based survey of advanced features of office application software. The aim is to use advanced application features to produce documents for professional and personal communication. Topics include information systems, application integration, computer hardware and software, storage, and networking. Students may receive credit for only one of the following courses: CAPP 303 or CMST 303.

CMST 306 Introduction to Visual Basic .NET Programming (3)

Prerequisite: CMST 290 or CMIS 102. A hands-on, project-based introduction to developing object-oriented, event-driven Web and desktop applications using the Visual Basic programming language in the .NET environment. The objective is to successfully write, test, debug, and execute Visual Basic .NET programming code to create visually oriented, event-driven desktop and Web applications. Topics include objects, events, variables, looping, data input/output, form design, sequencing of operation, interface design, and debugging. Discussion also covers specifications and requirements, documentation, and determination of performance relative to specification.

CMST 310 Fundamentals of Electronic Publishing (3)

Prerequisite: IFSM 201 or CMST 103. Recommended: CMST 290 and 295. A hands-on, project-based introduction to the tools, concepts, processes, and methods of electronic (desktop) publishing. The aim is to use Adobe InDesign (or another professional electronic publishing software program) to create electronic publications for various media formats following fundamental design principles. Topics include the history and evolution of publishing, working with color, incorporating graphics, principles and elements of design, publication workflow, emerging technologies, careers in the field, ethical and legal considerations, and collaborative design. Students may receive credit for only one of the following courses: CAPP 310, CAPP 398B, or CMST 310.

CMST 311 Advanced Electronic Publishing (3)

Prerequisite: CMST 310. A hands-on, project-based study of the advanced concepts, tools, processes, and methods of electronic (desktop) publishing. The goal is to use Adobe InDesign to create engaging electronic publications following fundamental design principles for print, online, and mobile devices. Topics include motion and interactivity, PDF (portable document format) publishing, emerging technologies, design issues related to mobile devices, ethical and legal considerations, collaborative work, and print and Web-ready Adobe Flash files. Students may receive credit for only one of the following courses: CAPP 311 or CMST 311.

CMST 320 Illustration Graphics (3)

A hands-on, project-based introduction to illustration graphics using Adobe Illustrator. The goal is to apply fundamental concepts of vector image composition to create professional digital media for delivery across multiple platforms, including print, Web, and video following ethical principles and legal guidelines. Topics include terminology, tools, theory, and processes from concept to completion. Discussion covers Bezier curves, shading, depth, paths, drawing tools, vector vs. raster images, and color theory.

CMST 325 Image Editing (3)

An introduction to digital image editing using Adobe Photoshop. The aim is to identify established digital image editing tools, techniques, and best practices; create new images; and edit existing images. Topics include terminology, tools, theory, and processes from concept to completion. Discussion covers fundamental concepts and practical techniques, as well as ethical and legal issues. Emphasis is on applying these concepts and techniques to produce high-quality digital works for multiple platforms, including print, Web, and other electronic media.

CMST 341 Principles of Multimedia I (3)

Recommended: CMST 290 and 295. A hands-on, project-based introduction to multimedia development. The aim is to create interactive products that integrate images, sound, video, and animation following sound media design principles for optimal display in multiple media formats using Adobe Flash. Topics include storyboarding, Web design, animation, motion-tweening, project management, and ethical design.

CMST 342 Principles of Multimedia II (3)

Prerequisite: CMST 341. Further hands-on project-based study of multimedia development. The objective is to use scripting with Adobe ActionScript to develop products that integrate sound, video, animation, and images for display in multiple media formats using Adobe Flash. Topics include storyboarding, Web design, animation, project management, and ethical design.

CMST 351 Motion Graphics I (3)

Prerequisites: CMST 320 and 325. A hands-on introduction to the basic concepts, techniques, and principles of digital video and motion graphics effects using Adobe After Effects. The objective is to describe digital video compositing techniques; create digital composites that combine video, text, digital images, and audio; and apply visual special effects to create professional results for use on multiple platforms, such as film, video, multimedia, and the Web. Topics include techniques such as basic storyboarding, key framing, transformations, and rendering, as well as effects (including levels, curves, color correction, blur, glow, fractal noise, keying, masking, and cartoon effects).

CMST 385 Principles of Web Design and Technology I (3)

Prerequisite: CMST 290, CMIS 102, IFSM 201, or CMST 103. Recommended: CMST 295. A study of Web design, tools, and technology principles. The goal is to plan and produce a professional Web site. Topics include Internet protocols; usability; accessibility; and social, ethical, and legal issues related to Web site production. Focus is on Extensible HyperText Markup Language (XHTML) and cascading style sheets (CSS). Students may receive credit for only one of the following courses: CAPP 385 or CMST 385.

CMST 386 Principles of Web Design and Technology II (3)

Prerequisite: CMST 385. Continuation of the study of Web design, tools, and technology principles. The objective is to create a Web site promotion strategy, with search engine optimization, and produce a professional Web site that incorporates multimedia and scripting. Topics include Web site marketing, Web analytics, performance, privacy, and security issues related to Web site production. Focus is on Extensible HyperText Markup Language (XHTML), cascading style sheets (CSS), and JavaScript. Students may receive credit for only one of the following courses: CAPP 386 or CMST 386.

CMST 388 Fundamentals of JavaScript (3)

Prerequisite: CMST 386. A hands-on, project-based study of JavaScript using a structured programming approach to build dynamic, interactive Web pages. The goal is to use client-side JavaScript to create interactive, cross-browser-compatible Web pages that minimize security and privacy vulnerabilities. Topics include form validation, Web development tools, documentation, dynamic HTML, event handling, cross-browser compatibility, cookies, and security issues. Programming projects are included. Students may receive credit for only one of the following courses: CMST 398J or CMST 390.

CMST 416 Advanced Visual Basic .NET Programming (3)

Prerequisite: CMST 306. A hands-on, project-based, structured programming approach for building dynamic, interactive Web applications using the Visual Basic .NET application development environment. The aim is to use sophisticated event-driven programming techniques to develop and deploy Web-based programming applications that interface with current database technologies. Emphasis is on programming concepts, tools, methods, and application design and development. Practical opportunities to design and develop complete applications integrating multiple features of the Visual Basic .NET programming language are provided.

CMST 425 Advanced Image Editing (3)

Prerequisite: CMST 325. Continued hands-on, project-based study of digital image editing using Adobe Photoshop. The objective is to identify and apply advanced design concepts, adjustments, and batch processing techniques toward creating new images and editing existing ones. Topics include more advanced terminology, tools, considerations, and processes from concept to completion. Emphasis is on advanced concepts and practical techniques to create professional images for print, Web, and other electronic media. Discussion also covers ethical and legal issues.

CMST 429 3D Modeling (3)

Prerequisites: CMST 320 and 325. A hands-on, project-based introduction to 3D modeling. The aim is to use professional-level software to create and manipulate models in three-dimensional space to render high-definition, photo-realistic 3D scenes and images using standard modeling methods. Topics include extrusion, lathing, sweeping, lofting, lighting, texture, and NURBS (non-uniform rational b-splines).

CMST 449 3D Animation (3)

Prerequisite: CMST 429. A hands-on, project-based introduction to 3D animation and continued study of 3D modeling concepts. The goal is to use professional-level software to create and manipulate models in three-dimensional space along a timeline to render high-definition 3D animations suitable for use in interactive applications, the Web, gaming, and other production environments. Emphasis is on applying movement to 3D creations. Discussion covers the fundamental principles of animation. Topics also include key framing, rigging, cycles, and deformers.

CMST 450 Web Development Using XML (3)

Prerequisite: CMST 386. A study of the concepts and techniques essential to Web development. The aim is to create, validate, and transform data into multiple formats to create digital and Web-based media. Topics include document creation, validation, transformation, and security principles. Focus is on Extensible Markup Language (XML). Students may receive credit for only one of the following courses: CAPP 498D or CMST 450.

CMST 451 Motion Graphics II (3)

Prerequisite: CMST 351. Advanced hands-on study of the concepts, techniques, and principles of digital video and motion graphics effects using Adobe After Effects. The aim is to identify requirements for advanced video effects, conceptualize the end result, plan and storyboard the digital video effect, and execute it using advanced tools and techniques following the postproduction process. Discussion covers advanced concepts, tools, and techniques used to create professional two- and three-dimensional motion graphics and digital visual effects for film, video, multimedia, and the Web. Topics include storyboarding, importing, previewing, layering, adjustments, and rendering. Advanced effects such as key framing, transformations, 3D techniques, particle effects, expressions, and motion tracking are also covered.

CMST 455 Introduction to Digital Video Editing (3)

A hands-on, project-based introduction to nonlinear digital video editing. The aim is to use video editing software to create nonlinear digital video products using sound principles, techniques, and tools, for delivery across multiple platforms. Topics include planning, storyboarding, adding special effects, incorporating sound, and publishing.

CMST 458 Multimedia Programming and Design (3)

Prerequisite: CMST 342. A hands-on, project-based study of multimedia programming and design using Adobe ActionScript and Adobe Flash. The objective is to create interactive media, user interfaces, and games through Adobe ActionScript using object-oriented programming that meets requirements and minimizes security risks. Topics include animation, 3D modeling, interface design, data source integration, security, and privacy vulnerabilities. Programming projects are included.

CMST 460 Web Application Development Using ColdFusion (3)

(Formerly CMST 498F.) Prerequisite: CMST 388. A structured approach to building and maintaining dynamic and interactive Web applications. The objective is to plan, design, develop, document, and test professional, dynamic Web applications. Emphasis is on structured, modular application design and development. Topics include data-driven interactivity, mitigation of security risks, privacy issues, and code frameworks. Students may receive credit for only one of the following courses: CMST 460 or CMST 498F.

CMST 463 Web Application Development Using PHP/MySQL (3)

Prerequisite: CMST 388. A hands-on, project-based study of Web application development using the PHP scripting language and MySQL databases. The goal is to create Web applications that adhere to industry standards and minimize security risks. Topics include PHP scripting, data-driven interactivity, writing secure PHP programs, privacy issues, and code frameworks. Programming projects are included.

CMST 486A Internship in Computer Studies Through Co-op (3)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

CMST 486B Internship in Computer Studies Through Co-op (6)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

CMST 488 Web Application Development Using AJAX (3)

Prerequisite: CMST 388. A hands-on, project-based study of Web application development using AJAX (Asynchronous JavaScript and XML) techniques. The aim is to create cross-browser compatible Web applications that adhere to industry standards and minimize security risks. Topics include AJAX libraries, user interfaces, accessibility, usability, and security. Programming projects are included.

CMST 495 Current Trends and Projects in Digital Media and Web Technology (3)

(Intended as a final, capstone course to be taken at the end of the student's program.) Prerequisites: CMST 290 and 295 and 15 credits in the major. An overview of current trends, technologies, theories, and practices in the digital media and Web technology fields. The aim is to integrate concepts, practical application, and critical thinking acquired through previous study and apply them to professional and postgraduate objectives. Analysis covers innovative and emerging issues in digital media, Web technology, motion graphics, or general computing. Projects use techniques and approaches previously studied; they may focus on digital media design and production for print or online access, Web technologies, or motion graphics.

Cooperative Education

Cooperative Education (Co-op) extends education beyond the traditional classroom by integrating career-related work opportunities with the student's field of study.

Cooperative Education courses carry the designator of the appropriate academic discipline and the number 486A or 486B. Co-op courses may not be applied toward any general education requirements or some majors and minors. Students are responsible for consulting their advisor about applying Co-op credit to their degree program.

More details and contact information for Cooperative Education are available on pp. 228–29. Details are also available on the Web at *www.umuc.edu/coop.*

Criminology/ Criminal Justice

Courses in criminology/criminal justice (designated CCJS) may be applied as appropriate (according to individual program requirements) toward

- the general education requirement in the behavioral and social sciences (**Note:** Only CCJS 105, 350, 360, 432, 453, 454, and 461 apply);
- a major in criminal justice, cybersecurity, homeland security, or investigative forensics;
- a minor in African American studies, criminal justice, or forensics;
- a certificate in Criminal Justice Intelligence, Fraud Investigation, or Terrorism and Institutions: Prevention and Response; and
- electives.

Students who previously received credit for courses in the disciplines of criminology (courses designated CRIM) or criminal justice (courses designated CJUS) may not receive credit for comparable courses designated CCJS.

CCJS 100 Introduction to Criminal Justice (3)

(Fulfills the general education requirement in behavioral and social sciences.) An introduction to the administration of criminal justice in a democratic society, emphasizing the history and theories of law enforcement. The objective is to conduct research, analyze criminological theory to inform the development of criminal justice policies, and make appropriate criminal justice decisions. Discussion covers the principles of organization and administration in law enforcement, including specific activities and functions (such as research and planning, public relations, personnel and training, inspection and control, and formulation and direction of policy). Students may receive credit for only one of the following courses: CCJS 100 or CJUS 100.

CCJS 101 Introduction to Investigative Forensics (3)

A survey of the practical applications of forensic science. The aim is to learn to apply the scientific method to forensic evidence and distinguish between reality and popular misperceptions of the roles and importance of forensic science and its practitioners. Discussion covers the "CSI effect," the scientific method as it applies to forensic evidence, ethical practices, and legal aspects of the field. Topics include the definition of forensic science and how it has evolved, disciplines within the field, ethical codes, and case law.

CCJS 105 Introduction to Criminology (3)

(Fulfills the general education requirement in behavioral and social sciences.) An overview of the major elements of the criminological enterprise. The objective is to classify and analyze different crime trends and patterns, analyze criminological theories, and conduct research. Topics include the nature of criminology, criminological methods, crime causation, and characteristics of types of crimes and offenders. The police, courts, and corrections and the effects of the criminal justice system in society are also examined.

CCJS 201 Introduction to Corrections (3)

Prerequisite: CCJS 100 or CCJS 105. An introduction to corrections in the United States, emphasizing the history and theories of confinement and its alternatives. The aim is to analyze contemporary issues relevant to corrections, such as political relations, training and certification of personnel, Constitutional rights, and the handling of special populations. Discussion also examines organizational culture and structure and the management of operations and personnel within corrections environments.

CCJS 230 Criminal Law in Action (3)

Recommended: CCJS 100 or CCJS 105. A study of the history, nature, sources, and types of criminal law. The objective is to identify the elements of crime, recognize parties to crime, and explain the historical development of criminal law and punishment in the United States. Topics include behavioral and legal aspects of criminal acts and the classification and analysis of select criminal offenses. Students may receive credit for only one of the following courses: CCJS 230 or CJUS 230.

CCJS 234 Criminal Procedure and Evidence (3)

Prerequisite: CCJS 100 or CCJS 105. Recommended: CCJS 230. A study of the general principles and theories of criminal procedure and evidence. The goal is to interpret statutes and case law, identify relevant issues, and evaluate the integrity and admissibility of evidence. Topics include due process, arrest, search and seizure, and the evaluation of evidence and proof. Recent developments in the field are discussed.

CCJS 301 Criminalistics I: The Comparative Disciplines (4)

Prerequisite: CCJS 101, CCJS 100, or CCJS 105. Recommended: CCJS 234. An intensive study of the analysis of physical evidence in the crime laboratory, with practical laboratory exercises. The objective is to apply the skills expected of an entry-level professional in the investigative forensics field that are necessary for the practical analysis of evidence in a criminal investigation. Topics include the comparative disciplines, including impression evidence analysis, trace evidence analysis, and firearms analysis.

CCJS 302 Criminalistics II: The Scientific Disciplines (4)

Prerequisite: CCJS 301. Further intensive study of the analysis of physical evidence in the crime laboratory, with practical laboratory exercises. The goal is to apply skills expected of an entry-level professional in the investigative forensics field that are necessary for the practical analysis of evidence in a criminal investigation. Topics include the applications of the scientific disciplines, including bloodstain pattern analysis, questioned document analysis, controlled dangerous substances analysis, and DNA analysis.

CCJS 340 Law-Enforcement Administration (3)

Prerequisite: CCJS 100 or CCJS 105. Recommended: CCJS 230. An introduction to organization and management in law enforcement. The objective is to communicate effectively and apply research skills and management and administrative principles to a law enforcement agency. Topics include structure, process, policy and procedure, communication and authority, division of work and organizational controls, the human element in the organization, and informal interaction in the context of bureaucracy. Students may receive credit for only one of the following courses: CCJS 340 or CJUS 340.

CCJS 341 Criminal Investigation (3)

Prerequisite: CCJS 100 or CCJS 105. Recommended: CCJS 230. An introduction to the concepts and methodologies used by criminal investigators to prevent and suppress crime and aid in the apprehension of criminal suspects. The aim is to communicate effectively, demonstrate principles of effective investigative management, and apply scientific techniques and technology to criminal investigations. Topics include crime scene search and recording; collection and preservation of physical evidence; use of scientific aids, modus operandi, and sources of information; interview and interrogation; follow-up; and case preparation. Emphasis is on leadership and management to enhance investigative efforts.

CCJS 342 Crime Scene Investigation (3)

Prerequisite: CCJS 101, CCJS 100, or CCJS 105. Recommended: CCJS 234. An examination of the investigation of crime scenes. The objective is to apply skills expected of an entry-level professional in the investigative forensics field. Topics include the crime scene, crime scene documentation, evidence, and post–crime scene activities.

CCJS 345 Introduction to Security Management (3)

(Formerly CCJS 445.) Prerequisite: CCJS 100 or CCJS 105. Recommended: CCJS 230. A study of the history, concepts, principles, and methods of organizing and administering security management and loss prevention activities in industry, business, and government. The objective is to manage security duties, evaluate and apply risk management principles, and evaluate administrative and operational issues. Discussion covers both private and governmental risk assessment and management and the protection of assets, personnel, and facilities. Students may receive credit for only one of the following courses: CCJS 345, CCJS 445, or CCJS 498G.

CCJS 350 Juvenile Delinquency (3)

(Fulfills the general education requirement in behavioral and social sciences.) Prerequisite: CCJS 100 or CCJS 105. Recommended: CCJS 230. An examination of juvenile delinquency in relation to the general problem of crime. The aim is to apply theories and identify statutory parameters related to juvenile delinquency, analyze prevention measures, and assess the effectiveness of treatment measures. Topics include factors underlying juvenile delinquency, prevention of criminal acts by youths, and the treatment of delinquents. Students may receive credit for only one of the following courses: CCJS 350 or CRIM 450.

CCJS 352 Drugs and Crime (3)

Prerequisite: CCJS 100 or CCJS 105. Recommended: CCJS 230. An analysis of the role of criminal justice in controlling the use and abuse of drugs. The objective is to apply effective enforcement strategies, demonstrate case management skills, and analyze the effect of drug policy. Students may receive credit for only one of the following courses: CCJS 352 or CJUS 352.

CCJS 360 Victimology (3)

(Fulfills the general education requirement in behavioral and social sciences.) Prerequisite: CCJS 100 or CCJS 105. Recommended: CCJS 230. An overview of the history and theory of victimology in which patterns of victimization are analyzed, with emphasis on types of victims and of crimes. The aim is to identify and apply appropriate preventative measures and responses to victimization. Discussion covers the interaction between victims of crime and the system of criminal justice in terms of the role of the victim and the services that the victim is offered. Students may receive credit for only one of the following courses: CCJS 360 or CRIM 360.

CCJS 370 Race, Crime, and Criminal Justice (3)

Prerequisite: CCJS 100 or CCJS 105. Recommended: CCJS 230. A historical and theoretical study of the role and treatment of racial/ethnic minorities in the criminal justice system. The objective is to identify and apply appropriate preventative measures and master the aspects of the field of victimology.

CCJS 380 Ethical Behavior in Criminal Justice (3)

Prerequisite: CCJS 100 or CCJS 105. Recommended: CCJS 230. A survey of basic principles relating to the standards for ethical behavior that guide criminal justice professionals in different roles and responsibilities. The aim is to make ethical decisions based on informed personal and accepted professional standards. Rules, laws, and codes of conduct are explored as a foundation for discussing individual ethical responsibilities.

CCJS 385 Health and Mental Health in Corrections (3)

Prerequisite: CCJS 100 or CCJS 105. Recommended: CCJS 230. An examination of the current challenges associated with providing adequate physical and mental health care to criminal offenders within various correctional environments. The objective is to be able to assess and evaluate the medical and mental health needs of inmates, evaluate and allocate medical and mental health resources, and create operational and reentry plans. Topics include the deinstitutionalization of mental health hospitals, the growing number of aging inmates, legal precedents that determine standards of care, mental health treatment and pharmacological approaches, and the importance of reentry coordination.

CCJS 390 Cyber Crime and Security (3)

(Formerly CCJS 496.) Prerequisite: CCJS 100 or CCJS 105. An examination of crimes involving the use of computers. Topics include federal and state laws and investigative and preventive methods used to secure computers. Case studies emphasize security. Students may receive credit for only one of the following courses: CCJS 390, CCJS 496, or CCJS 498C.

CCJS 398D The Death Penalty (3)

Prerequisite: CCJS 100 or CCJS 105. Recommended: CCJS 230. An overview of the history of the death penalty as part of the criminal justice system. Topics include the theory and legal foundation behind use of the death penalty, current practices, and its application. Arguments for and against the death penalty in the United States are examined. International law and American exceptionalism are also explored.

CCJS 400 Criminal Courts (3)

Prerequisite: CCJS 100 or CCJS 105. Recommended: CCJS 230. An examination of contemporary criminal courts in the United States at all levels. The objective is to apply knowledge of the criminal court system, its culture, and appropriate technologies. Topics include the roles of judges, prosecutors, defenders, clerks, courthouse administrators, and people employed in related courthouse fields; problems of administration; and modernization of the traditional court setting. Students may receive credit for only one of the following courses: CCJS 400 or CJUS 400.

CCJS 411 History of Intelligence and the U.S. National Intelligence Community (3)

Prerequisite: CCJS 100 or CCJS 105. Recommended: CCJS 230. A study of the role that intelligence gathering has played throughout history. The aim is to interpret historical lessons and communicate effectively in the intelligence environment. Focus is on U.S. national intelligence agencies and their individual and collective responsibilities with regard to intelligence. Topics include how and why the structure of the intelligence community failed in the days before the terrorist attacks of September 11, 2001, and whether the problems have been fixed.

CCJS 412 The Intelligence Cycle (3)

Prerequisite: CCJS 100 or CCJS 105. Recommended: CCJS 230. An examination and analysis of intelligence processes and cycles in contemporary U.S. intelligence arenas (national/homeland security, the military, law enforcement, and the private sector) that effectively ensure the safety and security of the country. The objective is to work as an effective part of an intelligence team and evaluate the needs of intelligence customers. Discussion covers how the intelligence process assists in the detection, deterrence, prevention, response to, and mitigation of criminal and terrorist activities in the United States while simultaneously protecting individual privacy and civil rights.

CCJS 413 Legal and Ethical Issues in Intelligence (3)

Prerequisite: CCJS 100 or CCJS 105. Recommended: CCJS 230. An examination of the legal and ethical issues related to intelligence activities in the United States. The aim is to be able to make informed ethical decisions that are consistent with traditional democratic values protecting individual civil liberties and privacy. Discussion covers legal mandates governing information collection, analysis, and information sharing for federal, state, local, and tribal criminal justice intelligence activities.

CCJS 414 Intelligence Analysis (3)

Prerequisite: CCJS 100 or CCJS 105. Recommended: CCJS 230. A case study–based introduction to intelligence analysis using software-based analytical systems. The objective is to deconstruct intelligence problems; apply specific analytical techniques to solve strategic, operational, and tactical intelligence problems; apply the principles of collaboration; and identify the factors that can adversely affect analysis.

CCJS 415 Advanced Intelligence Analysis (3)

Prerequisite: CCJS 100 or CCJS 105. Recommended: CCJS 230. An advanced examination of intelligence analysis for national/homeland security and law enforcement applications. The causes of analytical failures (such as those that resulted in Pearl Harbor and 9/11) are explored. The goal is use of critical thinking techniques, including target-centric modeling, decomposition of complex problems, hypothesis testing, and structuring an analysis. Discussion also covers the evaluation of sources of information, the influence of group dynamics and bias, effective communication of analytical results, and data mining and visualization techniques.

CCJS 420 Medical and Legal Investigations of Death (3)

Prerequisite: CCJS 101, CCJS 100, or CCJS 105. Recommended: CCJS 234. An intensive look at medical and legal investigations into causes of death. Topics include the difference between the medical (or pathological) and legal (or criminal) components of investigations into causes of death, medical and investigative terminology, and the impact of ethics on prosecutions and convictions. Case studies illustrate practical applications of various forms of forensic styles and parameters.

CCJS 421 Computer Forensics (3)

(Computer access that includes administrator privileges to install software required.) Prerequisite: CCJS 101, CCJS 100, or CCJS 105. Recommended: CCJS 390. A study of the technical and legal issues facing computer crime investigators and digital forensic examiners. The aim is to identify and collect digital evidence at a crime scene, analyze that evidence using forensically sound methods, and report forensic findings both verbally and in writing.

CCJS 430 Legal and Ethical Issues in Security Management (3)

Prerequisite: CCJS 100 or CCJS 105. Recommended: CCJS 230. An examination of current legal and ethical issues facing security professionals. The objective is to apply ethical principles, case law, and legal precedents to security situations. Topics include leadership and management of legal liabilities, compliance issues, and ethical standards of organizations. Students may receive credit for only one of the following courses: CCJS 430 or CCJS 498F.

CCJS 432 Law of Corrections (3)

Prerequisite: CCJS 100 or CCJS 105. Recommended: CCJS 230. A review of the law of corrections, from the pretrial or sentenced commitment of a prisoner to his or her release from the sentence. Topics include the law of corrections and the prisoners' rights in various areas, including protections afforded by the First Amendment, access to the courts, disciplinary proceedings, privacy, search and seizure, classification, programming, transfers, and due process as it pertains to property and personal injury. Discussion also covers cruel and unusual punishment, the death penalty, collateral sanctions and consequences, community-based sanctions, and litigating prisoners' rights. Students may receive credit for only one of the following courses: CCJS 432 or CRIM 432.

CCJS 434 Correctional Reentry and Transition (3)

Prerequisite: CCJS 100 or CCJS 105. Recommended: CCJS 230. An examination of the historical, political, and public policies associated with the transition of prisoners from incarceration to release into the community. The objective is to identify and evaluate prisoner reentry initiatives that pose the best scenarios for preventing recidivism. Discussion covers the organizational, budgetary, and philosophical challenges associated with successful reentry planning. Topics also include offender assessment and classification, evidence-based treatment approaches, community supervision models, best practices, and community partnerships.

CCJS 440 Fingerprint Analysis (3)

Prerequisite: CCJS 301. A comprehensive study of friction ridge analysis in fingerprints. Emphasis is on the practical analysis of evidence in a criminal investigation. The objective is to apply skills expected of an entry-level professional in the fingerprint field, including assessing surfaces for viability of latent fingerprints; evaluating how to process and collect latent fingerprints; analyzing, comparing, evaluating, and verifying fingerprint evidence; and conveying findings. Topics include processing and comparison methodologies, historical and biological foundations of impressions, and legal aspects.

CCJS 454 Contemporary Criminological Theory (3)

Prerequisite: CCJS 100 or CCJS 105. Recommended: CCJS 230. A comprehensive study of criminological theory. The goal is to apply criminological theories to specific criminal typologies and to the development of a crime control and reduction plan. Topics include the criminological theories, characteristics of the major theories devised to explain criminality and causes of crime, and use of theory in efforts to address crime and justice-related problems. Students may receive credit for only one of the following courses: CCJS 454 or CRIM 454.

CCJS 461 Psychology of Criminal Behavior (3)

(Fulfills the general education requirement in behavioral and social sciences.) Prerequisite: CCJS 100 or CCJS 105. Recommended: CCJS 230. An overview of the biological, environmental, and psychological factors that underlie criminal behavior. Discussion covers the characteristics of criminal behavior and the influence of biophysiology and stress on the commission of various crimes. Topics include patterns of maladjustment, disorders of the personality, psychoses, the connection between aggression and violent crime, sexual deviations and crimes that are sexually motivated, and the abuse of alcohol and drugs. Students may receive credit for only one of the following courses: CCJS 461 or CRIM 455.

CCJS 470 Leadership and Time Management (4)

(Designed to enhance the skills of mid- to senior-level criminal justice practitioners.) Prerequisite: CCJS 100 or CCJS 105. Recommended: CCJS 230. A study of leadership and time management and their application within the criminal justice system. Discussion covers major leadership theories, including trait, behavioral, and situational power/influence (motivation). Topics also include time-management techniques, such as minimizing time robbers, personal planning, multitasking, holding effective meetings, and delegating responsibility.

CCJS 472 Organizational Problem Solving (4)

Prerequisite: CCJS 100 or CCJS 105. Recommended: CCJS 230. A study of human behavior and interactions as they relate to identifying and solving problems of employee efficiency and effectiveness within the criminal justice system. Topics include methods of distinguishing symptoms from problems, prioritizing, implementation and sustainment techniques, ethics, and decision making. Discussion also covers diversity, cynicism, personality traits, teamwork, groupthink, communication, and relationship building.

CCJS 474 Strategic Planning for Managers (4)

Prerequisite: CCJS 100 or CCJS 105. Recommended: CCJS 230. A study of strategic planning in the field of criminal justice, including various planning styles and the effect of the dynamic of change on the planning process. Discussion explores how to identify subtle changes with an organization, successfully implement change, and recover from efforts that fail. Topics also include techniques to minimize employee resistance.

CCJS 476 Management Efficiency and Effectiveness (4)

Prerequisite: CCJS 100 or CCJS 105. Recommended: CCJS 230. An in-depth analysis of efficiency and effectiveness in criminal justice departments. Emphasis is on sustainment strategies, task alignment, waste and reallocation techniques, and report writing. Topics include reasons why programs fail, methodologies of evaluation, performance management, tracking and measuring, establishing goals and objectives, and distinguishing outputs and outcomes. Discussion also covers how to perform a needs assessment for an organization, develop an implementation plan, and identify resources. Assignments include researching and analyzing examples of efficiency and effectiveness within one's own organization.

CCJS 486A Internship in Criminal Justice Through Co-op (3)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

CCJS 486B Internship in Criminal Justice Through Co-op (6)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

CCJS 491 Institutional Security (3)

Prerequisite: CCJS 100 or CCJS 105. Recommended: CCJS 230. A review of historical and current security management concepts, issues, and practices in organizations. The integration of security concerns with other aspects of organizational management is examined. The aim is to evaluate and employ security management strategies and techniques to best protect organizational assets. Students may receive credit for only one of the following courses: CCJS 491 or CCJS 498E.

CCJS 492 Criminal Justice Research (3)

Prerequisite: CCJS 100 or CCJS 105. Recommended: CCJS 230. A review of research methods and skills focused on the criminal justice system. The objective is to justify the need for research in criminal justice through presentations that look at data, identify problems, and develop plans for resolving or mitigating the problems; select the proper research method to address an identified problem; and conduct research to advance the mission of criminal justice.

CCJS 495 Issues in Criminal Justice (3)

(Intended as a capstone course to be taken in a student's last 15 credits.) At least 15 upper-level credits in criminal justice. An integrative study of the various components of the criminal justice system through practical applications. The goal is to apply principles of interagency cooperation, critical thinking, and systems approaches to solve practical problems in a criminal justice environment. Case studies and exercises are used to integrate previous study in criminal justice.

CCJS 497 Correctional Administration (3)

Prerequisite: CCJS 100 or CCJS 105. Recommended: CCJS 230. An examination of prison administration, including theories of management and institutional structure and purpose. Discussion covers organization and management in the field of corrections. Emphasis is on organizational structure, communication, self-assessment, strategic planning, decision making, and human resources. Students may receive credit for only one of the following courses: CCJS 497 or CCJS 498D.

Cybersecurity

Courses in cybersecurity (designated CSIA) may be applied as appropriate (according to individual program requirements) toward

- a major in computer networking and security, cybersecurity, digital media and Web technology, emergency management, homeland security, information systems management, or investigative forensics;
- a minor in computing;
- a certificate in Information Assurance, Information Management, or Project Management for IT Professionals;
- certain UMUC graduate degree programs, where recognized as equivalent coursework; and
- electives.

CSIA 301 Introduction to Cybersecurity (3)

Prerequisite: CMIS 102. A comprehensive introduction to the protection of business information and the systems that support business processes. The objective is to identify common threats and attacks employed against Web-accessible applications, analyze the role of security models and architectures, explain the role of cryptography, and analyze issues related to security management and network security.

CSIA 302 Telecommunications in Information Systems (3)

(Formerly IFSM 450.) Prerequisite: CSIA 301 or IFSM 300. An introduction to telecommunication infrastructure. The goal is to plan, analyze, and design a secure telecommunication infrastructure that meets business needs and protects information assets. Topics include cybersecurity, data communication protocols and standards, networks, and trends in telecommunications. Students may receive credit for only one of the following courses: CSIA 302, CMIS 370, CMSC 370, or IFSM 450.

CSIA 303 Foundations of Information System Security (3)

(Formerly IFSM 430.) Prerequisite: CSIA 301 or IFSM 300. A survey of various means of establishing and maintaining a practical cyber and information security program to protect key organizational assets. The aim is to develop an information security program that is aligned with organizational strategy and to evaluate and recommend information and security technologies to support the information security program. Discussion covers the integration of confidentiality, integrity, and availability into an organization's security program through the use of physical and logical security controls. Topics include data protection, telecommunications systems, applications, and emerging technologies. Threats and vulnerabilities are assessed to determine the level of risk. Students may receive credit for only one of the following courses: CSIA 303, IFSM 430, IFSM 433, or IFSM 498N.

CSIA 412 Security Policy Analysis (3)

Prerequisite: CSIA 303. A study of various aspects of information assurance and cybersecurity policy planning in an organizational context. The aim is to examine key analysis procedures, such as security requirements analysis and risk assessments, to determine their roles in policy formation. Topics include the impact of current legislation, judicial decisions, and government regulations directing the focus of policy formulation. Projects include generating an information security profile for an organization.

CSIA 413 Security Policy Implementation (3)

Prerequisite: CSIA 412. A study of information security (IS) performance standards and policy implementation for IS system administrators. The goal is to analyze the application of security policy and security assessment findings to security procedures and processes. Topics include contents of a security policy; general procedures related to secure use of data; general awareness; training and education plans; and general countermeasures and safeguards, including access controls, auditing, management oversight, and configuration management.

CSIA 454 Information System Security Mechanisms (3)

Prerequisite: CSIA 302 or CMIT 265. Recommended: CSIA 303. A hands-on technical examination of cybersecurity mechanisms used to provide cost-effective solutions to mitigate threats and vulnerabilities and reduce organizational risk. The objective is to identify and analyze security threats and vulnerabilities, identify appropriate security mechanisms for mitigation of threats, and perform a cost/benefit analysis to identify appropriate mitigation tactics. Topics include various types of hardware, software, Web- and network-based attacks and vulnerabilities and mechanisms for hardening systems, network defenses and design, wireless security, cryptography, physical and logical security, authentication, access control, auditing, monitoring, risk management, and vulnerability assessments. Students may receive credit for only one of the following courses: CSIA 454 or IFSM 454.

CSIA 457 Cyberterrorism and Cyber Crime (3)

(Formerly IFSM 457.) Prerequisites: CSIA 302 (or CMIT 265) and CSIA 303. In-depth analysis of differences between cyberterrorism and cyber crime and the motivations that drive cyber adversaries. The goal is to assess cyberterrorism and cyber crime–related vulnerabilities, understand the use of network analysis tools, and identify the differences between computer network defense and offense and the difficulties associated with a global threat space. Students may receive credit for only one of the following courses: CSIA 457, IFSM 457, or IFSM 497C.

CSIA 459 Evaluating Emerging Technologies (3)

(Formerly IFSM 459). Prerequisite: CSIA 302 or CMIT 265. Recommended CSIA 303. A survey of emerging and leading technologies in the cybersecurity field. The aim is to research, evaluate, and recommend emerging technologies and determine secure implementation strategies for best-fit business solutions. Topics include evolutionary technology development and adoption in organizations. Students may receive credit for only one of the following courses: CSIA 459 or IFSM 459.

CSIA 485 Practical Applications in Cybersecurity Management (3)

(Formerly IFSM 485. Intended as a final capstone course to be taken in a student's last 6 credits.) Prerequisites: CMIT 320 and 413. A study of cybersecurity that integrates knowledge gained through previous coursework and experience and builds on that conceptual foundation through integrative analysis, practical application, and critical thinking. The goal is to protect an organization's critical information and assets by ethically integrating cybersecurity best practices and risk management throughout an enterprise. Emerging issues in cybersecurity are considered.

CSIA 486A Internship in Cybersecurity Through Co-op (3)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

CSIA 486B Internship in Cybersecurity Through Co-op (6)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

CSIA 520 Human Aspects in Cybersecurity: Ethics, Legal Issues, and Psychology (6)

(For cybersecurity majors only. May also be applied to the Master of Science in cybersecurity or cybersecurity policy at UMUC as equivalent to CSEC 620, if completed with a grade of B or better.) Prerequisites: 24 credits of coursework in the major, including CSIA 413 and 484 and a minimum GPA of 3.0 in the major. An examination of the human aspects in cybersecurity. Topics include ethics, relevant laws, regulations, policies, standards, psychology, and hacker culture. Emphasis is on the human element and the motivations for cyber crimes. Analysis covers techniques to prevent intrusions and attacks that threaten organizational data.

CSIA 530 Prevention and Protection Strategies in Cybersecurity (6)

(For cybersecurity majors only. May also be applied to the Master of Science in cybersecurity at UMUC as equivalent to CSEC 630, if completed with a grade of B or better.) Prerequisites: 24 credits of coursework in the major, including CSIA 520 and a minimum GPA of 3.0 in the major at UMUC. An in-depth study of the theories and practices for prevention of cyber attacks. Countermeasures discussed include training, encryption, virtual private networks, policies, practices, access controls, secure systems development, software assurance arguments, verification and validation; firewall architectures, anti-virus, patching practices, personnel security practices, and physical security practices. Topics also include business continuity plans and disaster recovery plans. Strategies for large-scale prevention, such as critical infrastructure protection, international collaboration, and law enforcement, are examined.

CSIA 535 National Cybersecurity Policy and Law (6)

(For cybersecurity majors only. May also be applied to the Master of Science in cybersecurity policy at UMUC as equivalent to CSEC 635, if completed with a grade of B or better.) Prerequisites: 24 credits of coursework in the major, including CSIA 520 and a minimum GPA of 3.0 in the major at UMUC. An exploration of the role of government in securing cyberspace. Topics include federal, state, and local entities involved in cybersecurity; relevant laws and regulation; concepts of civil liberties, intellectual property, and privacy; policy formulation and analysis; law enforcement; development and diffusion of standards; and national security. Discussion also covers public/private engagement models and opportunities and tools for government to encourage cybersecurity education, awareness, and research.

Economics

Courses in economics (designated ECON) may be applied as appropriate (according to individual program requirements) toward

- the general education requirement in the behavioral and social sciences;
- a major in finance or homeland security;
- a minor in economics;
- a certificate in Financial Management;
- related requirements for most business-related majors and minors; and
- electives.

ECON 201 Principles of Macroeconomics (3)

An introduction to the study of the macroeconomy. The objective is to apply select macroeconomic theories to real world situations. Discussion covers economic growth, unemployment, inflation, and the roles of monetary policy and fiscal policy in determining macroeconomic performance. Students may receive credit for only one of the following courses: ECON 201 or ECON 205.

ECON 203 Principles of Microeconomics (3)

An analysis of the economic principles underlying the behavior of individual consumers and business firms. The goal is to apply select microeconomic theories to real world situations. Emphasis is on market theory. Topics include the implications of government intervention, the advantages and disadvantages of different market structures, and income distribution and poverty.

ECON 301 Current Issues in Economic Policy (3)

Prerequisites: ECON 201 and 203. An analysis of contemporary economic issues. The goal is to evaluate and analyze contemporary issues within an economic framework. Topics are drawn from micro-, macro-, and international economics and may include the U.S. government deficit, globalization, social programs, and environmental and development issues.

ECON 305 Intermediate Macroeconomic Theory and Policy (3)

Prerequisite: ECON 201. An analysis of the forces that determine a nation's income, employment, and price levels. The aim is to analyze macroeconomic indicators and trends and evaluate the impact. Topics include consumption, investment, inflation, and governmental fiscal and monetary policy. Students may receive credit for only one of the following courses: ECON 305, ECON 403, or ECON 405.

ECON 306 Intermediate Microeconomic Theory (3)

Prerequisite: ECON 203. An analysis of the principles underlying the behavior of individual consumers and business firms. The objective is to analyze microeconomic indicators and trends and evaluate the impact. Discussion covers theories of welfare, taxation, marketing systems, and income distribution. Students may receive credit for only one of the following courses: ECON 306 or ECON 403.

ECON 430 Money and Banking (3)

Prerequisites: ECON 201 and 203. An examination of the structure of financial institutions and their role in providing money and near money. The goal is to evaluate how the banking and business environment has changed, describe the functions and measurement of money, discuss and evaluate the money supply creation process, and analyze the impact of the Federal Reserve's policies on both the U.S. economy and the economies of other nations. Topics include the composition of the Federal Reserve, the money supply creation process, the tools of monetary policy, the term structure of interest rates, the demand for and supply of money, and interest rate theories. Students may receive credit for only one of the following courses: ECON 430 or ECON 431.

ECON 440 International Economics (3)

Prerequisites: ECON 201 and 203. An examination of international trade and finance theory and their application to contemporary economic issues. The aim is to use economic frameworks to explain international trade and financial flows and analyze information and data on economic policy and institutions. Topics include the costs and benefits of trade, exchange rate markets, global financial imbalances, regional trading blocks, and the role of international economic institutions. Students may receive credit for only one of the following courses: ECON 440, ECON 441, or BEHS 440.

Educational Principles

Courses in educational principles (designated EDCP) do not apply toward teacher-certification requirements.

Lower-level courses are intended to help students learn how to make the most of their college careers. They are recommended for students who have been away from school or who need to improve their academic skills.

EDCP 101 and 103 do not fulfill the general education requirement in communications; they may be used as elective credit only.

Other courses designed to help students succeed in school or on the job are included under career planning (courses designated CAPL) and library skills and information literacy (courses designated LIBS).

EDCP 100 Principles and Strategies of Successful Learning (3)

An introduction to knowledge and strategies designed to promote success in the university environment. Focus is on developing the academic, interpersonal, and life-management skills and attitudes needed to thrive in the academic setting. A series of self-assessments serve as tools to identify values and goals for individual life planning and educational achievement.

EDCP 103 Fundamentals of Writing and Grammar (3)

(Does not fulfill the general education requirement in communications. Recommended as preparation for WRTG 101 or upper-level writing courses.) A review of basic writing skills. The objective is to learn and apply specific steps within the writing process; write effective sentences, paragraphs, and short essays; and edit writing for grammar and punctuation. Topics include the writing process; strategies for developing academic paragraphs and essays; and key aspects of grammar, punctuation, and mechanics. Practice in refining writing skills is provided. Students may receive credit for only one of the following courses: EDCP 103, EDCP 103X, or ENGL 100.

Education: Teacher Preparation

The courses in education: teacher preparation (designated EDTP) may be applied only as an elective to the bachelor's degree. They are designed to articulate with UMUC's Master of Arts in Teaching (MAT) and are available only to majors consistent with the areas in which the MAT offers eligibility for Maryland state teacher certification.

EDTP 500 Professional Fundamentals of Teaching and Learning (6)

(Available to students majoring in computer science, English, history, and social science, as well as those with coursework consistent with the areas in which UMUC's Master of Arts in Teaching offers eligibility for Maryland state teacher certification.) Prerequisites: 30 credits of major coursework and a minimum GPA of 3.0 in the major. Preparation for effective entry into the classroom as a teacher. Topics include teaching in the contemporary school; human development; approaches to learning, diversity, and collaboration beyond the classroom; learners with exceptional needs; curriculum, instruction, and assessment; teaching in the content area; and synthesis and application. Course materials and assignments focus on documents created and/or typically utilized by school systems and incorporate current school district initiatives.

EDTP 535 Adolescent Development and Learning Needs (6)

(Available to students majoring in computer science, English, history, and social science, as well as those with coursework consistent with the areas in which UMUC's Master of Arts in Teaching offers eligibility for Maryland state teacher certification.) Prerequisites: 30 credits of major coursework and a minimum GPA of 3.0 in the major. Preparation to support the unique development of adolescents from various backgrounds, with varying beliefs, and with varied abilities. Learners are examined from the standpoint of developmental characteristics; social, cultural, racial, and gender affiliation; socioeconomic status; religious influences; learning styles; special needs; and exceptionality. Adolescents are also examined from biological, psychological, cognitive, and social perspectives; within the tapestry of their family and community; and through the influences of societal and cultural norms. Discussion covers theories and concepts associated with human growth and development across the lifespan, focusing on typical and atypical development of the adolescent.

Emergency Management

Courses in emergency management (designated EMGT) may be applied as appropriate (according to individual program requirements) toward

- a major in emergency management or homeland security;
- a minor in emergency management;
- certain UMUC graduate degree programs, where recognized as equivalent coursework (specific equivalencies are detailed in the UMUC graduate catalog); and
- electives.

EMGT 302 Concepts of Emergency Management (3)

Prerequisite: WRTG 101. An introduction to emergency management at the global, national, regional, state, and local levels. The objective is to identify and analyze forces that formulate policy, apply the principles of policy and law to real-world situations, and analyze emerging political, legal, and policy issues to improve organizational preparedness. Topics include preparedness, mitigation, response, and recovery. The history of emergency management is reviewed, and its future in government and industry is discussed.

EMGT 304 Emergency Response Preparedness and Planning (3)

Prerequisites: EMGT 302 and either MATH 106 or MATH 107. A study of the planning process, the format, and response procedures for disasters and emergency events. The goal is to evaluate risk vulnerabilities and capabilities, design an emergency plan, and evaluate and critically assess an emergency plan. Topics include risk assessment, modeling, hazard analysis, vulnerability assessment, and response capability assessment. Discussion also covers the evaluation of plans and the use of exercises to improve and implement plans.

EMGT 306 Political and Policy Issues in Emergency Management (3)

Prerequisite: EMGT 302. An examination of the legal and regulatory principles, policies, and issues that affect emergency management. The aim is to analyze key forces that influence policy, apply the principles of policy and law, and identify and analyze emerging issues to improve organizational preparedness. Emphasis is on how emergency management policy and legislation is developed and maintained at international, national, regional, state, and local levels.

EMGT 308 Exercise and Evaluation Programs (3)

Prerequisites: EMGT 304 and 306. An examination of the role of disaster exercises in emergency management and business crisis management programs. The objective is to develop exercises in all four phases of emergency management, analyze emergency management capabilities, and use exercises to enhance strategic planning. Focus is on designing, conducting, and evaluating disaster exercises. Topics include the current federal focus on both response and intelligence exercises. Best practices are used to understand the application of lessons learned and after-action reports to support continuous improvement.

EMGT 310 Continuity of Operations Planning and Implementation (3)

Prerequisites: EMGT 304 and 306. An exploration of the process for developing, implementing, exercising, and evaluating continuity of operations for both government and industry. The goal is to identify critical and essential functions to ensure continuity of operations, evaluate and improve continuity plans, and recognize triggers and events that activate continuity plans. Emphasis is on being able to continue to supply services to constituents and customers while supporting staff and initiating recovery operations.

EMGT 312 Social Dimensions of Disaster (3)

Prerequisites: EMGT 304 and 306. An examination of the response of the public and individuals to disaster-related issues such as disaster warnings, evacuations, relocations, civil unrest, loss of family and property, and recovery activities. The aim is to evaluate social factors that contribute to increased risk to disaster, design plans and processes that consider social factors, and design strategies and plans to enable communication with diverse social groups. Emphasis is on preparing the community through effective programs and public information. Discussion also covers the impact of disasters on response organizations and personnel.

EMGT 314 Terrorism Issues in Emergency Management (3)

Prerequisites: EMGT 304 and 306. A study of the role and responsibilities of the emergency manager in preparing for, responding to, mitigating, and recovering from situations related to terrorism. The protection of critical infrastructure is linked to national, state, and local guidelines, and the role of first responder groups and other stakeholders is discussed. The objective is to devise and prepare plans, use appropriate guidelines in response to terrorism, and use interagency dynamics in the planning and response to terrorism.

EMGT 404 Planning and Response for Catastrophic Disasters (3)

Prerequisites: EMGT 304 and 306. An examination of the preparation for and response to disasters beyond the capability of available resources from geographical, international, national, or local perspectives. The goal is to identify triggers and events, assign leadership roles and responsibilities to respond to and recover from a catastrophic event, and analyze and apply historical lessons and current emergency management best practices to planning. Recent case studies are used to determine the characteristics of a catastrophic disaster. Discussion also covers the special issues of response and recovery and preparation issues at international, national, and local levels.

EMGT 486A Internship in Emergency Management Through Co-op (3)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

EMGT 486B Internship in Emergency Management Through Co-op (6)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

English

Courses in English (designated ENGL) may be applied as appropriate (according to individual program requirements) toward

- the general education requirement in the arts and humanities;
- a major in English or humanities;
- a minor in African American studies, English, humanities, or women's studies; and
- electives.

ENGL 201 Western Literature from the Beginnings to the Renaissance (3)

Prerequisite: WRTG 101 or ENGL 101. A survey of classic writings from Greek, biblical, Roman, and medieval civilizations. Literary forms and the ways the works reflect the values of their cultures are discussed. Readings may include selections from the Bible and the writings of Homer, Sophocles, Virgil, Dante, and Chaucer. Selections may vary each semester.

ENGL 205 Introduction to Shakespeare (3)

Prerequisite: WRTG 101 or ENGL 101. An examination of representative Shakespearean plays from each genre (comedy, history, tragedy, and romance), as well as poems and sonnets. The goal is to analyze and interpret texts; demonstrate relevance of texts in today's culture; and ethically locate, assess, and use secondary source materials.

ENGL 212 English Literature: 1800 to the Present (3)

Prerequisite: WRTG 101 or ENGL 101. A survey of the major literary movements of the 19th and 20th centuries, from Romantic to Victorian to Modern. Authors studied may include Wordsworth, Keats, the Brontës, Tennyson, Browning, Yeats, Joyce, and Woolf.

ENGL 240 Introduction to Fiction, Poetry, and Drama (3)

Prerequisite: WRTG 101 or ENGL 101. An introduction to fiction, poetry, drama, film, and the literary essay, with an emphasis on developing critical reading and writing skills. The objective is to identify elements of literature and explicate texts. Study may be organized either by genre or by theme. Writers covered vary from term to term. Films may be included. Students may receive credit for only one of the following courses: ENGL 240 or ENGL 340.

ENGL 246 The Short Story (3)

Prerequisite: WRTG 101 or ENGL 101. An analysis of the attributes of the well-written story. Discussion covers theme, plot, characterization, point of view, setting, tone, imagery, irony, and symbolism as exemplified in representative works from the 19th century to the present. The aim is to assess texts and apply knowledge of text to life experience. Biographical and historical backgrounds are examined, but the focus is on the selected readings.

ENGL 281 Standard English Grammar (3)

(Formerly WRTG 288. Fulfills the general education requirement in communications but is not a writing course.) An overview of standard edited English, a standard central to academic and professional communications. Topics include producing clear, effective prose; applying advanced grammatical and linguistic descriptions and prescriptions; and attending to the needs of diverse audiences while making writing and editing decisions. Tasks focus on parts of speech, sentence patterns, and sentence transformations. Students may receive credit for only one of the following courses: ENGL 281, ENGL 281X, or WRTG 288.

ENGL 294 Introduction to Creative Writing: Fiction and Creative Nonfiction (3)

(Fulfills the general education requirements in communications.) Prerequisite: WRTG 101 or ENGL 101. An introductory survey and practical study of key areas of creative writing in creative nonfiction and fiction. The objective is to write original fiction and creative nonfiction and critique, revise, and edit writing. Emphasis is on reading and thinking critically and analytically from a writer's perspective as a means to better understand the craft. Discussion may cover publishing. Peer review of manuscripts may be included.

ENGL 303 Critical Approaches to Literature (3)

(Fulfills the general education requirement in communications. Designed as a foundation for other upper-level literature courses.) Prerequisite: WRTG 101 or ENGL 101. A study of the techniques of literary criticism, emphasizing close reading, critical thinking, and critical writing. The goal is to apply a variety of theoretical approaches to literature, analyze texts, and create professional written communications.

ENGL 309 Medieval British Literature (3)

Prerequisite: WRTG 101 or ENGL 101. An overview of British medieval literature within its historical context. The aim is to analyze literary works in their sociohistorical contexts, interpret medieval literary works, and apply research and writing skills to new concepts and information. Topics include major works, authors, and genres from c. 500–1500 AD, with an emphasis on early English works such as *Beowulf, Sir Gawain and the Green Knight,* and the *Booke of Margery Kempe,* among others.

ENGL 310 Renaissance Literature (3)

Prerequisite: WRTG 101 or ENGL 101. An exploration of the cultural attitudes and values that separate the Middle Ages from the Renaissance, highlighting the changing role and purpose of the writer. The goal is to locate and evaluate appropriate sources, create professional written communications, and apply MLA documentation to written work. Major authors may include Spenser, Marlowe, and Shakespeare, among others.

ENGL 311 17th- and 18th-Century British Literature (3)

Prerequisite: WRTG 101 or ENGL 101. A study of the literature of 17th- and 18th- century Britain, with an emphasis on the development of individualism. The aim is to locate and evaluate appropriate sources; create professional written communications; and gain a historical perspective through analysis of race, class, and gender issues. Authors may include Dryden, Swift, Pope, Montagu, Fielding, and Johnson, among others.

ENGL 312 Romantic to Modern British Literature (3)

Prerequisite: WRTG 101 or ENGL 101. A study of representative authors and works in British literature from the early 19th century to 1945. The goal is to evaluate and synthesize source materials; create professional written communications; and gain a historical perspective through analysis of race, class, and gender issues. The works of representative writers (such as Jane Austen, Charles Dickens, Thomas Hardy, P. D. James, and others) are explored.

ENGL 333 Business and Leadership in Literature (3)

Prerequisite: WRTG 101 or ENGL 101. An exploration of business and leadership in the workplace as described in various literary works. The aim is to assess and evaluate elements of text and apply knowledge of text to workplace situations and needs. Case studies are taken from fiction, drama, and poetry. Analysis covers attitudes toward work, definitions of success and the American Dream, ethics in the workplace, leadership and management strategies, interpersonal conflict at work, occupational and personal identity, diversity issues, and power relationships in the workplace.

ENGL 345 Modern Poetry: 1914 to 1945 (3)

Prerequisite: WRTG 101 or ENGL 101. A survey of English and American modernist poetry from 1914 to 1945. The goal is to interpret and analyze literature, apply critical theory, form evidence-based conclusions, and identify elements of modernist poetry. Topics include the poets of World War I (Owen, Sassoon, Thomas), high modernism (Yeats, Pound, Eliot), modernism (Stevens, Williams, Frost), and the Harlem renaissance (Hughes, Cullen, McKay).

ENGL 354 American Women Writers Since 1900 (3)

Prerequisite: WRTG 101 or ENGL 101. An examination of the contributions of major American women writers since 1900 in the novel, short story, drama, and poetry.

ENGL 358 British Women Writers Since 1900 (3)

Prerequisite: WRTG 101 or ENGL 101. An examination of the contributions of major British women writers since 1900 in the novel, short story, drama, and poetry.

ENGL 363 African American Authors from the Colonial Era to 1900 (3)

Prerequisite: WRTG 101 or ENGL 101. An examination of African American authors before 1900, including Phillis Wheatley, Frances Harper, Maria W. Stewart, David Walker, Frederick Douglass, William Wells Brown, Charles Chesnutt, and Paul Laurence Dunbar. The goal is to research historical issues; integrate findings into discussion; and articulate, develop, and advance a persuasive argument in written form.

ENGL 364 African American Authors from 1900 to Present (3)

Prerequisite: WRTG 101 or ENGL 101. An examination of early 20th-century to early 21st-century African American authors, including James Weldon Johnson, Zora Neale Hurston, Richard Wright, James Baldwin, Ann Petry, Helene Johnson, Dorothy West, and Langston Hughes. The goal is to research historical issues; integrate findings into discussion; and articulate, develop, and advance a persuasive argument in written form. Students may receive credit for only one of the following courses: ENGL 364 or HUMN 364.

ENGL 381 Special Topics in Creative Writing (3)

Prerequisite: WRTG 101 or ENGL 101. Recommended: ENGL 294 or other creative writing course. A study of special topics in creative writing. The goal is to develop creative writing skills within the scope of the special topic. Focus may be on a specific format (such as the novella, novel, or screenplay) or genre (such as mystery, horror, or teen fiction; travel writing; or epic poetry). May be repeated to a maximum of 6 credits when topics differ.

ENGL 382 Stage and Screen Script Writing (3)

Prerequisite: WRTG 101 or ENGL 101. A presentation of various ideas and techniques for writing stage and/or screen scripts (for commercials, short films, and television). The aim is to apply writing skills to a script for screen or stage. Emphasis is on format; market; and creating strong characters, plot, and dialogue.

ENGL 384 Advanced Grammar and Style (3)

(Formerly WRTG 388. Fulfills the general education requirement in communications but is not a writing course.) An examination of the basic units of grammatical descriptions, the nature of grammatical categories and structure, the methods and reasons for creating and using those structures, and the application of grammatical concepts to editorial and written style. Focus is on creating dynamic texts that convey complex subject matter to diverse audiences. Students may receive credit for only one of the following courses: ENGL 384 or WRTG 388.

ENGL 386 History of the English Language (3)

Prerequisite: WRTG 101 or ENGL 101. An examination of the development and usage of the English language. Discussion traces the history of English from its origins and examines contemporary issues and controversies. The objective is to explore various texts and research tools to examine the linguistic heritage and continuing evolution of English.

ENGL 389P Introduction of Film as Literature (3)

Prerequisite: WRTG 101 or ENGL 101. A study of film as a form of literature. The goal is to acquire an understanding of the particular language and grammar of film and develop a critical perspective. Genres of narrative film (including crime drama, film noir, the musical, reflexive film, science fiction, screwball comedy, war film, and the western) are examined. Discussion also covers a number of critical approaches to film auteurism, myth criticism, and genre criticism.

ENGL 406 Seminar in Shakespeare Studies (3)

Prerequisite: WRTG 101 or ENGL 101. An intensive study of Shakespeare's dramatic masterpieces both in a historically specific social and cultural context and as timeless concerns reflecting the human condition. The objective is to evaluate and synthesize source materials and apply critical theory to demonstrate understanding of dramatic text. Histories, comedies, tragedies, romances, and sonnets may be examined. Students may receive credit for only one of the following courses: ENGL 406 or HUMN 440.

ENGL 418 Major British Writers Before 1800 (3)

Prerequisite: WRTG 101 or ENGL 101. Intensive study of one or two British writers from the period before 1800. Authors may include Chaucer, Spenser, Marlowe, Jonson, Milton, Defoe, Richardson, Pope, Swift, or Johnson, among others. May be repeated to a maximum of 6 credits when topics differ.

ENGL 419 Major British Writers After 1800 (3)

Prerequisite: WRTG 101 or ENGL 101. In-depth study of the lives and works of one or two major British writers from the period after 1800.

ENGL 425 20th-Century British Literature (3)

Prerequisite: WRTG 101 or ENGL 101. A critical examination of representative authors and works in British literature of the 20th century, with emphasis on historical and cultural influences and literary themes and techniques. The aim is to analyze works, question the role of literature as change agent, and analyze literary style and technique to develop cultural literacy. Writers and works represent modernism, postmodernism, and postcolonialism.

ENGL 430 American Literature: Discovery to 1914 (3)

Prerequisite: WRTG 101 or ENGL 101. A comprehensive study of literature in America from European discovery until 1914. The aim is to examine literary periods, movements, and styles; interpret literature as a reflection of national and world events; recognize the differences among types of American literary works; and apply critical methodology. Topics include settlement and exploitation, revolution and government, American Romanticism, slavery, women's rights, the Civil War and Reconstruction, and naturalism and realism.

ENGL 433 Modern American Literature: 1914–1945 (3)

Prerequisite: WRTG 101 or ENGL 101. A study of key eras and theories concerning the uniqueness of American fiction, creative nonfiction, nonfiction, and drama. The goal is to interpret and analyze literature and apply critical theory in the formation of logical conclusions. Focus is on the major changes that occurred in society and history as they affected literature after World War I and before the end of World War II.

ENGL 434 Modern American Drama (3)

Prerequisite: WRTG 101 or ENGL 101. An examination of representative authors in the development of American drama, with emphasis on post–World War II writers. The goal is to examine the dramatic re-creation of historical themes and events and relate them to contemporary social issues.

ENGL 439 Major American Writers (3)

Prerequisite: WRTG 101 or ENGL 101. A study of works by selected American authors. The goal is to understand the place these authors and their works hold in the canon of American literature. Authors may include Mark Twain, Stephen Crane, Ernest Hemingway, William Faulkner, Edgar Allan Poe, Emily Dickinson, Langston Hughes, Truman Capote, Harper Lee, and Cormac McCarthy, among others. Emphasis is on the impact of historical and social events, as well as biographical influences, on the literature. May be repeated to a maximum of 6 credits when topics differ.

ENGL 441 Postmodern American Literature: 1945 to 1999 (3)

Prerequisite: WRTG 101 or ENGL 101. A comprehensive study of literature in America from 1945 to the end of the 20th century. The objective is to interpret American literature as a reflection of national and world events, recognize the differences among types of American literary works, and apply critical methodology. Topics include the American Dream; war; fear and paranoia; rebellion and counterculture; civil rights, feminist, and gay movements; postmodernism; multiculturalism; and environmentalism.

ENGL 454 Modern World Drama (3)

Prerequisite: WRTG 101 or ENGL 101. An examination of 20th-century theatre, with an emphasis on the social, cultural, and historical context of drama. The goal is to analyze the elements of drama, evaluate human motivations and behavior, and interpret the dramatic re-creation of historical events. Drama from around the globe is examined. Discussion covers the works of major playwrights, such as Ibsen, Strindberg, Chekhov, Shaw, O'Neill, Miller, Williams, Brecht, Pirandello, Hansberry, Orton, Ionesco, Beckett, Pinter, Fugard, Albee, Stoppard, or Shepard.

ENGL 457 The Modern Novel (3)

Prerequisite: WRTG 101 or ENGL 101. An examination of the development of the novel from the late 19th century to the present, with emphasis on British and American works. Authors and works vary each semester but may include writers such as Thomas Hardy, Henry James, Theodore Dreiser, Edith Wharton, Virginia Woolf, William Faulkner, James Joyce, Anne Tyler, Alice Walker, and Tim O'Brien.

ENGL 459 Contemporary World Literature (3)

Prerequisite: WRTG 101 or ENGL 101. An examination of diverse literature from the last decade of the 20th century and the early 21st century, focusing on development of genre and authors' responses to sociopolitical events. The objective is to develop perspective on the role of writers in the contemporary world.

ENGL 466 The Arthurian Legend (3)

Prerequisite: WRTG 101 or ENGL 101. A thematic exposition of the development of the Arthurian legend, traced from the fountainhead of the Arthurian romances, Monmouth's *History of the Kings of Britain,* to the greatest 20th-century Arthurian work, T. H. White's *The Once and Future King.* Works frequently included are *Sir Gawain and the Green Knight,* romances by Wolfram von Eschenbach, three medieval tales immortalizing the Lancelot/Guinevere love affair, and romances of Malory and Tennyson. The differences in the interpretations of a legend are explored. Works selected may vary.

ENGL 476X Fantasy, Horror, and Science Fiction (3)

(Formerly ENGL 476.) Prerequisite: WRTG 101 or ENGL 101. An analysis of major works of fantasy and science fiction published since the middle of the 18th century. Emphasis is on the development of the genre, as well as on literary and cultural issues. Authors may include Jonathan Swift, Mary Shelley, Nikolai Gogol, Edgar Allan Poe, Mark Twain, Robert Louis Stevenson, H. G. Wells, Ray Bradbury, Isaac Asimov, Ursula LeGuin, T. H. White, Robert Heinlein, Philip Dick, Douglas Adams, and Marion Zimmer Bradley. Students may receive credit for only one of the following courses: ENGL 476 or ENGL 476X.

ENGL 481 Seminar in Creative Writing: Fiction and Creative Nonfiction (3)

Prerequisite: WRTG 101 or ENGL 101. An overview of the scope, power, and techniques of narration, the oldest and most versatile form of writing. The goal is to write, critique, analyze, and revise original fiction and creative nonfiction. Focus is on identifying, analyzing, and practicing the following skills: free-writing, developing structure, delineating episodes, subdividing steps, improving pacing, writing purposeful sentences, controlling time, creating substance, heightening authenticity with voice, and providing interpretation. Students may receive credit for only one of the following courses: ENGL 479E or ENGL 481.

ENGL 485 Seminar in Creative Writing: Poetry (3)

(Fulfills the general education requirement in communications.) Prerequisite: WRTG 101 or ENGL 101. A presentation of various ideas and techniques for writing poetry. The goal is to critically read, write, critique, and evaluate original poetry. Discussion covers professional poetry but emphasizes critiquing students' work. Students may receive credit for only one of the following courses: ENGL 485 or ENGL 498P.

ENGL 486A Internship in English Through Co-op (3)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

ENGL 486B Internship in English Through Co-op (6)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

ENGL 495 Advanced Seminar in English Language, Literature, and Writing (3)

(Intended as a final capstone course to be taken in a student's last 15 credits.) Prerequisites: ENGL 240 and 303 and another 15 credits in ENGL coursework. The creation and submission of a comprehensive research thesis or project under the guidance of a faculty mentor. The aim is to synthesize knowledge, skills, and abilities acquired through previous study and apply it to professional and postgraduate objectives. Careers and postgraduate work for English majors and minors are also explored.

ENGL 499 Independent Study in English (1–6)

Prerequisite: 6 credits in upper-level ENGL coursework. Directed independent study of topics of special interest not covered by regularly scheduled courses in English. May be repeated to a maximum of 6 credits when topics differ.

Environmental Management

Courses in environmental management (designated ENMT) may be applied as appropriate (according to individual program requirements) toward

- a major in environmental management, emergency management, homeland security, or management studies;
- a minor in environmental management;
- a certificate in Terrorism and Institutions: Prevention and Response; and
- electives.

Courses in environmental management require a basic scientific foundation. Before enrolling, students are recommended to complete the related requirements in math and science and should consult an advisor.

ENMT 301 Environment and Ecosystems Management (3)

Prerequisite: CHEM 297 or an environmental chemistry course. An overview of the scientific principles governing ecosystems, particularly as they relate to the environmental consequences of resource development and industrial processes. The objective is to identify and apply scientific reasoning and knowledge of ecological principles to make informed decisions about environmental management issues and other issues that affect the ecosystem. Topics include Earth's ecosphere, atmosphere, hydrosphere, and lithosphere. Discussion also covers the current state of the environment, the history of the environmental movement, and concepts of risk assessment and management. The historical development of environmental management issues and approaches is introduced.

ENMT 303 Environmental Regulations and Policy (3)

(Formerly ENMT 493.) Prerequisite: ENMT 301. Recommended: LIBS 150. An analysis of the development and implementation of the principles of constitutional and administrative law that are fundamental to both environmental and health and safety management. The goal is to use information literacy skills to locate applicable policies, laws, and regulations and to apply knowledge of process and regulatory communication systems for effective environmental management. Emphasis is on federal legislation and the use of the *Federal Register* and *Code of Federal Regulations.* Discussion covers the relationship between regulations and public policy at local, state, and federal levels. Students may receive credit for only one of the following courses: ENMT 303 or ENMT 493.

ENMT 307 An Introduction to Geographical Information Systems (3)

An introduction to the basic concepts of geographic information systems (GIS). The aim is to apply various functions of GIS software to create and interpret various spatial data representations for decision making. Discussion covers the capacity for GIS to store, retrieve, analyze, model, and map spatial data from a wide array of applications including land use planning, utilities management, ecosystems modeling, landscape assessment and planning, transportation and infrastructure planning, market analysis, visual impact analysis, facilities management, tax assessment, and real estate analysis.

ENMT 310 Emergency Planning and Operations Management (3)

Prerequisite: ENMT 301. Recommended: BIOL 301 or a health-related biology course. An overview of emergency planning and the management of disaster response operations. The objective is to work safely in a hazardous environment and to prepare hazardous substances for transportation, processing, and disposal. Regulations, laws, and practices related to human-made and natural hazards and emergency-preparedness are examined. Topics include the relationships between industrial processes and hazardous substances and elements of hazardous substances emergency planning, such as direction and control of emergency preparedness, response, and remediation. Review also covers preparation of emergency plans, methodology of disaster response, and performance of emergency operations. Practical exercises demonstrate how to prepare emergency plans for handling emergencies.

ENMT 315 Environmental Audits and Permits (3)

Prerequisite: ENMT 301. A study of the principles of environmental impact assessment and an in-depth look at laws, regulations, and methods of performing due diligence audits. The goal is to conduct environmental health and safety audits that reduce the potential for harmful or hazardous environmental or health incidents. Emphasis is on regulations and various audits and permits, such as property transfer audits, waste contractor audits, waste minimization/pollution prevention evaluations, Title V air permits, and National Pollutant Discharge Elimination System (NPDES) permits. Discussion also covers management systems and their influence on environmental health and safety audits. Audit systems covered include ISO 14000 and CERES principles.

ENMT 321 Environmental Health (3)

Prerequisite: ENMT 301. Recommended BIOL 301 or a health-related biology course. A study of the effects of environmental hazards, particularly hazards created or influenced by human activities, on human health. The aim is to evaluate environmental and health hazards and formulate strategies for controlling environmental health hazards through hazard management. Topics include chemical pollution of the air, soil, and water and the effects of physical environmental hazards (such as radiation and noise pollution) on the well-being of humans.

ENMT 322 Occupational Health and Safety (3)

Prerequisite: ENMT 301. A study of the principles of health and safety management in the workplace. The objective is to evaluate occupational hazards and formulate strategies to control occupational health and safety hazards and minimize injury. Topics include anticipation, recognition, evaluation, and control of occupational hazards. The strategies used by industrial hygienists and safety professionals to prevent or minimize the exposure to occupational hazards are explored. Discussion also covers the role of regulatory processes in occupational health and safety management.

ENMT 340 Environmental Technology (3)

Prerequisite: ENMT 301. Recommended: MATH 115 or MATH 107–108. An introduction to technology for multimedia (i.e., air, water, land) environmental management, control, and remediation. The objective is to recognize and apply appropriate technological solutions to prevent, treat, detect, and remediate air, water, and land pollution. Discussion covers existing, modified, new, and emerging technologies. Case studies of real-world environmental challenges demonstrate the evaluation and selection of the appropriate technology for specific uses. Factors in making technology application decisions—such as technical integrity, cost effectiveness, and environmental soundness—are explained.

ENMT 360 Introduction to Urban Watersheds (3)

An overview of basic watershed processes and the impact of urbanization. The aim is to effectively manage urban watersheds to reduce the impact of land development. Topics include watershed characterization; hydrologic processes; stream characteristics; and the effects of the development process on watersheds, specifically on the hydrology, physical structure, water quality, and biodiversity of aquatic systems.

ENMT 365 Individuals, Society, and Environmental Sustainability (3)

(Formerly BEHS 365.) Recommended: WRTG 101. An interdisciplinary study of the role of individual human behavior and social institutions in environmental sustainability, stewardship, and conservation. Ways in which our own conduct contributes to larger global patterns is examined. Emphasis is on sustainable consumer behavior. Discussion covers the identification of barriers to participation in sustainability and mechanisms for the elimination of those barriers. The objective is to evaluate and develop strategies to promote personal and public behaviors that support environmental sustainability. Students may receive credit for only one of the following courses: BEHS 365, BEHS 398O, or ENMT 365.

ENMT 380 Air Quality Management (3)

Prerequisite: ENMT 301. Recommended: BIOL 301 or a health-related biology course. An overview of air quality management principles and strategy. The goal is to evaluate air quality management strategies and identify the risk and possible causes of air pollution. Discussion covers atmospheric processes and mechanisms, pollutants and sources of air pollution, dispersion, effects, regulations, air pollution control technology and management, indoor air quality pollution, and noise control. Indoor air pollution topics include the study of sick buildings, causes and risk factors, diagnostic protocols, contamination measurement, and problem mitigation.

ENMT 390 Environmental Health Risk Assessment (3)

Prerequisite: ENMT 301. Recommended: BIOL 301 (or a health-related biology course). An overview of the scientific principles and government guidelines for the conduct of environmental health risk assessments. The aim is to conduct risk assessments; collect, analyze, and interpret data; and characterize potential adverse effects of chemical, physical, and biological agents. Topics include the Nuclear Regulatory Commission paradigm for managing risk assessments, identification of health hazards, quantification of dose-response relationships, conduct of exposure assessments, and preparation of risk characterization and uncertainty analyses. Discussion also covers the pros and cons of different risk assessment methods and the way to plan, perform, report, and communicate environmental health risk assessments.

ENMT 398A Industrial Ecology (1)

An exploration of the intrinsic interpendency between production of consumer goods and natural ecosystems. The limited capacity of natural ecosystems to self-replenish following resource extraction by humans is discussed. Input of natural resources and output of human-derived goods in various industries is investigated. Projects focus on development of industrial practices that minimize the use of energy and raw materials, reduce the ecological impact of human activities, and conserve and restore a healthy ecosystem, while maintaining economic viability of systems for industry, trade, and commerce.

ENMT 398B Exploring a Geographic Information System: Applications in Urban Watershed Management (1)

An exploration of the use of geographic information system (GIS) as a data analysis and management tool that integrates hydrologic, physical, chemical, and biological data to characterize and evaluate urban watershed conditions. The capacity for geographical surveys and map data to facilitate efforts to protect and restore urban watersheds is explored.

ENMT 405 Pollution Prevention Strategies (3)

Prerequisite: ENMT 301. An overview of alternative environmental strategies to minimize, reduce, and prevent pollution. The goal is to integrate knowledge about environmental systems and environmental regulations to minimize, reduce, and prevent pollution. Topics include source reduction, recovery, reuse, recycling, and conservation; material substitution; process modifications; quality assurance, quality control, and good housekeeping; waste minimization; zero discharge; and pollution prevention, processing, treatment, and disposal. Emphasis is on pollution prevention techniques, practices, and case studies. Review also covers economic analysis and regulatory compliance related to these strategies.

ENMT 486A Internship in Environmental Management Through Co-op (3)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

ENMT 486B Internship in Environmental Management Through Co-op (6)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

ENMT 495 Global Environmental Management Issues (3)

(Intended as a final, capstone course to be taken in the student's last 15 credits.) Prerequisites: ENMT 301, 303, 321, 322 (or ENMT 405), 340, and 390. Recommended: MATH 115 (or MATH 107–108) and WRTG 393. A study of global environmental management that integrates knowledge gained through previous coursework and experience and builds on that conceptual foundation through integrative analysis, practical application, and critical thinking. The goal is to develop and evaluate environmental management projects and plans in a manner based on effective, practical approaches. Topics include economic development and environmental pollution, remediation, and conservation within a multifaceted scientific, legal, political, and global context. Discussion covers national and international events concerning environmental issues. Case studies and an advanced management project apply principles and concepts to environmental perspectives, experiences, research issues, and new paradigms of design.

Experiential Learning

The Portfolio program yields UMUC credit for learning acquired outside the classroom.

The course in experiential learning (designated EXCL), as well as credit earned through the program, may be applied toward

- appropriate majors and minors;
- general education requirements (according to content) as appropriate; and
- electives.

Information about this program is given on p. 228. Details, an application form, and an online orientation are also available on the Web at *www.umuc.edu/priorlearning.*

EXCL 301 Learning Analysis and Planning (3)

Prerequisite: Formal admission to the program. (Students should visit *www.umuc.edu/priorlearning* or contact *priorlearning@umuc.edu* for complete requirements.) Instruction in the preparation of a portfolio documenting college-level learning gained through life experiences. Focus is on defining goals, documenting learning gained through experience, and analyzing the relationship of experiential learning to conventional learning. Completed portfolios are evaluated by faculty to assess possible award of credit; up to 30 credits may be awarded.

Finance

Courses in finance (designated FINC) may be applied as appropriate (according to individual program requirements) toward

- a major in finance, business administration, global business and public policy, human resource management, management studies, or laboratory management;
- a minor in finance, business administration, international business management, or strategic and entrepreneurial management;
- a certificate in various business-related areas; and
- electives.

FINC 310 Entrepreneurship and New Venture Planning (3)

(Formerly BMGT 330.) Recommended: BMGT 364. An overview of entrepreneurship and planning new business ventures for aspiring entrepreneurs and managers. The objective is to create and present a high-quality business plan for a new venture using marketing research and financial analytical techniques. Topics include profiles of entrepreneurs; benefits, risks, and challenges; financial management; access to capital; and franchising. Students may receive credit for only one of the following courses: BMGT 330, FINC 310, MGMT 330, or SBUS 200.

FINC 321 Fundamentals of Building Wealth (3)

(Formerly BMGT 342. For students majoring in both business and nonbusiness disciplines.) A practical overview of personal finance management and wealth creation that blends financial theory and application. The goal is to develop personal financial management skills (e.g., budgeting income and expenditures and planning for financial security and retirement) and understand elements of the U.S. financial structure (including savings and investment alternatives, financing and credit sources, and the role of insurance in protecting income and assets). These skills are utilized in the development of a personal financial plan. Students may receive credit for only one of the following courses: BMGT 342, BMGT 388F, BMGT 388N, FINC 321, or FINC 322.

FINC 330 Business Finance (3)

(Formerly BMGT 340.) Prerequisites: ACCT 221 and STAT 230. An overview of the theory, principles, and practices of financial management in a business environment. Topics include financial analysis and financial risk, characteristics and valuations of securities, capital investment analysis and decision making, the capital structure of the firm, financial leverage, and international finance. The aim is to examine financial information, identify issues and solve business problems, and make sound business decisions. Emphasis is on the application of financial theory and methods for solving the problems of financial policy that managers face. Students may receive credit for only one of the following courses: BMGT 340, FINC 330, MGMT 398D, or TMGT 320.

FINC 331 Finance for the Nonfinancial Manager (3)

(Formerly BMGT 341.) Development of the financial skills needed by functional experts in human resources, marketing, production, and general management. The objective is to interpret finance and accounting documents and apply that information to sound business decision making. Topics include financial statements and forecasting, capital budgeting, project evaluation, working capital management, stocks and bonds, time value of money, and international financial management. Emphasis is on practical applications to facilitate informed discussions with business professionals for financial decision making. Students may receive credit for only one of the following courses: BMGT 341 or FINC 331.

FINC 340 Investments (3)

(Formerly BMGT 343.) Prerequisite: FINC 330. An introduction to financial investments and portfolio management. The goal is to evaluate and critically analyze asset selection and allocation and perform basic portfolio management activities. Topics include types of securities and securities markets; investment risks, returns, and constraints; portfolio policies and management; and institutional investment policies. Theories, practices, and real-world examples are examined and analyzed. Students may receive credit for only one of the following courses: BMGT 343 or FINC 340.

FINC 351 Risk Management (3)

(Formerly BMGT 346.) Prerequisites: FINC 330 and 340. A study focused on recognizing and evaluating pure risk facing organizations. The aim is to identify risks to cost control and develop risk management strategies. Discussion covers guides for risk-management decisions concerning the retention, control, and transfer of risk (including insurance). Students may receive credit for only one of the following courses: BMGT 346 or FINC 351.

FINC 352 Life and Health Insurance (3)

Prerequisites: FINC 330 and 340. A study of the tools and principles of life insurance and health insurance in financial planning for businesses and individuals. The goal is to assess personal needs in order to determine which types of life and health insurance plans fit best. Topics include pension planning strategies, such as deferred-compensation and profit-sharing plans; use of trusts in business and in planning individual estates; and comprehensive analysis of the effects of income taxes, estate taxes, and gift taxes on life insurance programming and estate planning. Students may receive credit for only one of the following courses: BMGT 347 or FINC 352.

FINC 410 Managing Early-Stage Business and Entrepreneurial Ventures (3)

Recommended: FINC 310. A project-driven study of financial management in a new venture environment. The goal is to evaluate, improve, and implement a business plan using financial and marketing analysis to determine advantages and risks critical to successful venture development. Discussion also covers managing resources by creating and enhancing relationships with stakeholders. Students may receive credit for only one of the following courses: BMGT 436, BMGT 461, FINC 410, or MGMT 461.

FINC 421 Financial Analysis (3)

(Formerly BMGT 498Q. For students with general business interests, as well as those majoring or minoring in accounting or finance.) Prerequisites: FINC 330 and 340. An analysis and interpretation of financial statements directed at the decision-making needs of managers, stockholders, and creditors. Topics include assessment of business performance, projection of financial requirements, analysis of capital investment decisions and financing choices, risk assessment, and valuation. Students may receive credit for only one of the following courses: BMGT 498Q or FINC 421.

FINC 430 Financial Management (3)

Prerequisites: FINC 330 and 340. A study of financial management. The objective is to apply financial principles and concepts to assess and solve financial problems and make financial and corporate policy at the executive level. Topics include assessments of the financial health of the organization, company valuation, cost of capital, risk analysis, investment decisions, and financial systems and capital markets. Students may receive credit for only one of the following courses: BMGT 440 or FINC 430.

FINC 440 Security Analysis and Valuation (3)

(Formerly BMGT 443.) Prerequisites: FINC 330 and 340. A comprehensive and quantitative examination of financial investments and portfolio management. The aim is to quantitatively evaluate and value assets, critically analyze asset selection and allocation, and apply financial statistics and other evaluation methods to perform basic portfolio management activities and functions. Topics include the analysis, valuation, and selection of securities; investment risks, returns, and constraints; portfolio policies and management; institutional investment policies; and the operation and efficiency of financial markets. Theory, practice, and real-world examples are analyzed to value financial assets and compare alternatives. Students may receive credit for only one of the following courses: BMGT 443 or FINC 440

FINC 441 Financial Derivatives and Portfolio Risk Management (3)

(Formerly BMGT 444.) Prerequisites: FINC 330 and 340. A comprehensive and quantitative examination of risk management, financial engineering, and financial derivatives. Focus is on the application of financial derivatives to mitigate risk, enable investment strategies, and improve portfolio performance. Topics include risk management; hedging; speculation; stock and other options; structure of futures prices; interest-rate futures; and efficiency in futures and forwards markets, swaps, and synthetic securities. Discussion also covers investment risks, returns, and constraints; portfolio policies and management; institutional investment policies; and the operation and efficiency of financial markets. Theory, practice, and real-world scenarios are analyzed to value financial assets and compare alternatives. The objective is to quantitatively evaluate and value assets, critically analyze asset selection and allocation, and apply financial statistics and other evaluation methods to perform basic portfolio management. Students may receive credit for only one of the following courses: BMGT 444 or FINC 441.

FINC 450 Commercial Bank Management (3)

(Formerly BMGT 445.) Prerequisites: FINC 330 and 340. An analysis of commercial bank management. The aim is to examine how the changing commercial banking environment has affected profitability and evaluate bank business strategies. Discussion covers the loan function and the management of liquidity reserves, investments for income, and sources of funds. The objectives, functions, policies, organization, structure, services, and regulations of banks are considered. Students may receive credit for only one of the following courses: BMGT 445 or FINC 450.

FINC 451 Financial Markets and Institutions (3)

Prerequisites: FINC 330 and 340. An advanced study of financial markets and institutions. The goal is to determine profit-earning strategies of financial institutions; assess the impact of government regulations on financial markets, institutions, and the global economy; and analyze major financial crises and their effects on the global financial landscape. Topics include various types of financial products, markets, and institutions, including the Federal Reserve, the World Bank, and the International Monetary Fund.

FINC 460 International Finance (3)

Prerequisites: FINC 330 and 340. An analysis and discussion of financial management issues for the multinational enterprise. The aim is to use financial and economic strategies in quantitative decision making. Topics include the organization and functions of the foreign exchange market and international capital markets; financing foreign trade; and identifying, analyzing, and evaluating the globalization strategies of the multinational enterprise. Students may receive credit for only one of the following courses: BMGT 446 or FINC 460.

FINC 486A Internship in Finance through Co-op (3)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

FINC 486B Internship in Finance Through Co-op (6)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

FINC 495 Contemporary Issues in Finance Practice (3)

(Intended as a final, capstone course to be taken in the student's last 15 credits.) Prerequisites: FINC 330 and 340. A study of finance that integrates knowledge gained through previous coursework and experience and builds on that conceptual foundation through integrative analysis, academic research, practical application, and critical thinking. Emerging issues in finance and business are considered. Individual and group case studies and research papers are used to integrate key financial knowledge in the areas of financial analysis, investments, business valuation, risk, and international finance. Students may receive credit for only one of the following courses: BMGT 495 or FINC 495.

Fire Science

Courses in fire science (designated FSCN) may be applied as appropriate (according to individual program requirements) toward

- a major in fire service administration or investigative forensics;
- a minor in fire service administration; and
- electives.

The fire science curriculum is unique and is designed primarily for firefighters. Students should consult an advisor before enrolling in any of the courses.

FSCN 302 Fire and Emergency Services Administration (3)

Prerequisite: WRTG 101. A presentation of modern management and planning techniques that apply to organizing a fire department. The objective is to apply management concepts to fire service administration and analyze the community approach to risk reduction. Discussion covers procedures for evaluation and control of budgeting, personnel, communications, and planning. Topics also include the traditional and evolving roles of the fire department in protection, prevention, and community service.

FSCN 303 Analytic Approaches to Public Fire Protection (3)

Prerequisites: FSCN 304 and 305 and either MATH 106 or MATH 107. A presentation of techniques of operations research and systems analysis as they apply to problems in fire protection. The goal is to develop a plan to provide quality services and use technologies and statistics. Discussion covers cost-benefit analysis, statistical analysis, and methods for locating fire stations. Techniques for collecting data on fires and for managing information are also explained.

FSCN 304 Personnel Management for Fire and Emergency Services (3)

Prerequisite: FSCN 302. An examination of personnel practices, including management procedures, collective bargaining, binding arbitration, and applicable legislative and administrative procedures. The aim is to manage emergency service personnel; develop, communicate, and implement organizational goals and objectives; lead personnel in compliance with regulations and within an ethical framework. Topics include promotion, personnel development, career and incentive systems, validation of physical requirements, and managerial and supervisory procedures.

FSCN 305 Fire Prevention Organization and Management (3)

Prerequisite: FSCN 302. An examination of prevention as the primary community-based strategy for fire protection. The objective is to design, implement, and manage programs addressing community risks; administer prevention programs; and influence change and development of legislation, regulation, and policy. Emphasis is on applying principles to anticipate problems and develop strategies for fire prevention. Topics include community risk reduction, codes and standards, inspections and plans review, incident investigation, fire-prevention research, and the relationship of master planning to fire prevention. The cultural, economic, governmental, nongovernmental, and departmental influences on fire prevention are also explored.

FSCN 306 Fire Investigation and Analysis (3)

Prerequisites: FSCN 304 and 305. An examination of the technical, legal, and social aspects of fire investigation. The goal is to apply legal precedents and the scientific method to fire investigations and analyze data critical to fire investigation. Topics include the scientific method, basic fire science, fire origin and cause determination, fire investigation management, and legal aspects of fire investigation.

FSCN 401 Disaster Planning and Control (3)

Prerequisites: FSCN 304 and 305. An examination of emergency management, including preparation for, response to, recovery from, and mitigation of natural and man-made disasters. The aim is to use concepts of risk and hazard analysis in developing emergency plans and apply emergency management concepts to define the fire service role in disaster response. Focus is on the role of the fire service in disaster planning and management.

FSCN 402 Fire-Related Human Behavior (3)

Prerequisites: FSCN 304 and 305. A study of human behavior in fire and emergency situations. A best-practice building life-safety system is presented as one that combines knowledge of psychology and sociology with engineering and education skills to produce the best possible outcomes in terms of human survivability in an emergency. The objective is to predict human behavior, recognize factors that influence human behavior, and analyze the impact of building safety systems on human behavior. Topics include current and past research on human behavior, systems models, life safety education, and building design to determine how these elements interrelate in emergency situations.

FSCN 403 Managerial Issues in Hazardous Materials (3)

Prerequisites: FSCN 304 and 305. A presentation of current issues in the management of department-wide hazardous materials programs. The goal is to analyze regulations, identify potential threats, and develop a hazardous materials response plan. Discussion covers regulations and requirements for hazardous materials preparedness and response, as well as emergency response to terrorist threats and incidents. Topics include state, local, and federal emergency response planning; personnel and training; and operational considerations, such as determining strategic goals and tactical objectives.

FSCN 411 Fire Protection Structure and Systems (3)

Prerequisites: FSCN 304 and 305. A presentation of design principles involved in protecting structures from fire. The aim is to analyze building structural components and determine appropriate fire detection and suppression systems. Empirical tests and prediction procedures are explained. Practices in designing systems for detecting, controlling, and suppressing fires, as well as the basic hydraulic design of sprinkler and water-spray systems, are presented. Review covers recent innovations in the field.

FSCN 412 Political and Legal Foundations of Fire Protection (3)

Prerequisites: FSCN 304 and 305. A consideration of the legal basis for the police powers of the government in connection with public safety. The objective is to ensure compliance with regulations and policies, guide decision making and operations in accordance with ethical best practices, and help improve public safety. The responsibility, legal limitations, and liability of fire-prevention organizations and personnel are examined. Review covers judicial decisions, focusing on the implications of product-liability cases in the field of fire prevention.

FSCN 413 Community Risk Reduction for the Fire and Emergency Services (3)

Prerequisites: FSCN 304 and 305. An examination of the ethical, sociological, organizational, political, and legal components of community risk reduction. The goal is to analyze environments and design and develop a community risk reduction plan and implementation of that plan. A framework for understanding these issues and a methodology for developing a comprehensive community risk reduction plan are provided.

FSCN 414 Fire Dynamics (3)

Prerequisites: FSCN 304 and 305 and either MATH 106 or MATH 107. A study of the physics and chemistry of fire dynamics phenomena. The aim is to quantify fire threat and behavior, apply mathematical analysis to fire growth and spread, and use fire dynamics principles to analyze compartment fires. Topics include ignition, energy release, heat transfer, fire growth and spread, smoke production and movement, and flashover in compartment fires.

FSCN 415 Applications of Fire Research (3)

Prerequisites: FSCN 304 and 305. A practical, up-to-date review of fire research and its application. The objective is to develop a research project, apply existing research to public safety outcomes, and influence public safety research agenda. The transfer of research to practical application and its implications for fire prevention and protection programs are addressed. Focus is on both national and international studies and on maintaining awareness of ongoing research developments.

FSCN 416 Emergency Services Training and Education (3)

Prerequisites: FSCN 304 and 305. An examination of the management and administration of training and education in fire and emergency services. The objective is to manage and administer development programs, integrate concepts in training programs, and analyze and assess programs. Discussion explores how higher education/training contributes to the professional development of fire-service personnel. Topics include the many systems of training and education available and professional development on both individual and organizational levels. Focus is on safety, especially understanding and preventing training deaths and injuries.

FSCN 486A Internship in Fire Science Through Co-op (3)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

FSCN 486B Internship in Fire Science Through Co-op (6)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

Geography

Courses in geography (designated GEOG) may be applied as appropriate (according to individual program requirements) toward

- the general education requirement in the behavioral and social sciences; and
- electives.

UMUC offers only a limited number of courses each session in this discipline.

GEOG 100 Introduction to Geography (3)

An introduction to the broad field of geography. The aim is to describe how geographic technologies are used to analyze local, regional, and global issues; identify the physical systems and processes that shape the earth; and interpret information from the spatial perspective to apply geography to world events. Topics include human/environment interactions and cultural, geopolitical, human, and physical geography.

Geology

Courses in geology (designated GEOL) may be applied as appropriate (according to individual program requirements) toward

- the general education requirement in the biological and physical sciences;
- a minor in natural science; and
- electives.

UMUC offers only a limited number of courses each session in this discipline.

GEOL 100 Physical Geology (3)

A study of the principles of dynamic and structural geology. The aim is to communicate knowledge about geological principles and recognize how human activity affects geological processes. Survey covers the rocks and minerals composing Earth, the movement within it, and its surface features and the agents that form them. Students may receive credit for only one of the following courses: GEOL 100 or GEOL 101.

German

Courses in German (designated GERM) may be applied as appropriate (according to individual program requirements) toward

- the general education requirements in the arts and humanities; and
- electives.

Students with prior experience in the German language—either through study or living abroad, informal learning from friends or family, or high school or other coursework that did not transfer to UMUC—should take a placement exam before enrolling. Students with oral proficiency in German who wish instruction in written German should also take the placement test.

UMUC offers a limited number of foreign language courses each session.

GERM 111 Elementary German I (3)

(Not open to native speakers of German; assumes no prior knowledge of German. Students with prior experience with the German language should take a placement test to assess appropriate level.) An introduction to the German language. The objective is to communicate in German in some concrete, real-life situations using culturally appropriate language. Aspects of German life and culture are explored through the German language. Students may receive credit for only one of the following courses: GERM 101 or GERM 111.

GERM 112 Elementary German II (3)

(Not open to native speakers of German.) Prerequisite: GERM 111 or appropriate score on a placement test. A continued introduction to spoken and written German. The goal is to communicate in German in concrete, real-life situations relating to oneself and others. German culture and language are explored. Students may receive credit for only one of the following courses: GERM 102 or GERM 112.

GERM 211 Intermediate German I (3)

(Prerequisite: GERM 112 or appropriate score on placement test.) Further development of listening, speaking, reading, and writing skills in German. The aim is to communicate in German in real-life situations and social contexts in culturally appropriate ways. Students may receive credit for only one of the following courses: GERM 114, GERM 201, or GERM 211.

GERM 212 Intermediate German II (3)

Prerequisite: GERM 211 or appropriate score on placement test. Further development of listening, speaking, reading, and writing skills in German. The objective is to interact effectively with German-speaking individuals in a variety of personal settings and on issues of topical interest in culturally appropriate ways. Students may receive credit for only one of the following courses: GERM 115, GERM 202, or GERM 212.

Gerontology

Courses in gerontology (designated GERO) may be applied as appropriate (according to individual program requirements) toward

- the general education requirement for behavioral and social sciences (except GERO 341, 342, 351, and 353 and 1-credit GERO courses);
- a major in gerontology or social science;
- a minor in gerontology or women's studies;
- a certificate in Applied Behavioral and Social Sciences, Diversity Awareness, or Health Issues for the Aging Adult; and
- electives.

GERO 100 Introduction to Gerontology (3)

(Fulfills the general education requirement in behavioral and social sciences.) An overview of the study of aging and the older adult population. The objective is to gain a historical and sociocultural understanding of how the experience of aging has evolved over the last 100 years. The biological, psychological, and social processes of aging in the 21st century and the impact of an aging population on society are examined from a multidisciplinary perspective

GERO 220 Psychological Aspects of Aging (3)

(Fulfills the general education requirement in behavioral and social sciences.) Prerequisite: GERO 100. A review of normal and pathological changes associated with the process of aging. Topics include sensory, pereptual, and psychomotor processes; mental ability, drives, motives, and emotions; intelligence, memory, and cognitive functions; depression; neurological changes; Alzheimer's disease and related dementias; stress; life review processes; personality and adjustment; suicide; bereavement; and treatment modes. Emphasis is on the normal aging process, pathological changes in the elderly (according to current research), and understanding the difference between the two.

GERO 301 Service/Program Management (3)

Prerequisite: GERO 100. An exploration of the managerial aspects of providing health and human services in the field of gerontology through an integrated delivery system. Focus is on the concepts, strategies, and best practices for the management of health and human services. Topics include planning, strategic management, marketing, financing, legal issues, and capacity building.

GERO 302 Health and Aging (3)

Prerequisite: GERO 100. An exploration of the physiological processes of aging that covers normal aging and chronic illness. The goal is to distinguish normal aging from disease and evaluate factors that affect the health of older adults. Topics include biological processes and theories of aging, bodily changes normally associated with aging, long-term and health care systems, and related medical terminology. Review also covers substance abuse; environmental factors affecting aging; and ways of promoting health, preventing disease, and assessing health risks.

GERO 306 Programs, Services, and Policies (3)

Prerequisite: GERO 100. Recommended: GERO 302. An overview of the impact of policy related to older adults on U.S. society. The aim is to examine the role of legislative mandates on older adults at both societal and individual levels. Topics include Social Security, Medicare, and the Older Americans Act. Students may receive credit for only one of the following courses: GERO 304 or GERO 306.

GERO 307 Aging, Religion, and Spirituality (3)

Prerequisite: GERO 100. An examination of aging, religion, and spirituality from the perspectives of the humanities and social science. Focus is on concepts of spiritual or religious development and aging within the major religious traditions (Buddhism, Islam, Judaism, Christianity, and Hinduism). A critical analysis of theoretical and empirical research and clinical perspectives of the role of religion and spirituality in the lives of older adults from different religious traditions are presented. Discussion covers definitions and concepts of religiosity and spirituality in the social science literature. The current and future impact of older adults on religious institutions, the responsibilities of religious institutions to their aging members, and the role of religion and spirituality in the lives of the aging are examined.

GERO 311 Gender and Aging (3)

Recommended: GERO 100. An exploration of issues important to women in midlife and later adulthood. Topics include changes in identity, marriage and family, work, health social relationships, and economic well-being. The impact of social class and ethnicity or culture on women's well-being in midlife and later adulthood is examined. Discussion also covers the impact of policy and services on women's development and quality of life, as well as life planning for midlife and aging women. Students may receive credit for only one of the following courses: GERO 311 or GERO 497E.

GERO 327 Ethnicity and Aging (3)

Prerequisite: GERO 100. An examination of the increasing heterogeneity of the aging population in the United States. Topics include theory and research related to ethnicity and aging, the resources and needs of older adults in different ethnic groups (Hispanic, African American, Asian, and Native American), the impact of ethnicity and culture on the aging family, social support and caregiving, health, and social relationships. Discussion also covers how social, health care, and government agencies can effectively meet the needs of older adults in ethnic communities.

GERO 331 Sociology of Aging (3)

Prerequisite: GERO 100. An examination of the social forces that impinge on the aging process from a number of theoretical perspectives found in sociology and social gerontology. Topics include the social ramifications of an aging population, sociological and social gerontological explanations of the aging process, interactions between the aging process and the larger social structure, cross-cultural similarities and differences in the aging experience, and current social policies toward aging and their implications for the future.

GERO 336 The Aging Family (3)

Prerequisite: GERO 100. An examination of issues faced by aging families. Topics include the structure of family networks, solidarity and conflict between generations, types and quality of support given to and by the older person, and social roles (including role strain, conflict, and reward). Emphasis is on understanding family caregiving—the experience of caregiving; the caregiver-recipient relationship; and the social, psychological, and economic costs of caregiving. The phenomena of grandparents parenting grandchildren is covered. The changing nature of family relationships is analyzed from the perspective of gender, race or ethnicity, social class, age, and historical context. Discussion also covers implications for social programs and policies to support aging families. Students may receive credit for only one of the following courses: GERO 336 or GERO 496L.

GERO 338 Health Promotion in Older Adults (3)

Prerequisite: GERO 100. A project-based exploration of health promotion for an aging population. The objective is to articulate different models of health promotion for older adults and design a health promotion campaign.

GERO 341 The Long-Term Care Continuum (3)

Prerequisite: GERO 100. A survey of gerontological intervention programs and the care needs of the elderly and their families. The changing needs of aging individuals who have chronic physical and/or mental health impairments are examined. A framework for the continuum of care from community- to institution-based is provided. Focus is on understanding a multidisciplinary approach to community-, home-, and institution-based care. Students may receive credit for only one of the following courses: FMCD 499E, GERO 341, or GERO 496K.

GERO 342 Long-Term Care Administration (3)

(Continuation of GERO 341.) Prerequisite: GERO 100. An overview of the administrative and operational issues of long-term care facilities. The responsibilities of a long-term care administrator and relationships with personnel and administrative structure are examined. Topics include policy, procedures, and insurance or financing. Discussion also covers the ethical and legal concerns of long-term care.

GERO 351 Management of Senior Housing Environment (3)

Prerequisite: GERO 100. A framework for training retirement-housing professionals. Topics include regulatory standards and processes for Housing and Urban Development senior housing structures, environmental design, behavioral and environmental interaction, dietary services, continuity of care, differentiation of management needs in various formats of senior housing, personnel, programming, and medical and personal care services.

GERO 353 Financial Management of Retirement Housing (3)

Prerequisite: GERO 100. An examination of the operational side of senior housing management. Topics include the housing administrator's role as financial manager; application of accounting principles to senior housing needs; working capital, ratio analysis, and vertical analysis; budgeting in senior housing; purchasing; financing new facilities; payroll; and maintenance issues in senior housing.

GERO 355 Nutritional Concerns of Aging (3)

Prerequisite: GERO 100. A survey of the nutritional concerns of the elderly, including causes, pathophysiology, prevention, and control. Topics include the role of nutrients in the etiology of various illnesses associated with aging (such as anemia, osteoporosis, gastrointestinal tract disorders, cancer, cardiovascular diseases, maturity-onset diabetes, crippling arthritis, stroke, Alzheimer's disease, cataracts, tooth loss, and vision loss). Discussion also covers the effects of aging on appetite, nutrition and exercise, vegetarianism, and food choices. Nutritional assessment, the influence of different cultures on nutrition, and community resources are examined. Students may receive credit for only one of the following courses: GERO 355 or GERO 495K.

GERO 390 Economics of Aging (3)

Prerequisites: GERO 100 and either ECON 201 or ECON 203. A study of the fundamental sources of economic security that older adults receive, the many problems they face in retirement, and the impact of an aging population on the nation's economy. Sources of economic security received by older adults are analyzed according to race or ethnicity, gender, and social class background. Topics include the history, development, and fundamental structure of the Social Security and pension systems; Medicare, Medicaid, private health coverage, and the myriad public assistance programs for which elderly persons are eligible; and the nation's evolving private and public policies on retirement. Discussion also covers baby boomer retirement, the international economics of aging, the financial situation of older women, reverse annuity mortgages, and "productive aging" (working and volunteering after retirement).

GERO 410 Cross-Cultural Perspectives of Aging (3)

Prerequisite: GERO 100. An examination of how different cultures interpret aging and the life cycle. Topics include cross-cultural theory and research on aging; research methods; global demographics of aging; cross-cultural perspectives of norms and values regarding work, family, and community roles for older adults; the social and economic status of older adults; intergenerational relationships; caregiving; end-of-life issues; social services; and social policy. Health care for older adults is also covered from a cross-cultural perspective.

GERO 460 Neurocognitive Functioning in the Aging (3)

Prerequisite: GERO 100. An exploration of the relationship between the functioning of the brain and cognitive and functional abilities. Normative age-related and pathological changes in the brain and central nervous system are examined along with the impact of these changes on cognitive and functional abilities in older adults. Discussion Alzheimer's and other dementias and their assessment and treatment.

GERO 486A Internship in Gerontology Through Co-op (3)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop).* The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

GERO 486B Internship in Gerontology Through Co-op (6)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop).* The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

GERO 495 Special Topics in Development and Health (1–3)

Specialized study in gerontology and related topics focusing on issues in development and health. May be repeated to a maximum of 6 credits when topics differ.

GERO 495C Alzheimer's Disease Issues (1)

A theoretical and practical study of Alzheimer's disease, covering its etiology and establishing its place among the chronic dementias. The aim is to analyze the health, legal, ethical, and caregiver issues associated with Alzheimer's disease. Topics include medical ethics, caregiving, anticipatory grieving, support groups for both patients and caregivers, and community networks. Students may receive credit for only one of the following courses: GERO 495C or HLTH 498U.

GERO 495D Sensory Changes and Aging (1)

A review of age differences in sensory processes. The goal is to apply knowledge of age-related sensory changes to inform and communicate effectively with older adults and their families. Topics include physical changes and the social and psychological implications of these sensory impairments, prosthetic devices and other human factors, and concepts and strategies to improve communication with family and friends.

GERO 495H Illness and Aging (1)

A broad overview of illness and wellness in elderly people. The aim is to examine the effects of the aging process on the manifestation and treatment of disease in the elderly. Topics include avoidable illness, principles of drug therapy, unique aspects of illness presentation, biology of aging, and demographics.

GERO 495K Geriatric Nutrition (1)

An overview of the physiological, social, and psychological changes that affect nutritional status and intake in aging. The goal is to use knowledge of age-related changes in nutritional status to inform and support older adults. Topics include identification of nutritional needs, intervention, and community resources for older adults. Students may receive credit for only one of the following courses: GERO 355 or GERO 495K.

GERO 496 Issues Affecting Older Workers and Their Employers (1–3)

Specialized study in gerontology and related topics focusing on social and family relations. May be repeated to a maximum of 6 credits when topics differ.

GERO 496B Issues Affecting Older Workers and Their Employers (1)

An overview of issues affecting older workers and their employers. The objective is to use knowledge of the older worker and the skills they bring to the workplace to inform others. Discussion covers older workers and the types of work they perform, policy issues governing older workers and their employers, attitudes about older workers among employers and workers, methods to combat age discrimination, and implications for the future for older workers in the United States and Europe.

GERO 496C Managing Loss and Grief: Approaches for the Human Services Provider (1)

A discussion of grief and loss based on concepts that have emerged from health care and counseling practices. Focus is on therapeutic interventions that promote personal growth in clients while helping them satisfactorily work through grief.

GERO 496G Elder Abuse and Criminal Victimization (1)

A survey of abusive treatment of older people in the context of violence in families. The typical characteristics of the abusers and the abused, as well as the causes and types of crimes of abuse, are examined. Topics include methodological shortcomings in the conduct of research on cases of abuse, alternative strategies of intervention, and the types of stress that caregivers experience. Students may receive credit for only one of the following courses: GERO 496G or HLTH 498L.

GERO 496K Long-Term Care: Options and Alternatives (1)

An overview of resources available for people who are no longer able to live independently. The aim is to analyze an individual's medical, personal, and financial needs to determine the best options for the individual's long term care. Topics include the continuum from independent living to home care and assessments of living situations suited to individual needs. Students may receive credit for only one of the following courses: FMCD 499E, GERO 341, or GERO 496K.

GERO 496P Elder Rights: Social Security and Medicare (1)

An overview of the history and evolution of Social Security and Medicare. The objective is to explore the evolving role of Social Security and Medicare in long-term financial planning. Topics include basic benefits, current conflicts, and implications for the future of both programs.

GERO 496R Geriatric Case Management (1)

A review of the concept of geriatric case management. The aim is to discuss the role of the geriatric care manager in the assessment, planning and coordination of the health and human service needs of older adults. Topics include the needs of older adults and appropriate interventions to meet those needs.

GERO 497 Special Topics in Administration and Planning (1–3)

Specialized study in gerontology and related topics focusing on administration and planning. May be repeated to a maximum of 6 credits when topics differ.

GERO 497D Retirement Planning: Managing Your Estate (1)

(For nonlawyers.) An examination of the principles and strategies used to settle an estate. Topics include administration of wills and estates, ownership and transfer of property, will substitutes, trusts and powers of appointment, strategies for giving charitable gifts, and gift and estate taxes. Students may receive credit for only one of the following courses: FMCD 499D or GERO 497D.

GERO 497K Strategic Planning for Retirement (1)

A discussion of techniques for achieving financial independence at retirement and the economic, governmental, and business factors that work against reaching this goal. The objective is to evaluate present and future needs to determine the most effective strategies for retirement planning. Topics include Social Security and Medicare; pensions and tax-deferred savings plans, including 401(k)s and IRAs; and how much to save for retirement throughout the lifespan.

GERO 497M Managed Health Care Services in Gerontology (1)

A comparative analysis of the delivery of managed health services to retirees and the elderly in the United States. Focus is on the financing of comprehensive benefits and services while considering demographics, employer-sponsored approaches, government-sponsored approaches, indemnity approaches, and self-sponsored approaches. Key concepts examined include employer/retiree cost-sharing coverage, tax-deferred funding options, purchasing cooperatives, health alliances, fiscal management, and capitation.

GERO 497N Vocational Planning in Gerontology (1)

A review of the various vocational pathways in gerontology. The objective is to explore the various roles of professionals in gerontology and the pathways that lead to those roles. Topics include suggested plans of study, professional affiliations, and market demands.

Government and Politics

Courses in government and politics (designated GVPT) may be applied as appropriate (according to individual program requirements) toward

- the general education requirement in the behavioral and social sciences;
- a major in East Asian studies, emergency management, homeland security, or political science;
- a minor in African American studies or political science;
- a certificate in Terrorism and Institutions: Prevention and Response; and
- electives.

GVPT 100 Introduction to Political Science (3)

A survey of the basic principles of political science. The objective is to define the main features of primary political systems to understand differing methods of governance and articulate consequences of government actions in a globally interdependent system. Topics include the relationship of political science to the other social sciences; modern democracy, political ideology, and political socialization; the function of public opinion, mass media, interest groups, and political parties; the basic institutions of government and the separation of powers; and the role of international relations and globalization.

INFORMATION ON COURSES

GVPT 101 Introduction to Political Theory (3)

An introduction to political philosophy. Discussion covers the classic contrast between the philosophies of Plato and Machiavelli concerning the problem of justice and power and the philosophical foundations of liberalism, socialism, and conservatism. Other topics include the political ideas of John Locke, Thomas Hobbes, Jean-Jacques Rousseau, John Stuart Mills, Karl Marx, and Edmund Burke.

GVPT 170 American Government (3)

A comprehensive study of government in the United States, including the basic principles of American government and political culture. The aim is to explain the vertical and horizontal structure of the American government and the roles of the three federal branches, bureaucracies, and the state governments; describe the development of the American political system and its impact on the political landscape; and explain the processes of the electoral system, political parties, and interest groups to persuade and influence. Institutions, processes, and public policies are examined from a cross-cultural perspective.

GVPT 200 International Political Relations (3)

A study of the major factors underlying international relations, the methods of conducting foreign relations, and the means of avoiding or alleviating international conflicts. The objective is to interact with global communities, contribute to policy formation, analyze differing worldviews, and apply historical and cultural contexts to identify probable outcomes of disputes. Students may receive credit for only one of the following courses: GVPT 200 or GVPT 300.

GVPT 280 Comparative Politics and Government (3)

An introductory study of institutional patterns and trends in a variety of countries with dissimilar governmental styles. The goal is to compare the stages of political development in the modern state system on a spectrum ranging from liberal democracies to authoritarian regimes. Discussion covers ethnic conflict and economic inequality in relation to the success and failure of governmental approaches in solving compelling issues.

GVPT 306 Global Political Economy (3)

A study of the relationship between political and economic processes in international affairs. Discussion covers the effect of globalization on the global environment, the economy, world peace, the power of the nation-state, and inequality between nation-states.

GVPT 308 International Human Rights (3)

Recommended: GVPT 100. A study of the principles and practices governing human rights from the beginning of mankind to the modern international conventions and U.N. Declarations. The present international and national push for human rights and emancipation is analyzed and discussed. Students may receive credit for only one of the following courses: GVPT 308 and GVPT 399Y.

GVPT 401 Understanding 21st Century Global Challenges (3)

Prerequisite: WRTG 101. An examination of the changing face of international affairs in a post–Cold War world and the role of the United States in the evolving international order. The aim is to analyze world events to evaluate global development and formulate scenarios predicated on the roles of various actors and institutions. Focus is on the roles of key international institutions, states, nonstate actors, and globalization in the evolution of global relations since the collapse of the Soviet Union. Discussion also covers various influences on contemporary affairs, including migration, disease, economic development, and terrorism.

GVPT 403 Law, Morality, and War (3)

Prerequisite: WRTG 101. A study of just war traditions. The objective is to make informed decisions and analyze conflict. Discussions cover the theoretical and practical connections between law, war, and morality.

GVPT 404 Democratization (3)

Prerequisite: WRTG 101. An examination of the process and prospects of democratization. Topics include concepts of democracy and how they have changed over time, as well as the conditions under which democracy historically has developed and thrived. Focus is on the process of global democratization, with special attention to gains and failures in the past three decades.

GVPT 405 Defense Policy and Arms Control (3)

Recommended: GVPT 100. A survey of contemporary issues of military strategy and international security. The processes of formulating defense-related political and economic policy are examined. Topics include nuclear war and conventional (limited) warfare, insurgency by guerrillas, arms control and disarmament, and the possibilities for moderation of war.

GVPT 406 Global Terrorism (3)

Prerequisite: WRTG 101. An examination of the development of global terrorism and its impact on the international community. The goal is to participate in strategy and policy formulation and implementation, evaluate threats, and assess infrastructures that support global terrorist organizations. Students may receive credit for only one of the following courses: GVPT 401A or GVPT 406.

GVPT 407 State Terrorism (3)

An examination of the use of force and power (terrorism) by states against various populations to advance the interests of their civilization or state. The objective is to apply knowledge of culture, tradition, ideology, and methodology to comprehend state terrorism; analyze risk to national security; and explain how domestic climates and international relationships interact to support state terrorism. Topics include state behavior and norms; state interests, power, and force; application of power and force; and coercion within and among civilizations.

GVPT 408 Counterterrorism (3)

An investigation of counterterrorism (including its historical context), focusing on the evaluation of threats and the formulation of defeat strategies. The aim is to evaluate response strategies, help improve offensive and defensive planning, and construct a defeat strategy for a terrorist threat. Students may receive credit for only one of the following: GVPT 399H or GVPT 408.

GVPT 409 Terrorism, Antiterrorism, and Homeland Security (3)

(Formerly GVPT 498X.) An examination of the impact of terrorism upon the homeland security of the United States, especially since the attacks of September 11, 2001. Topics include the antecedents of modern homeland security, the changing face of terrorism in the United States, the threat of weapons of mass destruction and cyberterrorism, the concept of homeland security within a federal system, the establishment of a federal agency for homeland security, the impact of the National Strategy for Homeland Security upon the federal system, civil liberties and the Patriot Act, intelligence and civil rights, and critical infrastructure protection. Students may receive credit for only one of the following courses: GVPT 409 or GVPT 498X.

GVPT 444 American Political Theory (3)

Prerequisite: WRTG 101. A study of the development and growth of American political concepts from the colonial period to the present. The objective is to apply the rule of law to the decision-making process; interpret, apply, and synthesize the concepts of individual rights and collective responsibilities; and evaluate the interconnection between war, peace, and diplomacy.

GVPT 457 American Foreign Relations (3)

Prerequisite: WRTG 101. A study of the principles and machinery of American foreign relations. The goal is to apply historical themes of American foreign policy to contemporary international relations, incorporate tenets of international law into American diplomatic approaches, and inform and influence policy making. Emphasis is on the conduct of the U.S. Department of State and the Foreign Service. Analysis covers the major foreign policies of the United States.

GVPT 475 The Presidency and the Executive Branch (3)

Prerequisite: WRTG 101. A study of the president's influence on legislative matters, the president's function in the executive branch (including domestic and foreign policy), and the president's role in his or her political party. The aim is to analyze contemporary uses of the presidency, evaluate an election strategy, and communicate realities of the presidential office.

GVPT 486A Internship in Government and Politics Through Co-op (3)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

GVPT 486B Internship in Government and Politics Through Co-op (6)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

GVPT 487 Government and Politics of Southwest Asia (3)

A comparative examination of the politics of India, Pakistan, and Afghanistan—three nations that share a common history but emerged from independence movements to develop differently. Discussion addresses religious conflicts; colonial experiences; nationalist ideologies; and the consequences of economic, political, and cultural globalization.

GVPT 495 Advanced Seminar in Political Science (3)

(Intended as a capstone course to be taken in a student's last 15 credits.) Prerequisites: WRTG 101 and 9 upper-level GVPT credits. A study of political science that integrates knowledge gained through previous coursework and experience. The aim is to build on that conceptual foundation through integrative analysis, practical application, and critical thinking. Concepts and methods of political science are applied in producing a political, policy, or position paper for a project organization.

GVPT 498 Advanced Topics in Government and Politics (1–3)

Recommended: GVPT 100. In-depth study of topics of specialized interest.

Graphic Communication

Courses in graphic communication (designated GRCO) may be applied as appropriate (according to individual program requirements) toward

- the general education requirement in the arts and humanities;
- a major in graphic communication;
- a certificate in Computer Graphics and Design, Desktop Publishing, or Web Design; and
- electives.

GRCO 100 Introduction to Graphic Communication (3)

An introduction to graphic communication and the various roles and responsibilities of the profession. The aim is to build the skills and knowledge necessary for graphic communication professional. Topics include legal and ethical obligations, portfolios, and research and assessment practices.

GRCO 230 Typography (3)

Prerequisite: ARTT 110. An introduction to typography as a compositional tool. The goal is to analyze and distinguish appropriate application of typefaces and fonts and apply typographical skills to layout design and construction. Emphasis is on the individual aspects of the letterform and the interaction of letters as text on the page.

GRCO 350 Commercial Design (3)

(Formerly ARTT 250.) Prerequisite: GRCO 230. A study of essential design concepts focusing on the creative skills needed to better solve internal corporate and external advertising/marketing problems in visual media. Theoretical and practical applications include corporate/institutional visual systems, collateral corporate and marketing materials, and advertising campaigns. Discussion also covers the relationship between word and image, symbolism, visual structure, continuity, ethical standards and practices, and creative problem solving. Students may receive credit for only one of the following courses: ARTT 250 or GRCO 350.

GRCO 354 Digital Media (3)

(Formerly ARTT 354.) Prerequisite: GRCO 230. An introduction to computer graphics programs and digital media and design. The objective is to use current technologies in the production of digital art and design, integrate images and text in a cohesive design, and conceive and create a product and follow it through all stages of production. Focus is on the production of artwork for both mass media and noncommercial media. Current technologies are used to explore various formats, including print and the Web. Students may receive credit for only one of the following courses: ARTT 354 or GRCO 354.

GRCO 458 Illustration (3)

(Formerly ARTT 458.) Prerequisite: ARTT 210. A hands-on, project-based exploration of illustration. Focus is on developing fundamental skills in illustration, including the interpretation of texts and ideas to create images. The goal is to translate ideas into images, compose effective images, and use appropriate techniques for media. Topics include drawing, composition, meaning, and communication of mood. Projects include works in a variety of areas, including storyboarding and scientific, technical, advertising, and children's materials. Students may receive credit for only one of the following courses: ARTT 458 or GRCO 458.

GRCO 479 Motion Graphics (3)

(Formerly ARTT 479.) Prerequisite: GRCO 354 or ARTT 354. A study of media production. Discussion covers the aesthetic and practical aspects of creating moving images in a short movie or documentary. The goal is to understand the principles of preproduction, production, and postproduction. Students may receive credit for only one of the following courses: ARTT 479 or GRCO 479.

GRCO 495 Graphic Communication Portfolio (3)

(Formerly ARTT 495. Intended as a final, capstone course to be taken in a student's last 15 credits.) Prerequisites: GRCO 350 and 354, MRKT 310, and 15 credits in ARTT or GRCO coursework. A project-driven study of business and professional practices in the field of graphic communication. The objective is to be prepared for a career in graphic communication. Topics include portfolio review, teamwork, and assessment of professional goals. Focus is on applying skills (in areas such as motion graphics, typography, digital media, illustration, and commercial design) acquired through previous study. Students may receive credit for only one of the following courses: ARTT 495 or GRCO 495.

History

Courses in history (designated HIST) may be applied as appropriate (according to individual program requirements) toward

- the general education requirements in the arts and humanities;
- a major in history, East Asian studies, or humanities;
- a minor in African American studies, East Asian studies, history, or women's studies;
- a certificate in Terrorism and Institutions: Prevention and Response; and
- electives.

HIST 107 Classical Foundations (3)

(Formerly HUMN 102.) Recommended: WRTG 101. A study of the ancient Greco-Roman world. Original sources of history, art, philosophy, poetry, and drama are consulted. The objective is to compare and contrast works of key thinkers to trace the evolution of ideas. Focus is on individuals who contributed to the shaping of classical civilization. Students may receive credit for only one of the following courses: CLAS 100, HUMN 102, or HIST 107.

HIST 115 World History I (3)

(Formerly HUMN 102.) Recommended: WRTG 101. A survey of global civilizations and cultures from prehistory to the 1500s. The aim is to identify important elements of political theory. Focus is on the interaction of those cultures and their political, social, and cultural development. Students may receive credit for only one of the following courses: CLAS 100, HUMN 102, or HIST 107.

HIST 116 World History II (3)

Recommended: WRTG 101. A survey of Western and non-Western civilizations and cultures from 1500 to the present. The aim is to identify important elements of political theory and explain the influence of those elements on history. Emphasis is on the political, social, and cultural development of the major civilizations; the interactions between those civilizations; and the development of a global community since 1500.

HIST 141 Western Civilization I (3)

Recommended: WRTG 101. A survey of the history of Western civilization from antiquity through the Reformation. The objective is to chart major societal changes; identify major conflicts and wars; describe the evolution of religions; and recognize how philosophy and the arts reflect and influence peoples' lives, cultures, and societies. The political, social, and intellectual developments that formed the values and institutions of the Western world are examined.

HIST 142 Western Civilization II (3)

Recommended: WRTG 101. A survey of the history of Western civilization from the Reformation to modern times. The goal is to chart major societal changes; identify major conflicts and wars; describe the evolution of religions; and recognize how philosophy and the arts reflect and influence peoples' lives, cultures, and societies.

HIST 156 History of the United States to 1865 (3)

A survey of the United States from colonial times to the end of the Civil War. The establishment and development of national institutions are traced. The aim is to locate, evaluate, and use primary and secondary sources and interpret current events and ideas in a historical context. Students may receive credit for only one of the following courses: HIST 156 or HUMN 119.

HIST 157 History of the United States Since 1865 (3)

A survey of economic, intellectual, political, and social developments since the Civil War. The objective is to use primary and secondary sources to describe U.S. historical events and interpret current events and ideas in a historical context. Discussion covers the rise of industry and the emergence of the United States as a world power. Students may receive credit for only one of the following courses: HIST 157 or HUMN 120.

HIST 202 Principles of War (3)

A study of the nine classic principles of war, which guide the conduct of war at the strategic, operational, and tactical levels and form the foundation of the art and science of the military profession. The aim is to use primary and secondary historical resources to explore how past theory and practice have shaped the underlying policy, strategic planning, and operational procedures of today's military and national security agencies.

HIST 218Q Gettysburg (1)

A study of the major elements of warfare during the American Civil War, focusing on the Gettysburg campaign and its impact. Students may receive credit for only one of the following courses: HIST 218Q or HIST 318Q.

HIST 218R Antietam (1)

A study of the Maryland campaign of the American Civil War. Focus is on the 1862 Battle of Antietam and its impacts within the context of the war. Students my receive credit for only one of the following courses: HIST 218R or HIST 318R.

HIST 289 Historical Methods (3)

Prerequisite: A 100-level HIST course. An introduction to historical methods, approaches, and techniques. The goal is to explain what history is and why it matters, identify historical paradigms, and employ the moral and ethical standards of the historical profession. Focus is on the philosophical and practical skills employed by historians.

HIST 309 Historical Writing (3)

Prerequisite: HIST 289. A study of the historical research and writing process. The goal is to construct a framework for an original historical research project, locate and evaluate source materials, and demonstrate proficiency in research methods.

HIST 314D The Darfur Crisis (1)

An examination of the impact of the crisis in Darfur on world peace and the course of international politics. Topics include the inception and the evolution of the problem and the reaction of the Sudanese government to the demands of the local population for autonomy in western Sudan. The definition of genocide and whether it may be applied to the situation in Darfur is debated. Resolutions of the United Nations and other international and regional organizations resolutions regarding Darfur are introduced. American foreign policy is examined as it relates to Darfur.

HIST 316U Contemporary Political History of Afghanistan: 1919 to Present (1)

An introduction to Afghani history from the end of the Great Game (the struggle between Great Britain and Russia for supremacy in Central Asia) in 1919 to the present. Emphasis is on the political and economic history of the independent Afghan state. Topics include the closing period of the Great Game and the fragile relations between Afghanistan and Great Britain, the period of stability engendered by the rule of King Zahir Shah, the coup d'état of Sardar Mohammed Daoud, the Soviet invasion of Afghanistan, the downfall of the Communist government of President Mohammed Najibullah, the rise of the Taliban, the American-led invasion, and the reconstruction government of President Hamid Karzai. Assignments include intensive reading, writing, and research.

HIST 319A History of Terrorism (3)

A survey of terrorism in the modern world, investigating the ideology of political violence since 1789. Topics include the organization, aims, arms, financing, and composition of terrorist groups, from the 1880s in Russia to the present day worldwide. Various interpretations of the terrorist phenomenon are discussed. Assignments include advanced reading and research.

HIST 319B History of Violence in America (3)

A survey of violence in the United States, with an emphasis on the late 19th century and the 20th century. Theories of conflict and its causes provide a framework for discussing political violence, both past and present. Racial violence in the 20th century is examined. Topics also include violence and organized crime, domestic terrorism, violent crimes, student protest, and labor violence. Assignments include advanced reading and research.

HIST 319H Civil Rights: Martin Luther King Jr. (1)

A survey of the civil-rights movement from 1954 to 1968 as viewed though the career of Dr. King, its principal leader and spokesman. Assignments include advanced reading and research.

HIST 319L History of Drug Use in America (3)

A survey of the long-standing problem of drugs. Practices of drug use from pre-Columbian times to the present are considered. Emphasis is on the role of the alcoholic in American history and the origins of modern attitudes toward drugs.

HIST 319X The Jews Under the Nazis (1)

A study of the fate of European Jews under Hitler. How and why the Holocaust occurred are considered. Topics include the history of anti-Semitism in Europe to l933, the German Jewish community, and Nazi persecution (1933–39), and the Holocaust (1939–45).

HIST 319Y Nuremberg War Trials (1)

A study of the Nuremberg War Trials. Topics include the charges, personalities, verdicts, and issues of this juridical milestone. The long-range implications of the precedents established at Nuremberg, not only for Germany, but for America and the world as well, are also examined.

HIST 319Z Nazism and the Third Reich (1)

An examination of Germany in the 1920s and 1930s focusing on the emergence and establishment of Nazism. A number of relevant questions are considered: Why did national socialism arise in Germany when it did? Was national socialism specifically German or representative of a more general European phenomenon? Are the origins time-bound or could they occur again?

HIST 324 Classical Greece (3)

Prerequisite: A writing course. Recommended: WRTG 101 and 291. A study of the ancient Greeks from Homer to Socrates, from 800 to 400 BC. Discussion covers the society and religion of the city-state, the Peloponnesian War, the art and literature of Periclean Athens, and the intellectual circle of Socrates.

HIST 325 Alexander the Great and the Hellenistic Age (3)

Prerequisite: A writing course. Recommended: WRTG 101 and 291. A study of the history of the Greeks from 400 to 30 BC. Topics include Alexander and the changes he wrought in the Mediterranean world; the rise of monarchies and leagues; new directions in religion, art, literature, and science; and the Hellenization of the Near East, including the Jews.

HIST 326 The Roman Republic (3)

Prerequisite: A writing course. Recommended: WRTG 101 and 291. A study of ancient Rome during the period 753 to 44 BC, from its founding to the assassination of Julius Caesar. Focus is on Rome's conquest of the Mediterranean world, the social and political pressures that led to that conquest, and the consequent transformation and decline of the republic. Students may receive credit for only one of the following courses: HIST 326 or HIST 421.

HIST 327 The Roman Empire (3)

Prerequisite: A writing course. Recommended: WRTG 101 and 291. A study of Roman history from Augustus to Heraclius, from 44 BC to AD 641. Topics include the imperial court and government, the diversity of culture in the provinces and cities and the progress of Romanization, Roman religion and its transformation in late antiquity, and the Roman army and defense of the frontiers. Students may receive credit for only one of the following courses: HIST 327 or HIST 421.

HIST 333 Europe During the Renaissance and Reformation (3)

Prerequisite: A writing course. Recommended: WRTG 101 and 291. A study of the transformation of continental Europe from 1400 to 1648. Topics include changes in modes of Christian piety and the spread of humanistic ideas, the social and intellectual foundations of reformation theology, the 16th-century reform movements, and the causes and impacts of the Thirty Years War.

HIST 336 Europe in the 19th Century: 1815 to 1919 (3)

A study of the political, economic, social, and cultural development of Europe from the Congress of Vienna to World War I. The aim is to describe and evaluate the emergence and evolution of modern schools of thought and their effects on contemporary society.

HIST 337 Europe's Bloodiest Century (3)

An investigation of the political, economic, and cultural development of Europe since 1914, with emphasis on the factors involved in the two world wars and their worldwide effects and significance. The objective is to evaluate causes, courses, and consequences of armed conflicts in Europe during the 20th century to interpret their effects on contemporary society.

HIST 341 A History of Anti-Semitism (3)

Prerequisite: A writing course. Recommended: WRTG 101 and 291. A study of the historical development of anti-Semitism in its European context. Anti-Semitism is examined both as a set of ideas and as a political movement from the ancient era to the present, with emphasis on the modern era.

HIST 353 Latin America: From Moctezuma to Bolivar (3)

Prerequisite: A writing course. Recommended: WRTG 101 and 291. A survey of Latin America from late pre-Columbian civilizations through European incursion and the wars of independence. Topics include cultural collisions, political formation, and the end of Iberian domination.

HIST 354 Modern Latin American History: 1810 to the Present (3)

Prerequisite: A writing course. Recommended: WRTG 101 and 291. An examination of political, economic, social, cultural, and gender changes and conflict in Latin America, from political independence to recent developments. The aim is to understand the context of Latin American affairs and interpret U.S. policy and its relationship to the region. Topics include agrarian transformation, economic development and underdevelopment, emancipation of slaves, gender hierarchies, national identity, urbanization and populism, labor politics, social revolution, and global relationships. Students may receive credit for only one of the following courses: HIST 251 or HIST 354.

HIST 360 America in the Colonial Era: 1600 to 1763 (3)

Prerequisite: A writing course. Recommended: WRTG 101 and 291. A study of the American colonial era. The goal is to locate, evaluate, and use primary and secondary source materials; articulate and interpret events and ideas; and analyze current events in a historical context. Discussion covers the colonial experiences of early Americans and developments in economy, religion, law, gender and race relations, politics, and culture.

HIST 361 America in the Revolutionary Era: 1763 to 1803 (3)

Prerequisite: A writing course. Recommended: WRTG 101 and 291. An extensive examination of the issues and events in colonial British America that resulted in the American Revolution and an exploration of the early development of the United States through 1803. The aim is to locate, evaluate, and use primary and secondary source materials; evaluate the impact of events, individuals, movements, and economic systems; and analyze the formation of an "American" identity. Emphasis is on political events and social issues, including the creation of a new government under the Constitution and challenges facing the new nation.

HIST 363 The Civil War and the New Industrial Society in the United States: 1860 to 1900 (3)

Prerequisite: A writing course. Recommended: WRTG 101 and 291. A focused study of the Gilded Age from Reconstruction to the dawn of the Progressive Era. The goal is to analyze the transformation from a union of states to the United States as a result of the social, cultural, technological, and economic events of the era. Topics include Reconstruction, the westward movement, urbanization, industrialization, imperialism, and the expansion and contraction of rights and liberties.

HIST 364 Emergence of Modern America: 1900 to 1945 (3)

Prerequisite: A writing course. Recommended: WRTG 101 and 291. A study of the emergence of modern American institutions and identities in the years 1900–45. The aim is to identify events, individuals, movements, and technological developments; synthesize primary and secondary resources; and analyze the significance of social, cultural, and political events. Topics include the presidencies of McKinley, Roosevelt, Taft, and Wilson; the world wars; the Great Depression; and the period of the New Deal. Discussion also covers emerging issues such as the role of women and African Americans, corporate enterprises, and the welfare state.

HIST 365 Recent America: 1945 to the Present (3)

Prerequisite: A writing course. Recommended: WRTG 101 and 291. An investigation of U.S. history from the end of World War II to the events of September 11, 2001. The goal is to identify events, individuals, movements, and technological developments; synthesize primary and secondary resources; and analyze the significance of social, cultural, and political events. Topics include social turmoil, the Cultural Revolution, the role of the United States in the world, economic trends, military conflicts, consumerism, political and public scandals, and globalization.

HIST 375 Modern European Women's History (3)

A social and cultural study of the economic, family, and political roles of European women since the Enlightenment and Industrial Revolution. Emphasis is on contemporary discussions on the role of women, the effects of industrialization on women's work and status, the demographic parameters of women's lives, and women's participation in political events from market riots to suffrage struggles. Students may receive credit for only one of the following courses: HIST 212 or HIST 375.

HIST 376 Women and the Family in America to 1870 (3)

An examination of the history of women in the United States from European and Native American contact to 1870. The objective is to examine primary and secondary sources and documents to comprehend and articulate the impact of gender on the historical experiences of American women. Historical methodologies that pay particular attention to the ways in which race, class, ethnicity, and sexuality have shaped these experiences are used to analyze the varied experiences of U.S. women. The relationship between these experiences and the larger historical forces of the era—including the American Revolution, nation building, migration, slavery, and changing family roles and structure—is evaluated.

HIST 377 United States Women's History: 1870 to 2000 (3)

An examination of the history of women in the United States from 1870 to the eve of the 21st century. The goal is to examine primary and secondary sources and documents to comprehend and articulate the impact of gender on the historical experiences of American women. Historical methodologies that pay particular attention to the ways in which race, class, ethnicity, and sexuality have shaped these experiences are used to analyze the varied experiences of U.S. women. The relationship between these experiences and the larger historical forces of the era—including social movements, technology, and changing family roles and structure—is evaluated. Students may receive credit for only one of the following courses: HIST 211, HIST 367, or HIST 377.

HIST 381 America in Vietnam (3)

Prerequisite: A writing course. Recommended: WRTG 101 and 291. An examination of the complexity of the lengthy involvement of the United States in Vietnam. The goal is to engage in divergent historical interpretations and develop personal conclusions and perspectives about America's role in Vietnam and its legacy. Discussion covers the social, cultural, political, and military dimensions of the Vietnam War, beginning with the declaration of Vietnamese independence at the conclusion of World War II. Emphasis is on influence of the media in shaping government policy and public opinion. Students may receive credit for only one of the following courses: BEHS 337 or HIST 381.

HIST 390 The Rise of Islam to 1300 (3)

Prerequisite: A writing course. Recommended: WRTG 101 and 291. A survey of the origins, development, and rapid expansion of Islam into Europe, Asia, and North Africa. Topics include the diversity of early Islamic beliefs; the evolution of social and political institutions and their expansion into Europe, the Arab East, and North Africa; and the importance of Islamic scholarship in the birth of the modern world. Focus is on the period before 1300.

HIST 391 History of the Ottoman Empire (3)

Prerequisite: A writing course. Recommended: WRTG 101 and 291. A survey of the Ottoman Turkish Empire from 1300 AD to its collapse during World War I. The objective is to analyze the shifts in political, social, cultural, and economic arenas; examine the roles and influences of art, philosophy, and religion; and evaluate the roles of war and conflict in the formation and decline of the Ottoman Empire. Emphasis is on the empire's social and political institutions and its expansion into Europe, the Arab East, and North Africa.

HIST 392 History of the Contemporary Middle East (3)

Prerequisite: A writing course. Recommended: WRTG 101 and 291. An exploration of the causes underlying the rise of sovereign nation-states in the Middle East. Topics include modernization, Westernization, and secularization in a traditional society and shifting political and economic power groupings in a regional and worldwide context.

HIST 393 Archival Administration (3)

Prerequisite: A writing course. Recommended: WRTG 101 and 291. An examination of the function and administration of archives. Topics include methods of preserving archival material, cataloguing, special problems of oral history archives, and related issues.

HIST 396I Cultural Heritage Protection: Iraq (3)

Prerequisite: A writing course. Recommended: WRTG 101 and 291. A study of basic strategies for protecting heritage sites, focusing on those in Iraq. Discussion covers both theory and application. Topics include cultural, political, legal, and historical considerations.

HIST 460 African American History: 1500 to 1865 (3)

An examination of African American communities in the Western Hemisphere from 1500 to 1865. The aim is to examine the impact of slavery on the social, political, and economic landscape of the African continent; explain the origins of the transatlantic slave trade; and discuss how slavery is central to the history and economic development of the United States. Topics include the African continent before the arrival of the Europeans, the enslavement and dispersion of Africans throughout North America, and the events preceding the Civil War and emancipation.

HIST 461 African American History: 1865 to the Present (3)

Prerequisite: A writing course. Recommended: WRTG 291. An examination of African Americans in the United States since the Civil War. The objective is to examine the significance of the emancipation of African Americans and various leadership and philosophical perspectives within the African American community. Topics include emancipation and Reconstruction; segregation, accommodationism, and institution building; migration and urbanization; resistance and the birth and growth of the civil rights movement; and the problem of race and racism as a national issue with global impact in the modern world.

HIST 462 The U.S. Civil War (3)

An examination of the origins, conduct, and impact of the American Civil War and Reconstruction (1850–77). The goal is to apply historical methodology to issues of the Civil War and Reconstruction; assess Civil War strategies, tactics, and operations; and evaluate how race, culture, politics, and technology affected the course of the Civil War and Reconstruction.

HIST 463 U.S. Military History Since 1865 (3)

Prerequisite: A writing course. Recommended: WRTG 101 and 291. An examination of the evolution of the U.S. armed forces since the Civil War. Topics include the role of the armed forces in U.S. diplomatic relations, the social and economic impact of war and peace, and the changing image of the military in American culture. Students may receive credit for only one of the following courses: HIST 419N or HIST 463.

HIST 465 World War II (3)

An investigation of the nature of the Second World War. The aim is to analyze the factors that contributed to World War II, investigate the influences of wartime ideologies, and examine how warfare accelerated advances in science and technology. Topics include the origins of the war; the political, military, economic, and social circumstances of the war and their impact and legacy; and the extent to which the war changed the world that we live in.

HIST 466 The Cold War (3)

Prerequisite: A writing course. Recommended: WRTG 101 and 291. An introduction to the history of the Cold War, which divided the world along ideological, economic, political, and military lines for more than 40 years. Focus is on the chronology of the struggle between the United States and the Soviet Union, with the former leading the NATO nations and the latter leading the Warsaw Pact nations. Students may receive credit for only one of the following courses: HIST 320, HIST 419I, or HIST 466.

HIST 476 Historic Preservation (3)

Prerequisite: A writing course. Recommended: WRTG 101 and 291. A study of the theory and techniques of historic preservation. Topics include the principles of acquisition, stabilization, restoration, and conversion of structures or sites into interpretive or public facilities. Assignments include field trips and reports.

HIST 480 A History of China from Confucius to the Demise of the Qing Dynasty (3)

Prerequisite: A writing course. Recommended: WRTG 101 and 291. A study of the history of China from Confucius (around 500 BC) to the demise of the Qing Dynasty in 1912. The objective is to interpret, educate, and advise others based on a historical, cultural, and social awareness of traditional China. Emphasis is on the changes within Chinese political, social, cultural, and philosophical structures that have molded the history of China and its people.

HIST 481 History of China from the Opium War to Deng Xiaoping (3)

Prerequisite: A writing course. Recommended: WRTG 101 and 291. A study of the history of China from the Qing Dynasty to Deng Xiaoping. The goal is to interpret, educate, and advise others based on a historical, cultural, and social awareness of modern China. Emphasis is on revolution and reform and the effects these changes had on the emergence of China as a world power.

HIST 482 History of Japan to the Late Edo Period (3)

Prerequisite: A writing course. Recommended: WRTG 101 and 291. An examination of traditional Japanese civilization from the age of Shinto mythology to the late Edo period. The aim is to interpret, educate, and advise others based on a historical, cultural, and social awareness of traditional Japan.

HIST 483 History of Japan Since the Late Edo Period (3)

Prerequisite: A writing course. Recommended: WRTG 291. An examination of Japan's emergence as an industrial society and world power. The goal is to interpret, educate, and advise others based on a historical, cultural, and social awareness of modern Japan. Discussion covers Japan's role in World War II, postwar recovery, and re-emergence as an exporter of cultural goods.

HIST 486A Internship in History Through Co-op (3)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

HIST 486B Internship in History Through Co-op (6)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

HIST 495 Senior Thesis in History (3)

(Intended as a final, capstone course to be taken in a student's last 15 credits, preferably a year after completing HIST 309.) Prerequisites: At least 21 credits in HIST coursework, including HIST 289 and 309. Intensive research into a specific topic in history of the student's choice. The objective is to produce a substantial, original historical research project suitable for presentation or publication.

Homeland Security

Courses in homeland security (designated HMLS) may be applied as appropriate (according to individual program requirements) toward

- a major in homeland security, criminal justice, emergency management, or fire service administration;
- a minor in homeland security;
- certain UMUC graduate degree programs, where recognized as equivalent coursework (specific equivalencies are detailed in the UMUC graduate catalog); and
- electives.

HMLS 302 Introduction to Homeland Security (3)

Prerequisite: WRTG 101. An introduction to the theory and practice of homeland security in both the public and private sector at the national, regional, state, and local level. The objective is to apply management concepts to homeland security, identify legal and policy issues related to homeland security, and compare the four phases of homeland security. An overview of the administrative, legislative, and operational elements of homeland security programs and processes (including a review of homeland security history, policies, and programs) is provided. Topics include the threat of terrorism and countermeasures, including intelligence, investigation, and policy that support U.S. homeland security objectives.

HMLS 304 Strategic Planning in Homeland Security (3)

Prerequisite: HMLS 302. An examination of the fundamentals of strategic planning necessary for the maintenance of domestic security and the operation of the homeland security organization in the public and private sectors. The goal is to develop and analyze homeland security strategic plans. Topics include organizational priorities, planning documents, policy development, legislation, financial operations, and the evaluation process. Analysis covers threat, risk, vulnerability, probability, and impact as parameters for decision making and resource allocation.

HMLS 310 Homeland Security Response to Critical Incidents (3)

Prerequisites: HMLS 304 and 406. A real-world assessment of the issues involved in responding to homeland security critical incidents. The aim is to prepare for future challenges, integrate critical incident responses at all levels, and analyze the effect of regulations and laws on critical incidents. Discussion covers historical and potential incidents as they relate to resources, cooperation, politics, regulations, operations, and postincident response.

HMLS 312 Technology in Homeland Security (3)

Prerequisites: HMLS 304 and 406. An overview of the existing and potential technology that may be used in homeland security in both the private and public sectors. The goal is to analyze the issues and benefits of the application of technology in homeland security and differentiate the uses and challenges of technology in public versus private sectors. Focus is on knowledge management, protection, response, and communication, as well as ethical and operational issues in technology.

HMLS 406 Legal and Political Issues of Homeland Security (3)

Prerequisite: HMLS 302. A study of the legal aspects of and public policy in homeland security. The aim is to analyze governmental and private sector roles and form a model homeland security policy. The development of public policy in homeland security is examined at local, regional, national, and international levels. Topics include surveillance, personal identity verification, personal privacy and redress, federal legislation passed in the aftermath of the terrorist attacks of 2001, the rights of foreign nationals, the rights of U.S. citizens, the governmental infrastructure for decisions concerning legal rights, and the difficulties of prosecuting terrorist suspects (such as jurisdictional issues, rules of evidence, and prosecution strategies).

HMLS 408 Infrastructure in Homeland Security (3)

Prerequisites: HMLS 304 and 406. An examination of infrastructure protection at international, national, regional, state, and local levels. The objective is to assess threat, risk, and vulnerabilities and recommend protective measures. Topics include critical infrastructure at all levels of government, the private sector, and the international community. An overview of U.S. homeland security policy as it relates to the protection of critical infrastructures and key assets (including the roles of the federal, state, and local governments and the private sector in the security of these resources) is provided. Focus is on risk reduction and protection of critical infrastructures using available resources and partnerships between the public and private sectors.

HMLS 414 Homeland Security and Intelligence (3)

Prerequisites: HMLS 304 and 406. A study of the role of intelligence in homeland security. The goal is to assess existing and potential threats and environmental change and interpret, evaluate, and present field intelligence. Topics include the intelligence process—the collection, analysis, sharing, and dissemination of information between governments and between government and the private sector. Emphasis is on evaluating current intelligence and enforcement efforts. Discussion also covers future challenges and opportunities for intelligence operations.

HMLS 416 Homeland Security and International Relations (3)

Prerequisites: HMLS 304 and 406. An examination of the relationship of international institutions to U.S. homeland security policy, intelligence, and operations. The aim is to incorporate a global perspective in the development of U.S. homeland security, analyze international institutions that influence U.S. homeland security, and integrate international information sharing in public- and private-sector approaches to security. Domestic security operations abroad are compared to U.S. policy, laws, and procedures. Topics include the commonality of global approaches to domestic security everywhere and the value of information sharing between governments and international institutions.

HMLS 486A Internship in Homeland Security Through Co-op (3)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

HMLS 486B Internship in Homeland Security Through Co-op (6)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

HMLS 495 Public Safety Policies and Leadership (3)

(Intended as a final, capstone course to be taken in a student's last 15 credits.) Prerequisites: At least 15 credits in upper-level FSCN, EMGT, CCJS, or HMLS courses. A study of leadership theories, skills, and techniques used in the public safety professions. The interdisciplinary perspective—encompassing criminal justice, emergency management, fire science, and homeland security—is designed to support integrated public safety management. A review of current issues and contemporary successful leadership styles in the public safety professions integrates knowledge and principles gained through previous coursework. Case studies and exercises are used to address challenges in strategic planning. Other tools focus on evaluation of personal leadership styles and techniques.

Humanities

Courses in humanities (designated HUMN) may be applied as appropriate (according to individual program requirements) toward

- the general education requirement in the arts and humanities;
- a major or minor in humanities;
- a certificate in Diversity Awareness; and
- electives.

HUMN 100 Introduction to Humanities (3)

An introduction to the humanities through a review of some of the major developments in human culture. The goal is to promote analysis of underlying assumptions about the way societies are formed and run and how societies express their ideas through art, literature, architecture, music, and philosophy. Focus is on developing the conceptual tools to understand cultural phenomena critically.

HUMN 351 Myth in the World (3)

A presentation of myths from around the globe. The goal is to examine the interface between myths and cultural forms such as literature, art, and religion. Topics include sacred places and objects, goddesses and gods, heroes and tricksters, and stories of creation and destruction. Discussion also covers implicit values in the myths that shape cultural and individual identity and affect the social landscape.

HUMN 486A Internship in Humanities Through Co-op (3)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

HUMN 486B Internship in Humanities Through Co-op (6)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

HUMN 495 Humanities Seminar (3)

(Intended as a final, capstone course to be taken in a student's last 15 credits.) Prerequisites: HUMN 100 and 115–116 (or HIST 141–142), ARTT 205, and PHIL 140. A study of humanities that synthesizes knowledge gained through previous study. An individually chosen research project is used to address various questions: What is the nature of human responsibility to self, others, and the environment? What is the role of inquiry in human life? What is the role of creativity in human life? Career options are also examined.

Human Resource Management

Courses in human resource management (designated HRMN) may be applied as appropriate (according to individual program requirements) toward

- a major in human resource management, business administration, global business and public policy, or management studies;
- a minor in human resource management, business administration, business law and public policy, customer service management, global business and public policy, or strategic and entrepreneurial management;
- a certificate in Business Project Management, Human Resource Management, or Management Foundations; and
- electives.

HRMN 300 Human Resource Management (3)

A basic study of the strategic role of human resource management. The objective is to apply knowledge of human behavior, labor relations, and current laws and regulations to a working environment. Topics include employment laws and regulations, diversity in a global economy, total rewards management, and training and development for organizational success. Students may receive credit for only one of the following courses: BMGT 360, HRMN 300, or TMGT 360.

HRMN 302 Organizational Communication (3)

A study of the structure of communication in organizations. The goal is to apply theory and examples to improve managerial effectiveness in communication and negotiation. Problems, issues, and techniques of organizational communication are analyzed through case histories, exercises, and projects. Students may receive credit for only one of the following courses: BMGT 398N, HRMN 302, MGMT 320, MGST 315, or TEMN 315.

HRMN 362 Labor Relations (3)

A survey of contemporary labor relations practices. The aim is to research and analyze labor relations issues and support the labor relations process. Discussion covers the history of organized labor in the United States, the role of third parties, organizing campaigns, the collective bargaining process, and the resolution of employee grievances. Students may receive credit for only one of the following courses: BMGT 362 or HRMN 362.

HRMN 365 Conflict Management in Organizations (3)

Recommended: HRMN 300. An introduction to the sources and causes of conflict in organizations, as well as effective strategies and systems for managing conflict. The objective is to identify, analyze, and evaluate strategies and systems for managing conflict in the workplace. Topics include alternative approaches to negotiation, facilitation, mediation, and arbitration. Students may receive credit for only one of the following courses: BMGT 398X, HRMN 365, or MGMT 398X.

HRMN 367 Organizational Culture (3)

An examination of the nature, definitions, theories, and aspects of organizational culture. The goal is to apply knowledge of organizational culture to develop a change-management plan. Analysis covers patterns of behavior and their relationship to organizational culture, especially the impact of the organization's business on employee behavior and culture. Topics include the role of nationality, gender, and race within organizational culture; implications of addressing organizational challenges; theory versus practice; and the relative roles of the individual, groups, and the organization in a cultural context. Students may receive credit for only one of the following courses: BMGT 398T or HRMN 367.

HRMN 392 Stress Management in Organizations (1)

(Formerly MGST 398H.) An overview of the impact of stress in the workplace. The aim is to identify and apply strategies to reduce the impact of stress in the workplace. Students may receive credit for only one of the following courses: BMGT 398Y, HRMN 392, MGMT 398Y, or MGST 398H.

HRMN 395 The Total Rewards Approach to Compensation Management (3)

Prerequisite: HRMN 300. An exploration of alternative compensation philosophies that define total rewards as everything that employees value in the employment relationship. The objective is to design a total rewards program that ensures organizational success. Topics include building and communicating a total rewards strategy, compensation fundamentals, the conduct and documentation of a job analysis, linking pay to performance, employee motivation, and performance appraisal. Strategies such as incentive cash and/or stock compensation programs, employee ownership, benefits, and nonmonetary rewards are discussed and evaluated. The interrelationships among compensation, motivation, performance appraisal, and performance within the organization are examined. Discussion also covers the design and implementation of a total rewards program, including organizational compatibility. Students may receive credit for only one of the following courses: BMGT 388L, HRMN 390, or HRMN 395.

HRMN 400 Human Resource Management: Issues and Problems (3)

Prerequisite: HRMN 300. A study of the role of human resource management in the strategic planning and operation of organizations, performance appraisal systems, and compensation and labor/management issues. The goal is to research and evaluate issues and present strategic solutions. The influence of federal regulations (including equal opportunity, sexual harassment, discrimination, and other employee-related regulations) is analyzed. A review of research findings, readings, discussions, case studies, and applicable federal regulations supports the critical evaluation of human resource problems. Students may receive credit for only one of the following courses: BMGT 460, HRMN 400, or TMGT 360.

HRMN 406 Employee Training and Development (3)

An examination of employee training and human resource development in various organizations. The goal is to create and implement a training-needs analysis and to develop the skills necessary to create, implement, and evaluate training plans. Issues in employee development (including assessment of employee competencies, opportunities for learning and growth, and the roles of managers in employee development) and organizational change are explored. Students may receive credit for only one of the following courses: BMGT 498I, HRMN 406, or MGMT 498I.

HRMN 408 Employment Law for Business (3)

Recommended: BMGT 380. A conceptual and functional analysis of the legal framework and principles of industrial and employment relations, with special emphasis on discrimination in the workplace. The aim is to analyze employment law, compliance with laws and regulations, and evaluate rights, obligations, and liabilities in the employment process. Topics include discrimination based on race, national origin, religion, sex, affinity and sexual orientation, age, and disability; the hiring process, testing and performance appraisal; employee privacy; wrongful discharge, employee benefits; and liability protection. Students may receive credit for only one of the following courses: BMGT 468, BMGT 498G, HRMN 408, or MGMT 498G.

HRMN 486A Internship in Human Resource Management Through Co-op (3)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

HRMN 486B Internship in Human Resource Management Through Co-op (6)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

HRMN 495 Contemporary Issues in Human Resource Management Practice (3)

(Intended as a final, capstone course to be taken in a student's last 15 credits.) Prerequisite: HRMN 400. A study of human resource management that integrates knowledge gained through previous coursework and experience and builds on that conceptual foundation through integrative analysis, practical application, and critical thinking. The goal is to consider and analyze emerging issues in human resource management. Students may receive credit for only one of the following courses: BMGT 388K, HRMN 494, or HRMN 495.

Information Systems Management

Courses in information systems management (designated IFSM) may be applied as appropriate (according to individual program requirements) toward

- the general education requirement in computing;
- a major in information systems management, computer networking and security, digital media and Web technology, cybersecurity, emergency management, homeland security, investigative forensics, or laboratory management;
- a minor in computing;
- a certificate in various computer-related disciplines; and
- electives.

IFSM 201 Concepts and Applications of Information Technology (3)

(Access to a standard office productivity package, i.e., word processing, spreadsheet, database, and presentation software, required.) A practical application of information technology for personal and professional productivity. The objective is to use technology appropriately and fluently to organize, analyze, and communicate information. Topics include hardware, software, office applications, information security and ethics, and the Internet. Students may receive credit for only one of the following courses: BMGT 301, CAPP 101, CAPP 300, CMST 300, IFSM 201, or TMGT 201.

IFSM 300 Information Systems in Organizations (3)

(Access to Microsoft Office Professional required.) Prerequisite: IFSM 201. An overview of information systems and how they provide value by supporting organizational objectives. The goal is to analyze business strategies to recognize how technology solutions enable strategic outcomes and to identify information system requirements by analyzing business processes. Discussion covers concepts of business processes and alignment of information systems solutions to strategic goals.

IFSM 301 Foundations of Enterprise and Information Systems (3)

Prerequisites: IFSM 300 and CMIS 102. A basic study of information systems. The goal is to apply information technology best practices and methodologies to identify and evaluate enterprise solutions for the best fit for organizational strategic outcomes.

IFSM 304 Ethics in Information Technology (3)

Recommended: IFSM 201. A comprehensive study of ethics and of personal and organizational ethical decision making in the use of information systems in a global environment. The aim is to identify ethical issues raised by existing and emerging technologies, apply a structured framework to analyze risk and decision alternatives, and understand the impact of personal ethics and organizational values on an ethical workplace.

IFSM 310 Software and Hardware Infrastructure Concepts (3)

Prerequisite: IFSM 301. A study of the hardware, software, and network components of computer systems and their interrelationships. The objective is to select appropriate components for organizational infrastructures. Discussion covers the application of system development life cycle methodology to build secure integrated systems that meet business requirements. Students may receive credit for only one of the following courses: CMIS 270, CMIS 310, CMSC 311, or IFSM 310.

IFSM 311 Enterprise Architecture and Systems (3)

Prerequisite: IFSM 301. A study of enterprise architecture and frameworks, including the transition of current business processes and functional systems to an enterprise solution. The aim is to analyze how enterprise architecture and resulting enterprise systems support an organization's ability to adapt and respond to a continually changing business and competitive environment.

IFSM 432 Business Continuity Planning (3)

Prerequisite: IFSM 311. An analysis of the requirements for business continuity and disaster recovery planning related to mission critical business information systems. The goal is to assess the risk to continuity of business processes, develop a business continuity/disaster recovery plan according to industry standards and best practices, and develop a test plan. Topics include risk assessment and organizational requirements for maintaining systems. A group project is designed to produce and validate a comprehensive business continuity and disaster recovery plan. Students may receive credit for only one of the following courses: IFSM 432 or IFSM 498N

IFSM 433 Information Security Planning and Needs Assessment (3)

Prerequisite: IFSM 301. In-depth practice in developing an information security plan that documents security solutions for an enterprise business application. The aim is to analyze a business environment for information security risks, identify security requirements and controls to address threats and vulnerabilities and conduct appropriate evaluation and cost-benefit analysis, and develop a comprehensive information security plan. Topics include security requirements based on business needs; key domains based on industry-accepted standards and best practices, including standard National Institute of Standards and Technology (NIST) and International Organization for Standardization (ISO) frameworks; the roles and responsibilities of the ISSM (information systems security manager) and the ISSO (information systems security officer); and the need for ongoing monitoring and updating of information security plans to address new vulnerabilities and emerging threats. Students may receive credit for only one of the following courses: CSIA 303, IFSM 430, IFSM 433, or IFSM 498N.

IFSM 438 Information Systems Project Management (3)

Prerequisite: IFSM 301. A practical application of project management principles and procedures. The objective is to manage and control IT projects in alignment with organizational strategic goals and within resource constraints and to manage high-performing project teams to implement IT solutions. Topics include the development, control, and execution of plans to manage information systems projects as part of a team and the use of Microsoft Project to develop project schedules and related components. Students may receive credit for only one of the following courses: BMGT 487, IFSM 438, or TMGT 430.

IFSM 461 Systems Analysis and Design (3)

Prerequisites: CMIS 320, IFSM 311, and IFSM 438. A project-driven study of tools and techniques for translating business requirements into operational systems. The goal is to plan, build, and maintain systems that meet organizational strategic goals by applying enterprise architecture and enterprise governance principles and practices. Topics include processes and system development life cycle methodologies, data modeling methods, and the importance of stakeholder involvement. Students may receive credit for only one of the following courses: IFSM 436, IFSM 460, and IFSM 461.

IFSM 486A Internship in Information Systems Management Through Co-op (3)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

IFSM 486B Internship in Information Systems Management Through Co-op (6)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

IFSM 495 Trends and Practical Applications in Information Systems Management (3)

(Intended as a capstone course to be taken in a student's last 6 credits of major coursework.) Prerequisite: IFSM 461. A practical application of the knowledge and experience gained from previous study in information systems management. The aim is to demonstrate a mastery of information systems management concepts. Emerging issues and trends in information systems management are considered.

IFSM 498X Digital Evidence and Computer Crime (1)

Prerequisite: IFSM 310 or CCJS 105. A study of computers as extensions of traditional crime scenes and various ways that digital evidence can be useful in investigations into crimes such as computer intrusions and violent crimes. Focus is on a systematic approach to investigating a crime based on the scientific method. Topics include file systems, data recovery, and Internet traces, as well as procedures and tools for properly collecting and examining digital evidence. Relevant background and terminology and legal issues that arise in computer-related investigations are also covered.

Japanese

Courses in Japanese (designated JAPN) may be applied as appropriate (according to individual program requirements) toward

- the general education requirement in the arts and humanities;
- a major or minor in East Asian studies; and
- electives.

UMUC offers a limited number of foreign language courses each session.

JAPN 111 Elementary Japanese I (3)

(Not open to native speakers of Japanese: assumes no prior knowledge of Japanese. Students with prior experience with the Japanese language should take a placement test to assess appropriate level.) An introduction to spoken and written Japanese language. The objective is to communicate in Japanese in some concrete, real-life situations using culturally appropriate language; read and write hiragana; and read some katakana words in context.

JAPN 112 Elementary Japanese II (3)

(Not open to native speakers of Japanese.) Prerequisite: JAPN 111 or appropriate score on a placement test. A continued introduction to spoken and written Japanese. The goal is to communicate in Japanese in concrete, real-life situations using culturally appropriate language; read and write katakana; and recognize some kanji characters in context. Practice is provided in improving pronunciation and developing the oral and written skills used in everyday communication.

JAPN 114 Elementary Japanese III (3)

(Not open to native speakers of Japanese.) Prerequisite: JAPN 112 or appropriate score on a placement test. Further study of spoken and written Japanese. The aim is to communicate in Japanese in a variety of concrete, real-life situations, using culturally appropriate language and to expand recognition of kanji characters in context. Practice is provided in improving pronunciation and developing the oral and written skills used in everyday communication.

JAPN 115 Elementary Japanese IV (3)

(Not open to native speakers of Japanese.) Prerequisite: JAPN 114 or appropriate score on a placement test. Further development of skills in elementary spoken and written Japanese. The aim is to interact effectively with native speakers of Japanese in a variety of real-life situations using culturally appropriate language and to recognize and distinguish more commonly used kanji characters in context. Practice is provided in fine-tuning pronunciation and applying language skills to a range of contexts.

Journalism

Courses in journalism (designated JOUR) may be applied as appropriate (according to individual program requirements) toward

- a major or minor in communication studies;
- a minor in journalism; and
- electives.

JOUR 201 fulfills the general education requirement in communications.

UMUC offers only a limited number of courses each session in this discipline.

JOUR 201 Introduction to News Writing (3)

(Fulfills the general education requirement in writing.) Prerequisite: WRTG 101 or ENGL 101. An introduction to writing news articles for print and electronic media. The aim is to evaluate the newsworthiness of information and events and write in journalistic style. Emphasis is on writing—from mechanics (grammar, spelling, punctuation, and journalistic style) to content (accuracy, completeness, audience, and readability)—and reporting.

JOUR 202 Editing for Mass Communication (3)

Prerequisite: JOUR 201. Presentation of the basic editing skills that apply to print and electronic media. The objective is to make informed and ethical editorial decisions; edit stories for style, mechanics, and content; and write headlines and cutlines for publication. Hands-on practice in copyediting, fact checking, headline writing, photo selection and page layout is provided. Students may receive credit for only one of the following courses: JOUR 202 or JOUR 310.

JOUR 319A Analyzing and Understanding the News (1)

An analysis of radio, television, and newspaper reporting designed to improve critical understanding of the news. Topics include the benefits of channel surfing and turning to more than one news provider, whether print or broadcast, for information. Reasons for loyalty to favorite sources of news information are examined.

JOUR 319B Issues in Online Journalism (1)

A review of the recent history of online journalism that stresses the issues and challenges that writers face in this medium. Online newspapers and journals are reviewed for content and design. The basics of setting up an online newspaper—from getting source material to designing the look of the publication—are examined.

JOUR 330 Public Relations Theory (3)

Prerequisite: JOUR 201. A study of the evolution, scope, and contemporary practice of public relations and its strategic value in business, nonprofits, government, associations, and other organizations. The goal is to apply legal, ethical, and professional standards to the everyday practice of public relations. Topics include communication theory, social science, and audience dimensions as they are applied to a four-step process: research, planning, communication, and evaluation.

JOUR 331 Public Relations Techniques (3)

Prerequisite: JOUR 330. An exploration of public relations techniques. The aim is to write a comprehensive public relations plan and to create and communicate messages targeting audiences through traditional and emerging media. Students may receive credit for only one of the following courses: BMGT 398U or JOUR 331.

JOUR 350 Photojournalism in the Digital Age (3)

(Students are required to use their own digital SLR camera.) An exploration of techniques and trends in photojournalism. Practice in the fundamentals of photography (exposure, basic lighting techniques, portraiture and composition, and scanning and digitally toning photos using Photoshop) is provided. Assignments include developing a mini portfolio of short photo essays and a final story project to be published on the course Web site. The history of photojournalism is surveyed, focusing on the recent developments of webzines and online newspapers.

JOUR 371 Introduction to Feature Writing (3)

Prerequisite: JOUR 201. A study of various types of feature articles for magazines, newspapers, and online media. The objective is to choose appropriate topics and write an effective feature story, compose feature leads, and organize and write feature articles in appropriate journalistic style. Practice in interviewing sources and in researching and writing the feature article is provided.

JOUR 459 Special Topics in Mass Communication (3)

Prerequisite: WRTG 101 or ENGL 101. Recommended: COMM 300 or a journalism class. An in-depth study of a specific area in journalism or public relations. Topics may focus on areas such as international public relations, crisis communication, newsroom management, environmental journalism, or political campaigns. Assignments include advanced reading and research. May be repeated to a maximum of 6 credits when topics differ.

JOUR 486A Internship in Journalism Through Co-op (3)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

JOUR 486B Internship in Journalism Through Co-op (6)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

Legal Studies

Courses in legal studies (designated LGST) may be applied as appropriate (according to individual program requirements) toward

- a major in legal studies;
- a certificate in Paralegal Studies; and
- electives.

LGST 101 Introduction to Law (3)

A survey of the U.S. legal system and the role of the paralegal in the legal environment. The objective is to participate as an effective member of a legal team, draft legal writings, and analyze legal issues. Topics include the organization and powers of federal and state lawmaking institutions, court procedures, and the analysis of statutory provisions and judicial opinions. Students may receive credit for only one of the following courses: LGST 101 or PLGL 101.

LGST 200 Techniques of Legal Research (3)

Prerequisite or corequisite: LGST 101. An introduction to the book-based and computer-assisted methods used to locate relevant, mandatory, and current rules and interpretations. The goal is to conduct and update book-based and computer-based research using Bluebook rules and formats to explain case law and enacted law relevant to a topic or issue. Topics include the analysis, publication, and citation of judicial opinions; statutory provisions; administrative law and the features and use of secondary sources; digests; and citators. Some assignments require legal research in a physical library with a hard-copy law collection. Students may receive credit for only one of the following courses: LGST 200 or PLGL 200.

LGST 201 Legal Writing (3)

Prerequisite: LGST 101. An introduction to the principles of writing clearly and effectively in the legal environment. The objective is to analyze legal issues by explaining and synthesizing case law in a clear, effective, and well-organized manner. Assignments include a legal synthesis memo, an office memo, and a client letter. Students may receive credit for only one of the following courses: LGST 201 or PLGL 201.

LGST 204 Legal Ethics (3)

A survey of basic principles relating to the ethical practice of law. The objective is to identify ethical problems, draft writings that apply ethical rules and interpretations to legal ethical dilemmas, and avoid and resolve legal ethical problems through appropriate use of office procedures. Rules and guidelines governing the ethical conduct of lawyers and nonlawyers are covered, as are law office management principles relevant to ethical requirements. Students may receive credit for only one of the following courses: LGST 204 or PLGL 204.

LGST 300 Advanced Legal Research and Analysis (3)

(Formerly LGST 400.) Prerequisite: LGST 200. A focused look at identifying legal issues and supportive primary and secondary legal authority using a variety of tools in Lexis, Westlaw, and the Internet. Students learn to develop research strategies to perform complex legal research and extensive legal analysis. Students may receive credit for only one of the following courses: LGST 300, LGST 400, or PLGL 400.

LGST 301 Advanced Legal Writing (3)

(Formerly LGST 401.) Prerequisites: LGST 201 and 204. A thorough grounding in the principles and techniques of drafting sophisticated legal memoranda that paralegals may be called upon to prepare. Kinds of writings that are covered include complex office and advocacy memoranda, as well as selected parts of appellate briefs. Assignments include legal research. Students may receive credit for only one of the following courses: LGST 301, LGST 401, or PLGL 401.

LGST 302 Legal Citation and Style (1)

A study of the rules for citation and style as set out in *The Bluebook: A Uniform System of Citation.* The goal is to appropriately apply the rules of citation to state and federal primary authority, citation within legal memoranda (including parentheticals and signals), and style rules for quotations and language.

LGST 312 Torts (3)

Prerequisites: LGST 300 and 301. A study of the causes of action, defenses, and remedies in the major categories of tort law, as well as tort-litigation procedures and writings. The goal is to investigate and evaluate tort claims in order to develop litigation strategies and to research law in order to draft legal writings that support a legal conclusion. Topics include intentional torts, negligence, strict liability, damages, and civil procedure. Students may receive credit for only one of the following courses: LGST 312 or PLGL 312.

LGST 314 Workers' Compensation Law (1)

Prerequisites: LGST 300 and 301. A thorough study of the Maryland Workers' Compensation Act and the practice of workers' compensation law in Maryland. Practical aspects of the workers' compensation system (including jurisdiction, employer/employee relationships, injuries covered by the Act, defenses, compensation benefits, vocational rehabilitation, and appeals) are covered. Students may receive credit for only one of the following courses: LGST 314 or PLGL 398H.

LGST 315 Domestic Relations (3)

Prerequisites: LGST 300 and 301. A study of the processes, procedures, and writings of family law practice. The aim is to identify, analyze, and apply the rules of professional conduct to support the resolution of domestic issues; research applicable law and factual information related to domestic relations issues to draft legal writings; and complete standardized forms to support the resolution of domestic issues. Topics include divorce, separation, and annulment and alimony; child custody and visitation; child support; disposition of property; and the legal rights of children. Relevant aspects of civil procedures, enforcement, and the modification of orders and agreements are covered. Students may receive credit for only one of the following courses: FMCD 487, LGST 315, or PLGL 315.

LGST 316 Estates and Probate (3)

Prerequisites: LGST 300 and 301. A study of the legal concepts entailed in drafting and preparing simple wills and administering estates in Maryland, as well as the processes, procedures, and writings for which a paralegal may be responsible. Topics include preliminary and practical considerations of administering an estate; the appraisal of estate assets and probate inventory; inheritance taxes; claims against the estate; management of debts, accounting, and distribution considerations; the drafting and execution of wills; and guardianships. Assignments include legal research and written analysis. Students may receive credit for only one of the following courses: LGST 316, PLGL 216, or PLGL 316.

LGST 320 Criminal Law and Procedures (3)

Prerequisites: LGST 300 and 301. A study of the substantive and procedural aspects of the criminal justice system. The objective is to identify, analyze, and apply the rules of professional conduct to develop ethical strategies, research law, and draft legal writings to support the prosecution or defense of crimes. Topics include crimes and defenses, penalties, and court procedures. Students may receive credit for only one of the following courses: LGST 320 or PLGL 320.

LGST 322 Evidence (3)

Prerequisites: LGST 300 and 301. An in-depth study of the Federal Rules of Evidence that govern the admissibility of evidence for establishing or controverting facts at trial and in administrative proceedings. The goal is to organize, track, retrieve, and prepare evidence in support of the litigation process and apply knowledge of the rules to develop a case strategy that supports the effective and ethical representation of a variety of clients. Students may receive credit for only one of the following courses: LGST 322, PLGL 222, or PLGL 322.

LGST 325 Litigation (3)

Prerequisites: LGST 300 and 301. A comprehensive study of the Federal Rules of Civil Procedure and the process of civil litigation. The aim is to use technology and administrative best practices to collect, track, retrieve, and prepare evidence during the litigation process to interpret and apply the rules to support the development of case strategies and to interact with individuals within the legal system to effectively and ethically support the litigation process. Students may receive credit for only one of the following courses: LGST 325 or PLGL 325.

LGST 327 Alternative Dispute Resolution (3)

An overview of the various processes and techniques to settle disputes without court adjudication. Topics include negotiation, mediation, and arbitration. The objective is to evaluate the appropriateness of various methods of dispute resolution and prepare applicable documents, evidence, and arguments for use in various dispute resolution forums to support client objectives. Emphasis is on the preparation of documents, evidence, and arguments for use in alternative dispute resolution. Students may receive credit for only one of the following courses: LGST 327, PLGL 327, or PLGL 398G.

LGST 330 Administrative Law (3)

Prerequisites: LGST 300 and 301. An overview of the functions and procedures of federal and state administrative agencies. The goal is to monitor and analyze administrative agency actions in order to make recommendations to proposed and final agency rules and administrative decisions. Topics include rulemaking, adjudication, the use and control of agency discretion, and disclosure of information. Focus is on researching relevant law and writing effective and persuasive communications for use in administrative adjudications or to obtain information held by government agencies. Students may receive credit for only one of the following courses: LGST 330 or PLGL 330.

LGST 335 Elder Law (3)

Prerequisites: LGST 300 and 301. A focused study of the legal issues relevant to the aging U.S. population. The aim is to apply communication, interpersonal, and advocacy skills consistent with the rules of professional conduct to support the resolution of elder law issues. Topics include housing, health care, quality of life, and financial matters. Emphasis is on conducting research and drafting legal writings using applicable law and factual information to support elder client objectives. Students may receive credit for only one of the following courses: LGST 335, PLGL 335, or PLGL 398E.

LGST 340 Contract Law (3)

Prerequisites: LGST 300 and 301. A comprehensive study of the major areas of contract law. The objective is to identify and analyze contractual precedent and statutory authority to develop litigation strategies and to explain contract concepts, remedies, and procedures that support a legal conclusion. Topics include formation, interpretation and enforcement, discharge, breach, and remedies for breach. Students may receive credit for only one of the following courses: LGST 340 or PLGL 340.

LGST 343 Real Estate Transactions (3)

Prerequisites: LGST 300 and 301. A study of the essentials of real estate law. Emphasis is on settlement procedures in Maryland, especially the processes, procedures, and writings for which a paralegal may be responsible. Topics include real estate contracts, types and sources of mortgage financing, title work, and closing and settlement. Other topics include easements and covenants and condos, PUDs, and co-ops. Assignments include legal research and written analysis. Students may receive credit for only one of the following courses: LGST 343 or PLGL 343.

LGST 345 Landlord Tenant Law (1)

A nuts-and-bolts study of landlord/tenant issues. Focus is on the rights and obligations of landlords in rental properties and the rights of tenants and how to assert those rights. Topics include lease provisions and eviction processes and how to defend against eviction. Assignments include legal research and written analysis. Students may receive credit for only one of the following courses: LGST 345 or PLGL 398K.

LGST 350 Sports Law (3)

(Formerly LGST 398A.) A study of the laws that apply to sports and the role paralegals may play. Topics include the laws that apply to the business of sports and issues such as ethics, contracts, Title IX, representation of athletes, and drug testing. Students may receive credit for only one of the following: LGST 350 or LGST 398A.

LGST 398B Public Housing (1)

A thorough review of federal and state law pertaining to public housing, designed to prepare the paralegal to represent individuals in public housing cases. Topics include admission and eligibility requirements, preferences and admissions, rent computation procedures, lease requirements, repair requirements, security deposits, rent increases, recertification of income, and termination proceedings. Practical aspects are covered including procedures in formal and informal hearings.

LGST 398C Social Security Cases (1)

A thorough review of the pertinent Social Security regulations, case law, and procedure for Social Security Disability (SSD) and Supplemental Security Income (SSI) cases, designed to prepare the paralegal to represent individuals at Social Security Administration hearings. Focus is on practical aspects, such as cross-examining vocational experts, analyzing medical records, preparing witness and client direct examination and opening statements and closing arguments, and evaluating hypothetical client cases.

LGST 398D Drug and Alcohol Cases in Maryland (1)

A hands-on survey of the statutes, regulations, and case law governing the sentencing, commitment, and treatment of drug and alcohol offenders in Maryland, including those with dual diagnoses. Procedures and forms are discussed and illustrated.

LGST 398F Civil Litigation Filings in Federal Court (1)

A study of the rules and practical aspects of civil trial filings in federal court, specifically the U.S. District Court for the District of Maryland. Topics include review of the federal court system; applicable rules of federal civil procedure, including those pertaining to federal court jurisdiction; determining whether federal or local court rules apply; preparation and filing of complaints, motions, discovery, and other pleadings; and service of process. Focus is on learning how to assist attorneys with preparing and filing pleadings, including complaints, discovery, answers, and motions (such as those for postponement of trial). Discussion covers practical considerations, including location of courts, courthouse etiquette, copy requirements, obtaining copies of documents from court, and organization of trial folders.

LGST 398G Civil Litigation Filings in Maryland State Courts (1)

A study of the rules and practical aspects of civil trial filings in Maryland district and circuit courts. Topics include the applicable Maryland rules of civil procedure, including those pertaining to jurisdiction of district and circuit courts; the filing of complaints, motions, and other pleadings; and service of process. Focus is on learning how to assist attorneys with preparing and filing pleadings, including complaints, discovery, answers, and motions (such as those for postponement of trial). Discussion covers practical considerations, including location of courts, courthouse etiquette, copy requirements, obtaining copies of documents from court, and organization of trial folders.

LGST 398H Immigration Law: Deportation and Removal (1)

(Designed primarily for students with prior experience or study in the area of immigration law.) A hands-on survey of immigration statutes, regulations, and case law as they relate to deportation and removal proceedings. Topics include the types of applications that can be filed to prevent deportation or removal; the procedural rules of the Immigration Courts in Baltimore, Maryland, and Arlington, Virginia; and the types of evidence that can be submitted to defend against deportation or removal. Procedures and forms are illustrated.

LGST 398J Elder Guardianships in Maryland (1)

A thorough review of the statutes and regulations pertaining to elder guardianships in Maryland and the student's role in assisting attorneys in representing elderly clients and/or their families. Topics include the guardianship process, qualifications of the petitioner for guardianship, postpetition procedures, obtaining emergency guardianships, obtaining medical records of the alleged disabled, and avoiding guardianships with advance directives. Discussion also covers guardianship of person and property, eligibility for guardianship, appointment of counsel for the alleged disabled, and guardian reporting and oversight. Procedure and forms, including petitions and show cause orders, are illustrated.

LGST 398Q Discovery Fundamentals (1)

A thorough study of the rules and practical aspects of preparing and responding to discovery requests in Maryland and federal courts and the paralegal's role in the discovery process. Topics include applicable Maryland and federal rules of procedure; applicable privileges; significance of the discovery process; ethical obligations with regard to discovery responses; and tactical considerations in responding to discovery requests. Focus is on learning how to assist attorneys with the preparation and filing of discovery requests (such as interrogatories, requests for admissions, requests for production of documents, subpoenas, and deposition notices) and on preparing responses to discovery, including initial disclosure obligations under the federal rules. Discussion also covers electronic discovery and practical considerations, such as managing and maintaining discovery files.

LGST 398U Diversity Issues in Dispute Resolution (1)

A study of the influence of race, ethnicity, gender, nationality, religiosity, and other social group designations on approaches to and course of conflict, with focus on legal disputes. Topics include stereotyping, cultural differences in approaches to conflict, and the impact of bigotry and discrimination on the course of conflict. Strategies for effectively dealing with these issues in legal, dispute-resolution, and personal settings are considered.

LGST 398W Domestic Violence Cases in Maryland (1)

A thorough review of statutes and court rules pertaining to domestic violence cases in Maryland. Focus is on acquiring the knowledge to assist attorneys in representing victims in criminal and civil court proceedings. Procedures and forms, including protective order/peace order petitions and motions, are illustrated. Topics include the victim's socioeconomic status, race/ethnicity, gender, and culture and resources outside the court system.

LGST 411 Consumer Protection Law (3)

Prerequisites: LGST 300 and 301. An overview of consumer protection law and the roles of federal, state, and local agencies. The objective is to apply communication, interpersonal, and advocacy skills to identify and analyze consumer protection law issues; research applicable law and factual information to determine appropriate judicial or administrative remedies; draft legal writings and complete standardized forms; and use effective office and case management methods to support the functioning of a consumer protection law practice. Topics include debt, credit, consumer goods, and fraud. Students may receive credit for only one of the following courses: LGST 411 or PLGL 411.

LGST 415 Intellectual Property (3)

Prerequisites: LGST 300 and 301. An overview of intellectual property rights, with special emphasis on patents, trademarks, and copyrights. The objective is to identify and analyze issues concerning intellectual property rights and conduct legal and factual research that supports the filing of federally registered copyrights, trademarks, and patents. Discussion also covers related legal writing and forms. Students may receive credit for only one of the following courses: LGST 415, PLGL 398D, or PLGL 415.

LGST 420 Immigration Law (3)

Prerequisites: LGST 300 and 301. An overview of the laws, agencies, and procedures involved in U.S. immigration law and the role of paralegals in immigration practice. Topics include sources and administration of immigration law and research and preparation of various immigration documents. Assignments include legal research and written analysis. Students may receive credit for only one of the following courses: LGST 420, PLGL 398F, or PLGL 420.

LGST 425 Advanced Advocacy (3)

Prerequisites: LGST 300 and 301. A study of the nuts and bolts of paralegal practice in large-case civil litigation. Topics include discovery and motion practice; pretrial preparation, including the pretrial memorandum; and preparation of the excerpt of record for the appellate court. Assignments include legal research and written analysis. Students may receive credit for only one of the following courses: LGST 425 or PLGL 398N.

LGST 442 Business Organizations (3)

A study of common business organizations that support client objectives. The aim is to support client goals by appropriately evaluating and forming business entities. Topics include the determination and establishment of business organizations based on legal and factual information. Students may receive credit for only one of the following courses: LGST 442, PLGL 342, or PLGL 442.

LGST 450 Bankruptcy Law (3)

Prerequisites: LGST 300 and 301. A study of the bankruptcy code and related rules of procedure. The objective is to identify and analyze issues related to bankruptcy petition and debtor and creditor rights. Focus is on researching applicable law and factual information related to bankruptcy law to draft legal writings, completing bankruptcy forms, and employing effective office and case management methods to support the functioning of a bankruptcy law practice. Students may receive credit for only one of the following courses: LGST 450 or PLGL 450.

LGST 460 Law Office Management (3)

Prerequisites: LGST 300 and 301. A comprehensive study of law office management focused on the management of people, documents, and technology. The aim is to apply appropriate leadership and communication styles to different clienteles in the court system, including pro se attorneys, litigants, victims, indigent clients, and various participants.

LGST 470 Court Management (3)

Prerequisites: LGST 300 and 301. A detailed study of how successful court managers use modern leadership and management approaches, along with best internal court practices and technology, to manage the business of courts in the 21st century. The aim is to examine both the operational and community-serving aspects of court management from a problem-solving perspective.

LGST 486A Legal Studies Internship Through Co-op (3)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

LGST 486B Legal Studies Internship Through Co-op (6)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

Library Skills and Information Literacy

Courses in library skills (designated LIBS) may be applied toward

- the general education requirement in information literacy; and
- electives.

Degree-seeking students must complete LIBS 150 (or present its equivalent in transfer) during the first 18 credits of enrollment at UMUC.

LIBS 150 Introduction to Research (1)

An introduction to the research process and methods for retrieving information in a library or through online sources. The aim is to identify an information need and locate, evaluate, and use appropriate resources in keeping with academic integrity and ethical standards. Focus is on implementing effective strategies for finding relevant information—including selecting appropriate print and electronic sources and effectively using Web search engines and UMUC Information and Library Services' electronic resources to find information—and evaluating and correctly citing the information found. Students may not earn credit for LIBS 150 through challenge exam or portfolio credit and may receive credit for only one of the following courses: COMP 111, LIBS 100, or LIBS 150.

Marketing

Courses in marketing (designated MRKT) may be applied as appropriate (according to individual program requirements) toward

- a major in marketing, business administration, global business and public policy, graphic communication, or management studies;
- a minor in marketing, business administration, business supply chain management, or customer service management;
- a certificate in Management Foundations; and
- electives.

MRKT 310 Marketing Principles (3)

A foundation in the principles of marketing used to manage profitable customer relationships. The objective is to understand the pivotal role of marketing within both an organization's strategic plan and the marketing process and determine marketing strategies and tactics. Topics include consumer behavior, competitive analysis, segmentation, target marketing, positioning, branding, new product development, pricing, value chains, and marketing communications. Students may receive credit for only one of the following courses: BMGT 350, MGMT 322, MRKT 310, or TMGT 322.

MRKT 314 Nonprofit Marketing (3)

Prerequisite: MRKT 310. An overview of the key issues of marketing in a nonprofit organization. The aim is to develop marketing plans that maximize exchange relationships with multiple stakeholders. Topics include the application of marketing-mix principles. Projects include researching and writing a grant proposal. Students may receive credit for only one of the following courses: BMGT 398B or MRKT 314.

MRKT 354 Integrated Marketing Communications (3)

Prerequisite: MRKT 310. A project-driven study of the integration of marketing communication tools used to achieve customer-centered marketing communications objectives. The goal is to develop and evaluate an integrated marketing communications plan and manage the marketing communications function. Topics include advertising, direct marketing, public relations, sales promotion, interactive and social media, buzz marketing, and personal selling. Students may receive credit for only one of the following courses: BMGT 354 or MRKT 354.

MRKT 395 Managing Customer Relationships (3)

Prerequisite: MRKT 310. A comprehensive study of marketing strategies focused on identifying profitable customers, retaining those customers, and growing their lifetime value. The aim is to identify and differentiate individual customers and customer groups, use data to determine customer interactions, and determine how to provide customization within a mass customization environment. Topics include data mining to identify individual customers, determining loyalty segments of customers, assessing the lifetime revenue value of customers, understanding customer behavior, developing programs to change customer behavior, and designing customer loyalty and customer service programs and policies. Discussion also covers various customer relationship management (CRM) technology-related tools and metrics to support management's assessment of customer relationship management efforts. Students may receive credit for only one of the following courses: BMGT 395, BMGT 398A, MGMT 395, MGMT 398A, or MRKT 395.

MRKT 410 Consumer Behavior (3)

Prerequisite: MRKT 310. A study of the increasing importance of understanding consumers in the marketing system. The objective is to assess internal, external, and situational factors in developing marketing strategies; apply internal factors to market segmentation; and formulate marketing-mix strategies. Discussion covers the foundations of consumer behavior (such as economic, social, psychological, and cultural factors) and the influence of well-directed communications. Consumers are analyzed in marketing situations as buyers and users of products and services and in relation to the various social and marketing factors that affect their behavior. Students may receive credit for only one of the following courses: BMGT 451, CNEC 437, or MRKT 410.

MRKT 412 Marketing Research (3)

Prerequisites: STAT 230 (or BMGT 230) and MRKT 310. A study of the specialized field of marketing research as it is used to identify market needs, profile target markets, test promotional efforts, and measure the effectiveness of marketing plans. The goal is to assess marketing research needs, design and implement a marketing research plan, and use results to formulate marketing strategies. Discussion covers procedures for planning survey projects, designing statistical samples, tabulating data, and preparing reports. Emphasis is on managing the marketing research function. Students may receive credit for only one of the following courses: BMGT 452 or MRKT 412.

MRKT 454 Global Marketing (3)

Prerequisite: MRKT 310. An in-depth study of marketing principles as they relate to the global marketplace. The aim is to apply marketing principles and strategies to a global organization and markets. Discussion covers the influence of internationalization on the U.S. economy, the competitive pressures on the intensifying global markets, and the development of marketing plans tailored to reach international and global markets. Topics also include the political, economic, legal, regulatory, and sociocultural trends affecting international marketing; the dynamic environments in which global marketing strategies are formulated; and the challenge of implementing marketing programs leading to competitive advantage.

MRKT 457 E-Marketing (3)

Prerequisite: MRKT 310. An exploration of how the use of information technology can enhance the marketing process and create relationships with customers. The objective is to incorporate e-consumer expectations into an e-marketing plan, analyze effective Web site design, evaluate competitive e-marketing strategies, and explore the ethical and legal issues created by the new technology. Topics include the use of the Internet in developing marketing strategy, conducting market research, and making marketing-mix decisions. Students may receive credit for only one of the following courses: BMGT 398O, BMGT 398R, MGMT 398O, MGMT 398R, or MRKT 457

MRKT 475 Selling and Sales Management (3)

Prerequisite: MRKT 310. A comprehensive study of the selling function of integrated marketing communications and sales management. The goal is to design and evaluate a customer-centered selling strategy and to organize and manage a sales department and sales force. Pertinent concepts of behavioral science are applied to the management of the sales effort. Students may receive credit for only one of the following courses: BMGT 455 or MRKT 475.

MRKT 486A Internship in Marketing Through Co-op (3)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

MRKT 486B Internship in Marketing Through Co-op (6)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

MRKT 495 Strategic Marketing Management (3)

(Intended as a final, capstone course to be taken in a student's last 15 credits.) Prerequisites: MRKT 354, 410, and 412. A study of marketing that integrates knowledge gained through previous coursework and experience in marketing and builds on those concepts through integrative analysis, practical application, and critical thinking. The aim is to manage the marketing process, perform root-cause analysis, formulate alternative solutions, and propose marketing strategies and tactics. Emphasis is on the use of appropriate decision models. Topics include the analysis of consumers and markets. Discussion also covers emerging issues. Students may receive credit for only one of the following courses: BMGT 457 or MRKT 495.

Mathematics

Courses in mathematics (designated MATH) may be applied as appropriate (according to individual program requirements) toward

- the general education requirement in mathematics (with the exception of MATH 009 and 012);
- a minor in mathematical sciences;
- a major in computer science; and
- a certificate in Game Development;
- electives.

Students who are planning to major or minor in management, computing, or science-related fields of business administration, computer and information science, or the biological or social sciences should consider courses from sequence I. Students who are planning a major or minor in computer science, mathematical sciences, or the physical and engineering sciences should consider courses from sequence II. Students in other majors or minors should refer to their chosen curriculum for mathematics requirements.

Sequence I

MATH 009	Introductory Algebra
MATH 012	Intermediate Algebra
MATH 106	Finite Mathematics
MATH 107	College Algebra
MATH 220	Elementary Calculus I
MATH 221	Elementary Calculus II

Approved course in statistics

Sequence II

MATH 009	Introductory Algebra
MATH 012	Intermediate Algebra
MATH 115*	Pre-Calculus
MATH 140	Calculus I
MATH 141	Calculus II
MATH 240	Introduction to Linear Algebra
MATH 241	Calculus III

* or MATH 107–108

Degree-seeking students must complete the general education requirement in mathematics (or present the equivalent in transfer) during their first 18 credits of enrollment at UMUC.

Placement tests are required for enrollment in MATH 012, 106, 107, 108, 115, 140, and 220. Students may visit *www.umuc.edu/testing* for times and locations of tests or contact Exams and Testing Services by phone at 800-888-UMUC, ext. 2-2600, or by e-mail at *exams@umuc.edu.*

Students are expected to own and use scientific calculators in all mathematics and statistics courses.

MATH 009 Introductory Algebra (3)

(Not open to students who have already successfully completed a higher-level mathematics course. Does not apply toward degree requirements. Yields institutional credit only.) A comprehensive review of real number properties and operations, including fractions, percentages, operations with signed numbers, and geometric formulas. The objective is to develop fluency in the language of introductory algebra; develop number sense and estimation skills; and use mathematical modeling to translate, solve, and interpret applied problems. Topics include linear equations and inequalities, equations of lines, graphs on number lines and rectangular coordinate systems, rules of exponents, and operations on polynomials. Students may receive credit for only one of the following courses: MATH 009, MATH 009M, or MATH 100.

MATH 012 Intermediate Algebra (3)

(Not open to students who have already successfully completed a higher-level mathematics course. Does not apply toward degree requirements. Yields institutional credit only.) Prerequisite: MATH 009 or an appropriate result on the placement test. A study of problem-solving techniques in intermediate-level algebra. The goal is to demonstrate number sense and estimation skills; interpret mathematical ideas using appropriate terminology; manipulate, evaluate, and simplify real-number and algebraic expressions; and translate, solve, and interpret applied problems. Emphasis is on numbers and algebraic properties, graphing skills, and applications drawn from a variety of areas (such as finance, science, and the physical world). Topics include polynomials; factoring; exponents and their notation; rational expressions and equations; rational exponents and radical expressions; linear, quadratic, and other equations; and inequalities. Students may receive credit for only one of the following courses: MATH 012, MATH 101, MATH 101M, MATH 102, MATH 102M, or MATH 199A,

MATH 106 Finite Mathematics (3)

(Not intended for students planning to take MATH 107 or higher-numbered mathematics courses.) Prerequisite: MATH 012 or an appropriate result on the placement test. A study of mathematical models in finite mathematics, including linear models, systems of linear equations, linear programming, sets and counting, probability, descriptive statistics, and the mathematics of finance. The aim is to demonstrate fluency in the language of finite mathematics; find, solve, and graph linear equations and inequalities; describe sample spaces and event; assign probabilities to events and apply probability rules; and apply the mathematics of finance to formulate and solve problems.

MATH 107 College Algebra (3)

(The first course in the two-course series MATH 107–108. An alternative to MATH 115). Prerequisite: MATH 012 or an appropriate result on the placement test. An introduction to equations, inequalities, and a study of functions and their properties, including the development of graphing skills with polynomial, rational, exponential, and logarithmic functions. The objective is to demonstrate fluency in the language of algebra; communicate mathematical ideas; perform operations on real number, complex numbers, and functions; solve equations and inequalities; analyze and graph circles and functions; and use mathematical modeling to translate, solve, and interpret applied problems. Discussion also covers applications. Students may receive credit for only one of the following courses: MATH 107 and MATH 115.

MATH 108 Trigonometry and Analytical Geometry (3)

(The second course in the two-course series MATH 107–108. An alternative to MATH 115). Prerequisite: MATH 107 or an appropriate result on the placement test. An introduction to trigonometric functions, identities, and equations and their applications. Discussion covers analytical geometry and conic sections, systems of linear equations, matrices, sequences, and series. Students may receive credit for only one of the following courses: MATH 108 or MATH 115.

MATH 115 Pre-Calculus (3)

(Not open to students who have completed MATH 140 or any course for which MATH 140 is a prerequisite). Prerequisite: MATH 012 or an appropriate result on the placement test. An explication of equations, functions, and graphs. The goal is to acquire the skills and knowledge needed for studying calculus. Topics include polynomials, rational functions, exponential and logarithmic functions, trigonometry, and analytical geometry. Students may receive credit for only one of the following: MATH 107–108 or MATH 115.

MATH 140 Calculus I (4)

Prerequisite: MATH 108 or MATH 115. An introduction to calculus. The goal is to solve problems by identifying, representing, and modeling functional relationships. Topics include functions, the sketching of graphs of functions, limits, continuity, derivatives and applications of the derivative, definite and indefinite integrals, and calculation of area. Students may receive credit for only one of the following courses: MATH 130, MATH 131, MATH 140, or MATH 220.

MATH 141 Calculus II (4)

(A continuation of MATH 140.) Prerequisite: MATH 140. A study of integration and functions. The aim is to demonstrate fluency in the language of calculus; discuss mathematical ideas appropriately; model and solve problems using integrals and interpret the results; and use infinite series to approximate functions to model real-world scenarios. Focus is on techniques of integration, improper integrals, and applications of integration (such as volumes, work, arc length, and moments); inverse, exponential, and logarithmic functions; and sequences and series. Students may receive credit for only one of the following courses: MATH 131, MATH 132, MATH 141, or MATH 221.

MATH 220 Elementary Calculus I (3)

Prerequisite: MATH 107, MATH 115, or an appropriate result on the placement test. A presentation of the basic ideas of differential and integral calculus. Emphasis is on elementary techniques of differentiation, as well as applications. Students may receive credit for only one of the following courses: MATH 130, MATH 131, MATH 140, or MATH 220.

MATH 240 Introduction to Linear Algebra (4)

Prerequisite: MATH 140. An explication of the basic concepts of linear algebra. The aim is to analyze and evaluate matrices to determine solubility and solve systems of linear equations. Topics include systems of linear equations, linear transformations, vectors, vector spaces, matrix separations, products and separations, subspaces, bases, and linear independence. Discussion also covers solutions of problems in physics, engineering, and the sciences. Students may receive credit for only one of the following courses: MATH 240, MATH 400, or MATH 461.

MATH 241 Calculus III (4)

Prerequisite: MATH 141. An introduction to multivariable calculus. Exposition covers vectors and vector-valued functions; partial derivatives and applications of partial derivatives (such as tangent planes and Lagrangian multipliers); multiple integrals; volume; surface area; and the classical theorems of Green, Stokes, and Gauss. The objective is to use multivariate calculus to solve real-world problems.

MATH 246 Differential Equations (3)

Prerequisite: MATH 141 or MATH 132. An introduction to the basic methods of solving differential equations. The goal is to demonstrate fluency in the language of differential equations; communicate mathematical ideas; solve boundary-value problems for first- and second-order equations; and solve systems of linear differential equations. Topics include solutions of boundary-value problems for first- and second-order differential equations; solutions of systems of linear differential equations; series solutions, existence, and uniqueness; and formulation and solution of differential equations for physical systems.

MATH 301 Concepts of Real Analysis I (3)

Prerequisite: MATH 141. A study of real analysis. The aim is to construct formal mathematical proofs and solve problems. Topics include sequences and series of numbers, continuity and differentiability of real-valued functions of one variable, the Riemann integral, sequences of functions, and power series. Students may receive credit for only one of the following courses: MATH 301 or MATH 410.

MATH 381 Operations Research (3)

Prerequisite: MATH 240. An exploration of linear programming models and applications, simplex algorithms, sensitivity analysis, integer programming, and network flow models.

MATH 402 Algebraic Structures I (3)

(The first in a two-course sequence on algebraic structures.) Prerequisite: MATH 141. An overview of algebraic structures. The aim is to construct mathematically correct and concise proofs. Topics include techniques of proofs, set theory, and group theory and the application of those techniques.

MATH 403 Algebraic Structures II (3)

(The second in a two-course sequence on algebraic structures.) Prerequisite: MATH 402. An overview of rings, polynomial rings, irreducible polynomials, integral domains, vector spaces, fields, finite fields, and Galois theory. The objective is to synthesize mathematical concepts and theories to make informed and effective decisions.

MATH 450 Logic for Computer Science (3)

Prerequisites: CMSC 150 and MATH 141 (or MATH 132). Elementary development of propositional logic (including the resolution method) and first-order logic (including Hebrand's unsatisfiability theorem). Discussion covers the concepts of truth and interpretation; validity, provability, and soundness; completeness and incompleteness; and decidability and semidecidability. Students may receive credit for only one of the following courses: CMSC 450, MATH 444, MATH 445, or MATH 450.

MATH 463 Complex Variables (3)

Prerequisite: MATH 141. A study of the theory and practice of complex variables to enrich study of differential equations and numerical analysis. The aim is to use complex variables to analyze problems that have direct application to physical problems. Topics include complex numbers, functions, inverse functions, mappings, integrals, series, and poles.

MATH 466 Numerical Analysis (3)

Prerequisite: MATH 246. An introduction to numerical analysis. The objective is to communicate mathematical ideas, analyze large-scale problems, and apply concepts of numerical analysis to practical problem solving. Topics include single nonlinear equations and systems of linear equations, numerical differentiation and integration, multivariate least squares, interpolation, polynomial approximation, and data compression. Discussion also covers numerical integration and solution of linear systems. Applications may include coupled mechanical and electrical systems, economics, and population dynamics.

MATH 486A Internship in Mathematics Through Co-op (3)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

MATH 486B Internship in Mathematics Through Co-op (6)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

Music

Courses in music (designated MUSC) may be applied as appropriate (according to individual program requirements) toward

- the general education requirement in the arts and humanities;
- a major in humanities;
- a minor in African American studies or humanities; and
- electives.

UMUC offers a limited number of courses each session in this discipline.

MUSC 210 Music as Cultural Expression (3)

A study of the role of music in various cultures. The objective is to identify key features that define various genres of world music, articulate the roles and functions of music in world cultures, use the medium of music to explore intercultural relationships, and consciously define personal musical perspectives. Discussion covers music from various cultural traditions and the contexts in which composers and musicians practice their craft. Students may receive credit for only one of the following courses: HUMN 211 or MUSC 210.

MUSC 436 Jazz: Then and Now (3)

An examination of jazz in America during the past 75 years—its major styles and influential artists. Students may receive credit for only one of the following courses: HUMN 436 or MUSC 436.

Natural Science

Courses in natural science (designated NSCI) may be applied as appropriate (according to individual program requirements) toward

- the general education requirement in the biological and physical sciences;
- a major in biotechnology or laboratory management;
- a minor in natural science; and
- electives.

NSCI 100 Introduction to Physical Science (3)

(For students not majoring in a science.) Prerequisite: MATH 012 or higher. An introduction to the basic principles of physics and chemistry, with applications to geology, oceanography, meteorology, and astronomy. The objective is to use scientific and quantitative reasoning to make informed decisions about topics related to physical science. Discussion covers the development of scientific thinking, the scientific method, the relationships among the various physical sciences, and the role of the physical sciences in interpreting the natural world. Students may receive credit for only one of the following courses: GNSC 100 or NSCI 100.

NSCI 101 Physical Science Laboratory (1)

(For students not majoring or minoring in a science. Fulfills the laboratory science requirement.) Prerequisite: MATH 012 or higher. Prerequisite or corequisite: NSCI 100. A laboratory study of the basic principles of physics and chemistry, with applications to geology, oceanography, meteorology, and astronomy. The objective is to apply the scientific method and use scientific and quantitative reasoning to make informed decisions about experimental results in the physical sciences. Discussion and laboratory activities cover the development of scientific thinking, the scientific method, the relationships among the various physical sciences, and the role of the physical sciences in interpreting the natural world.

NSCI 103 Fundamentals of Physical Science (4)

(For students not majoring or minoring in a science. Fulfills the laboratory science requirement.) Prerequisite: MATH 012 or higher. An introduction to the basic principles of physics and chemistry, with applications to geology, oceanography, meteorology, and astronomy. The objective is to apply the scientific method and use scientific and quantitative reasoning to make informed decisions about experimental results in the physical sciences. Discussion and laboratory activities cover the development of scientific thinking, the scientific method, the relationships among the various physical sciences, and the role of the physical sciences in interpreting the natural world. Students may receive credit for only one of the following courses: GNSC 100, NSCI 100, or NSCI 101.

NSCI 170 Concepts of Meteorology (3)

(For students not majoring or minoring in a science.) Prerequisite: MATH 012 or higher. An introduction to the basic principles of atmospheric science. The goal is to use scientific and quantitative reasoning to make informed decisions about topics related to atmospheric science. Topics include the effect of different weather elements (such as temperature, pressure, winds, and humidity) on weather patterns and climate. Discussion also covers weather phenomena such as El Niño, thunderstorms, tornadoes, tropical cyclones, and midlatitude cyclones, as well as the impact of humans on Earth's atmosphere. Students may receive credit for only one of the following courses: GNSC 170, GNSC 398D, or NSCI 170.

NSCI 171 Laboratory in Meteorology (1)

(For students not majoring or minoring in a science. Fulfills the laboratory science requirement only with previous or concurrent credit for NSCI 170 or GNSC 170.) Prerequisite: MATH 012 or higher. Prerequisite or corequisite: NSCI 170. An introduction to the basic concepts of meteorology. The aim is to apply the scientific method and use scientific and quantitative reasoning to make informed decisions about experimental results in meteorology. Focus is on the observation, measurement, and analysis of weather data, including the interpretation of weather patterns and conditions found on weather maps, satellite images, radar imagery, and atmosphere diagrams. Students may receive credit for only one of the following courses: GNSC 171 or NSCI 171.

NSCI 301 Laboratory Organization and Management (3)

(Does not fulfill the general education requirement in the biological and physical sciences.) Recommended: WRTG 101. An overview of the day-to-day organization and management of research and development laboratories. The aim is to manage personnel, space, inventory, equipment, and safety and health compliances, as well as to communicate effectively in different formats with a broad array of stakeholders. Topics include laboratory operating systems, finances and recordkeeping, communication systems, safety regulations and procedures, data management, project planning, problem solving, procurement, personnel matters and training, and inventory execution and maintenance. Students may receive credit for only one of the following courses: GNSC 301, MEDT 301, or NSCI 301

NSCI 362 Environmental Change and Sustainability (3)

A multidisciplinary study of the global environment and human impact on it. The goal is to apply scientific reasoning to make informed decisions about the role of human impact on global environmental sustainability. Emphasis is on the concept of sustainability as it applies to human interactions with the environment. Current scientific research is used to explore the scientific, social, and global implications of environmental issues such as global warming, population growth, energy resources, biodiversity, and the genetic modification of organisms. Discussion covers the environment as "global commons" and individual responsibility in environmental sustainability. Students may receive credit for only one of the following courses: BEHS 361, BEHS 365, ENMT 365, GNSC 361, HUMN 360, NSCI 361, or NSCI 362.

NSCI 398 Special Topics in Natural Science (3)

A study of topics in the sciences of special interest to students and faculty.

NSCI 398I Astrobiology (3)

(For students not majoring in a science.) An introduction to planetary astronomy with an overview of biology, geology, and chemistry related to the existence of life on Earth and to speculations that affect the search for life elsewhere in the cosmos. Topics include the chemistry of comets, space missions to Mars and Europa in search of life, the relevance of life on Earth in extreme environments (e.g., deep-sea vents and Antarctica), the assembly of prebiotic amino acids into DNA, and the possibility of life elsewhere in the universe. Students may receive credit for only one of the following courses: ASTR 380, GNSC 398I, or NSCI 398I.

NSCI 398J Energy After Petroleum (1)

A broad survey of the world's energy sources, their utilization, problems, and possible solutions. The basic laws of physics relating to energy are outlined. Discussion covers energy sources such as solar, fossil fuel, alternate fuels, and geothermal. Physical concepts of energy, power, and energy transformations (including the basic laws of thermodynamics applicable to heat engines) are examined. The political-economic realities that surround viable energy policies are also considered.

Philosophy

Courses in philosophy (designated PHIL) may be applied as appropriate (according to individual program requirements) toward

- the general education requirement in the arts and humanities;
- a major or minor in East Asian studies or humanities;
- a minor in philosophy or women's studies; and
- electives.

UMUC offers only a limited number of courses each session in this discipline.

PHIL 100 Introduction to Philosophy (3)

An introduction to the literature, problems, and methods of philosophy. The goal is to identify and consider central, recurring problems of philosophy. Students are encouraged to become aware of the significance of philosophical problems and to learn to offer rationally justifiable solutions. Students may receive credit for only one of the following courses: HUMN 125 or PHIL 100.

PHIL 110 Practical Reasoning (3)

An examination of methods for thinking analytically about real-world problems and solving them. The goal is to apply logical arguments to practical decision making. Topics include using inductive and deductive reasoning, proper argumentation, accepted methods of analysis and synthesis of ideas; recognizing informal logical fallacies; and understanding the role of presuppositions and nonlogical factors as they apply to scientific, social, ethical, political, and other contemporary problems.

PHIL 127 Living Religions of the World (3)

(Formerly HUMN 127.) An examination of the cultural construction of religious or nonreligious identity within the diverse world community. The goal is to understand the role of religion in current events. Discussion covers the world's major living religious traditions: Hinduism, Buddhism, Christianity, Judaism, and Islam. Students may receive credit for only one of the following courses: HUMN 127, RLST 125, or PHIL 127.

PHIL 140 Contemporary Moral Issues (3)

An exploration of how philosophical analysis can serve as a foundation for thinking clearly about moral issues. The aim is to offer rational argument about ethical problems. Problems analyzed include such widely debated issues as abortion, euthanasia, the death penalty, homosexuality, pornography, reverse discrimination, business ethics, sexual equality, and economic equity. Students may receive credit for only one of the following courses: HUMN 300 or PHIL 140.

PHIL 236 Philosophy of Religion (3)

A philosophical study of some of the main problems of religious thought: the nature of religious experience, the justification of religious belief, the conflicting claims of religion and science, and the relation between religion and morality. Students may receive credit for only one of the following courses: HUMN 236 or PHIL 236.

PHIL 312 Ethics and Religion (3)

(Formerly HUMN 312.) An exploration of the roles religions around the world play in the establishment of the moral codes in the societies where they are practiced and the results when different religions promote different moral responses in the same society. Discussion covers the relationships, if any, of ethics—the search for general principles that underlie specific moral rules or claims—to the different religions that express these moral codes, application of these concepts to solving problems in business and management. Students may receive credit for only one of the following courses: HUMN 312 and PHIL 312.

PHIL 315 Ethical Issues in American Business (3)

(Formerly HUMN 311.) Examination and discussion of normative ethical theory; moral reasoning; and the larger economic, social, political, and legal framework of the workplace within which ethical issues arise. Discussion covers workplace issues such as discrimination, harassment, the quality of work life, professional rights and responsibilities, and specific cases exemplifying these issues. Possible examples include cases in the areas of hiring, privacy, intellectual property, whistle-blowing versus loyalty, health care, ethics in advertising, consumerism in relation to product liability, economic globalization, and the common environment. Students may receive credit for only one of the following courses: HUMN 310, HUMN 311, or PHIL 315

PHIL 331 Philosophy of Art (3)

A study of concepts central to thought about art, including the concept of the fine arts both in their historical development and in their present problematic situation.

PHIL 336 Ideas Shaping the 21st Century (3)

(Formerly HUMN 336.) An overview of ideas and philosophies likely to affect humanity and this planet in the early 21st century. The goal is to identify and understand predominant modes of thought to critically evaluate ideas that affect ways of living; articulate the principles underlying cooperation and dissention among different cultures, institutions, and individuals; and trace the influence of key ideas across various realms of human activity to navigate the challenges of the modern world. Students may receive credit for only one of the following courses: HUMN 336 or PHIL 336.

PHIL 348 Religions of the East (3)

(Formerly HUMN 348.) An examination of the religions of the East, including Jainism, Sikhism, Hinduism, Buddhism, Chinese religions, and Shinto. The aim is to gain a historical perspective on world. Discussion examines the interrelationships of these religious traditions through their history and main teachings. Students may receive credit for only one of the following courses: HUMN 348, HUMN 350, or PHIL 348.

PHIL 349 Religions of the West (3)

(Formerly HUMN 349.) An examination of the religions of the West, including the Zoroastrian, Judaic, Christian, and Islamic traditions. The goal is to gain a historical perspective on world events. Discussion examines the interrelationships of these religious traditions through their history and main teachings. Students may receive credit for only one of the following courses: HUMN 349, HUMN 350, or PHIL 349.

Psychology

Courses in psychology (designated PSYC) may be applied as appropriate (according to individual program requirements) toward

- the general education requirement in the behavioral and social sciences;
- a major in psychology or social science;
- a minor in psychology or women's studies;
- a certificate in various disciplines; and
- electives.

PSYC 100 Introduction to Psychology (3)

A survey of the basic principles, research concepts, and problems in psychological science. The biological, cognitive, and social perspectives of human thought and behavior are addressed. The goal is to apply major concepts and use the scientific method to enhance the understanding of individual, community, and organizational life experiences. Topics include neuroscience, sensation and perception, learning and conditioning, memory, motivation, language and intelligence, personality and social behavior, and psychopathology and therapy. Applications of psychology are also presented. Students may receive credit for only one of the following courses: BEHS 101 or PSYC 100.

PSYC 101 Psychology of Adjustment (3)

(Formerly PSYC 235.) A survey of psychological principles and their applications to areas such as stress coping strategies, social influence, interpersonal communication, relationships, careers and work, and physical health. The objective is to apply knowledge of the scientific approach and psychological principles to issues of adjustment in everyday life. Students may receive credit for only one of the following courses: PSYC 101 or PSYC 235.

PSYC 300 Research Methods in Psychology (3)

(Formerly PSYC 305.) Prerequisites: PSYC 100 and STAT 225 (or PSYC 200). Recommended: PSYC 306A. A survey of research methods focusing on the fundamentals of research design and behavior. Topics include scientific writing using APA style, evaluation of research literature, and ethical issues in research. Practice is provided in asking research questions, formulating research hypotheses, designing and conducting a simulated research study, and presenting results. Students may receive credit for only one of the following courses: PSYC 300 or PSYC 305.

PSYC 301 Biological Basis of Behavior (3)

Prerequisite: PSYC 100. Recommended: PSYC 300. An introduction to the anatomical structures and physiological processes that determine behavior. The objective is to use scientifically valid resources to effectively communicate about the biological basis of behavior. Topics include the acquisition and processing of sensory information, the neural control of movement, and the biological bases of complex behaviors (such as sleep, learning, memory, sex, and language), as well as the basic functioning of the nervous system.

PSYC 306 Special Topics in Psychology (1–3)

Seminar discussion of topics of current interest. Areas explored may extend or augment those covered in more general topical courses. May be repeated to a maximum of 6 credits when topics differ.

PSYC 306A APA Writing Style for Psychology (1)

An introduction to the effective use and applications of APA style for research projects, technical papers, and expository writing in the psychological and behavioral sciences. The objective is to communicate effectively following APA style guidelines. Topics include the application of the mechanics of the APA publication manual.

PSYC 306F Psychology of Happiness (1)

An introduction to the theories, concepts, and research related to the psychology of happiness, as well as implications for psychotherapy. The objective is to identify biological, cultural, and social theories in the study of happiness. Topics include neurobiological and cultural determinants of well-being, fulfillment in work and relationships, sources of unhappiness, and psychological approaches to increasing contentment and satisfaction.

PSYC 307 Special Topics in Biological Psychology (1–3)

Seminar discussion of topics of current interest. Areas explored may extend or augment those covered in more general topical courses. May be repeated to a maximum of 6 credits when topics differ.

PSYC 307D Improving Memory and Thinking (1)

An introduction to the theories and methods of improving memory and thinking. The goal is to apply psychological research models to explain the memory process. Topics include the memory functions of encoding, storage, retrieval, and loss, as well as strategies for improving memory.

PSYC 307H Sleep and Dreams (1)

An introduction to the clinical, cultural, and research aspects of sleep and dreams. The aim is to understand the various scientific theories on the nature of sleep and dreams. Topics include historical and theoretical approaches to sleep and dreams, sleep deprivation and disorders, biological rhythms, typical dreams, and dream interpretation.

PSYC 307X Substance Abuse: An Introduction (1)

An introduction to the study of substance abuse. The objective is to apply knowledge of historical, evolutionary, biological, and psychological models of substance use and abuse. Topics include the causes, symptoms, and models of substance abuse, as well its prevention and treatment.

PSYC 308 Special Topics in Social Psychology (1–3)

Seminar discussion of topics of current interest. Areas explored may extend or augment those covered in more general topical courses. May be repeated to a maximum of 6 credits when topics differ.

PSYC 308E Cultivating Executive Skills (1)

A presentation of relevant behavioral and managerial science theory, research, and real-world applications of leadership training. The objective is to apply key components of social and cognitive psychology relating to leadership within the workplace. Topics include workplace diversity, technology, and effective use of human resources.

PSYC 308H Psychology of Motivating People at Work (1)

An examination of successful strategies for motivating people in work settings. The goal is to apply knowledge of the evolutionary, learning, social, and cognitive theories of motivation in the workplace. Topics include managerial and personal motivational strategies in organizations.

PSYC 308K Introduction to Black Psychology (1)

An introduction to issues and perspectives in the study of the psychological development of black people, particularly in America. The objective is to apply knowledge of alternative psychological theories of behavior and personality in ways consistent with the African American cultural context. Topics include the Afrocentric and Eurocentric ethos; the nature of black personality as affected by slavery and racism; psychological assessment, treatment, and counseling techniques; and the relationship between psychological research and social policy.

PSYC 308Q Psychology of Religion and Spirituality (1)

An examination of the relationship of modern psychology and traditional religion in finding meaning in human reality and providing concepts and techniques for the ordering of the interior life. The aim is to compare and contrast the major approaches in the psychological study of spirituality and religion. Topics include attitudes toward anxiety, issues of guilt, existential trust, the nature of suffering and evil, and the function of belief.

PSYC 309 Special Topics in Professional Psychology (1–3)

Seminar discussion of topics of current interest. Areas explored may extend or augment those covered in more general topical courses. May be repeated to a maximum of 6 credits when topics differ.

PSYC 309C Psychology of Eating Disorders (1)

An introduction to the current research on eating disorders—anorexia nervosa, bulimia nervosa, and obesity. The goal is to differentiate between psychodynamic, learning, cognitive, neurobiological, and sociocultural causes of eating disorders. Topics include adolescent eating behavior, theoretical explanations, factors associated with eating disorders, and the general management of eating disorders.

PSYC 309H Psychological Consequences of War and Violent Conflict (1)

A study of the effects of war on various vulnerable groups of people. The objective is to understand the research and theories related to the psychological consequences of war and violent conflict. Topics include theoretical bases and issues of the development, expression, treatment, and rehabilitation of associated disorders.

PSYC 309K Managing Interpersonal Stress and Conflict (1)

An exploration of the nature and causes of stress and techniques for its management. The aim is to identify a variety of techniques to mitigate stress. Topics include psychological processes that cause interpersonal conflict and those that can bring about its reduction, as well as interpersonal and group factors, such as cooperation and negotiation.

PSYC 309M Military Psychology (1)

An introduction to the basic principles of and issues in military psychology. The aim is to identify and explain how psychological principles and concepts can be applied to military environments and settings. Topics include the selection and training of personnel, the interaction of soldiers and machine systems, the use of psychology in warfare, and the clinical implications of military organizations.

PSYC 309S Introduction to the Psychology of Parenting (1)

An overview of psychological issues relevant to parenting. The objective is to identify cognitive, social, emotional, and physical developmental issues affecting parenting. Topics include key theories and relevant research findings that directly apply to effective and ineffective parenting.

PSYC 309W Professional Psychology (1)

An overview of the profession of psychology. Career goals and aspirations are addressed. Topics include professional opportunities such as teaching, research, therapy, and organizational consulting.

PSYC 309X Ethics in Mental Health and Psychological Treatment (1)

A general introduction to ethical considerations in the diagnosis and treatment of psychological disorders. The objective is to apply knowledge of ethics in evaluating psychological research and case studies. Topics include confidentiality, dual relationships, credentialing, recordkeeping, informed consent, and legal concerns.

PSYC 309Y Introduction to Hypnosis (1)

An introduction to some of the basic concepts and principles of hypnosis for psychological practice. The goal is to understand the uses of hypnosis and learn practical exercises in self-hypnosis. Topics include the relationship between hypnosis and systematic desensitization and their roles in affecting human behavior.

PSYC 309Z Parapsychology (1)

(Formerly PSYC 307G.) An introduction to parapsychology and experimental methods used in that field. Rival explanations for phenomena that occur within parapsychology are examined. Topics include history of parapsychology, superstition and science, ESP in the laboratory, evidence for life after death, and reincarnation. Students may receive credit for only one of the following courses: PSYC 307G or PSYC 309Z.

PSYC 310 Sensation and Perception (3)

Prerequisite: PSYC 100. Recommended: PSYC 300 and 301. A survey of theories and historical and contemporary research in how the auditory, visual, gustatory, olfactory, kinesthetic, and tactile senses acquire information and how psychological, anatomical, physiological, and environmental factors help us perceive the world. The objective is to apply an understanding of complex neural and behavioral processes to evaluate research and analyze variations within and between species.

PSYC 321 Social Psychology (3)

Prerequisites: PSYC 100. Recommended: PSYC 300. An examination of the influence of social factors on individual and interpersonal behaviors. The objective is to analyze the underlying causes of individual and group behavior and the ways in which group attitudes and behaviors are related. Topics include conformity, attitudinal change, personal perception, and group behavior. Students may receive credit for only one of the following courses: BEHS 221, BEHS 421, BEHS 450, PSYC 221, or PSYC 321.

PSYC 332 Psychology of Human Sexuality (3)

Prerequisite: PSYC 100. An examination of human sexuality and sexual behavior. The objective is to apply knowledge of the physiology and psychology of human sexuality. Topics include sexual anatomy, intimate relationships, sexual health, and sexual identity across the lifespan. Students may receive credit for only one of the following courses: BEHS 363, HLTH 377, or PSYC 332.

PSYC 334 Psychology of Interpersonal Relationships (3)

Prerequisite: PSYC 100. A study of interpersonal dynamics and how relationship skills can result in healthy or unhealthy behaviors, from the beginning to the end of a relationship. The goal is to apply knowledge of interpersonal dynamics to evaluate behaviors. Discussion covers effective communication and conflict resolution skills as well as ways that advances in technology have altered societal understandings of interpersonal dynamics.

PSYC 335 Theories of Personality (3)

(Formerly PSYC 435.) Prerequisite: PSYC 100. A study of major theories and perspectives on personality, including trait, psychodynamic, behavioristic, and humanistic theories. Methods of personality research and relevant findings are also introduced and applied to real-world settings. Students may receive credit for only one of the following courses: PSYC 335 or PSYC 435.

PSYC 338 Psychology of Gender (3)

Prerequisite: PSYC 100. A survey of the biological, lifespan development, socialization, personality attributes, mental health factors, and special considerations associated with gender. The aim is to apply knowledge of cultural and historical influences relating to gender. Topics include conceptions of gender, gender roles, and gender similarities and differences.

PSYC 341 Memory and Cognition (3)

Prerequisite: PSYC 100. Recommended: PSYC 300. An introduction to basic models; methods of research; and findings in the fields of memory, problem solving, and language. The objective is to apply knowledge of cognitive processes to a variety of situations including organizational and educational settings. Both applications and theory are explored.

PSYC 342 Foundations of Learning (3)

(Formerly PSYC 441.) Prerequisite: PSYC 100. Recommended: STAT 225 (or PSYC 200) and PSYC 305. A review and analysis of the major phenomena and theories of human learning. Conditioning, the application of behavior analysis to real-world problems, and laboratory techniques in learning research are also presented. Students may receive credit for only one of the following courses: PSYC 342 or PSYC 441.

PSYC 351 Lifespan Development (3)

Prerequisite: PSYC 100. Recommended: PSYC 300. An integrated study of the biological, socioemotional, and cognitive development of humans from conception through death. The aim is to apply knowledge of lifespan development to interpersonal, community, and organizational relationships. Emphasis is on the interaction of nature and nurture on one's physiology, capability, and potential at each progressive stage of development.

PSYC 352 Child and Adolescent Psychology (3)

Prerequisite: PSYC 100. Recommended: PSYC 300. An examination of research and theory focusing on psychological development, from conception through adolescence. The objective is to apply knowledge of child and adolescent development through critical and creative analysis of cases and situations. Topics include physiological, conceptual, and behavioral changes and the social and biological context in which individuals develop. Students may receive credit for only one of the following courses: PSYC 352, PSYC 355, or PSYC 356.

PSYC 353 Abnormal Psychology (3)

Prerequisite: PSYC 100. Recommended: PSYC 300. An examination of mental disorders across the lifespan. The goal is to evaluate emerging issues in abnormal psychology. Topics include the identification and diagnosis of specific disorders and the evolution of treatment protocols. Students may receive credit for only one of the following courses: PSYC 331, PSYC 353, or PSYC 431.

PSYC 354 Cross-Cultural Psychology (3)

Prerequisite: PSYC 100. Recommended: PSYC 300. An examination of the interplay of individual, ethnic, and cultural factors in psychosocial growth and well-being. The aim is to apply analysis of cultural factors to make decisions, solve problems, and communicate effectively. Issues of globalization, diversity, cultural bias, and cross-ethnic communication are addressed.

PSYC 357 Adulthood and Aging (3)

Prerequisite: PSYC 100. Recommended: PSYC 300. An overview of the development of physiological, intellectual, and interpersonal social functioning from early adulthood through the end of life. The objective is to apply knowledge of adult development critically and creatively to explain particular cases. Topics include theory and research in adult development.

PSYC 361 Industrial and Organizational Psychology (3)

Prerequisite: PSYC 100. Recommended: PSYC 300 and 321. A general survey of the field of industrial/organizational psychology. The objective is to examine the behavioral, sociocultural, and ethical factors that influence workplace environments. Topics include entering into the organization and evaluating and changing individual workplace behaviors.

PSYC 370 Foundations of Forensics Psychology (3)

Prerequisites: PSYC 300 and 321. A survey of the major concepts and historical development of forensic psychology. The goal is to apply knowledge of forensic psychology to gain an integrated understanding of the factors relating to various offending groups. Topics include the relationship of behavioral sciences to the law and the impact of sociocultural and environmental factors on offender behavior. Various offender groups are examined in detail.

PSYC 386 Psychology of Stress (3)

Prerequisite: PSYC 100. An examination of the forces that define and determine the stress response. The aim is to apply stress management techniques to remediate the negative impact of stress. Stress is studied as the product of the interactions among one's social structure, occupational status, and psychological and physiological levels of well-being. The psychological perspective is examined in relation to the stresses produced in a variety of contexts, such as families and work organizations. Students may receive credit for only one of the following courses: BEHS 463, HLTH 285, or PSYC 386.

PSYC 415 History and Systems (3)

(Recommended as preparation for graduate study in psychology.) Prerequisite: PSYC 300. A study of the origins of psychology in philosophy and biology and the development of psychology as a science in the 19th and 20th centuries. The objective is to apply an understanding of historical context, integrating various communities of thought to analyze emerging trends in psychology. Discussion covers theorists and theories and the influence of societal events.

PSYC 432 Introduction to Counseling Psychology (3)

Prerequisite: PSYC 100. Recommended: PSYC 300 and 335. A survey and critical analysis of research and intervention strategies developed and used by counseling psychologists. The goal is to evaluate current trends in content and methodology. Topics include counseling protocols in various applied settings.

PSYC 436 Introduction to Clinical Psychology (3)

Prerequisite: PSYC 100. Recommended: PSYC 300 and PSYC 353. A survey of diagnostic and therapeutic strategies employed by clinical psychologists. The objective is to evaluate current trends in content and methodology. Topics include the identification, diagnosis, and treatment of mental health disorders. Emphasis is on the scientist-practitioner model and the critical analysis of theories and empirical research.

PSYC 437 Positive Psychology (3)

Prerequisite: PSYC 100. A survey of the science of positive psychology. The aim is to analyze and evaluate theories and applications of positive psychology. Focus is on the unique characteristics of the human experience that contribute to health and well-being. Topics include hope, optimism, human strengths, happiness, flow, and attachment.

PSYC 442 Educational Psychology (3)

(Formerly PSYC 339.) Prerequisite: PSYC 342. An overview of educational psychology focusing on processes of learning. Discussion covers measurement of differences between individuals (in intelligence, styles of thinking, understanding, attitudes, ability to learn, motivation, emotions, problem solving, and communication of knowledge) and the significance of those differences. Problems in the field are introduced and outlined. Examination of research in educational psychology supplements study. Students may receive credit for only one of the following courses: EDHD 460, PSYC 309J, PSYC 339, or PSYC 442.

PSYC 451 Tests and Measurements (3)

Prerequisites: PSYC 100 and 300. An examination of concepts and theories of psychological tests, measurements, and assessments, including their development, evaluation, and use. The goal is to evaluate measurements and determine appropriate applications. Discussion covers social, legal, cultural, and ethical issues in psychological testing.

PSYC 486A Psychology Field Experience Through Co-op (3)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

PSYC 486B Psychology Field Experience Through Co-op (6)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

PSYC 495 Senior Seminar in Psychology (3)

(Intended as a final, capstone course to be taken in a student's last 15 credits.) Prerequisite: Completion of all requirements for the psychology major except supplemental coursework. A study of psychology that integrates knowledge gained through previous coursework and experience. The aim is to build on that conceptual foundation through case study, reflective essays, and portfolio development.

Sociology

Courses in sociology (designated SOCY) may be applied as appropriate (according to individual program requirements) toward

- the general education requirement in the behavioral and social sciences;
- a minor in sociology, African American studies, or women's studies;
- a major in homeland security or social science;
- various certificates; and
- electives.

SOCY 100 Introduction to Sociology (3)

An introduction to the basic concepts, theoretical perspectives, and research methods in sociology. The objective is to apply sociological imagination, perspectives, and research to uncover patterns of social behavior. Topics include culture, socialization, groups, deviance, stratification, institutions, and social change. Students may receive credit for only one of the following courses: BEHS 102 or SOCY 100.

SOCY 105 Introduction to Contemporary Social Problems (3)

An exploration of various personal, institutional, cultural, historical, and global problems that confront American society today. Problems range from drugs, divorce, crime, mental illness, and alienation in modern society to the environment and national and global economic and political conflicts. Special attention is paid to issues of technology and social change. Students may receive credit for only one of the following courses: SOCY 105 or SOCY 210.

SOCY 300 American Society (3)

A survey of the social structure and organization of American society, with special reference to recent social changes. The character, structure, values, and ideology of American social movements are examined from a sociological perspective. Topics include urban demographic changes and other population trends, as well as changes in the conduct of work, family life, and recreation.

SOCY 309 Social Demography (3)

(Formerly SOCY 410.) Prerequisite: SOCY 100. A study of social demography. The goal is to identify, evaluate, and interpret key demographic concepts and develop an understanding of global population dynamics. Topics include types of demographic analysis, demographic data, population characteristics, migration, mortality, fertility, population theories, world population growth, and population policy. Students may receive credit for only one of the following courses: SOCY 309 or SOCY 410.

SOCY 312 Family Demography (3)

Prerequisite: SOCY 100 or SOCY 243. A study of the family and population dynamics. The aim is to identify, evaluate, and interpret data sources and develop an informed opinion about family trends and current policy. Discussion covers issues of fertility (such as teenage pregnancy, the timing of parenthood, and determinants and consequences of family size) as they relate to family behavior (such as marital patterns, the use of child-care options, and the relationship between work and the family).

SOCY 313 The Individual and Society (3)

Prerequisite: SOCY 100. An examination of changing concepts of the interaction between the individual and society. The objective is to analyze the roles of the individual and society in the creation of and change in persistent social problems, such as poverty and social inequality. Analysis employs the framework of classical functional, conflict, and social constructivist theories, as well as the context of rapidly changing communication technology and globalization and their impact on the individual. Topics include the construction of social order; the role of trust in social interaction; and work, power, social organization, and the social self. Selected readings are taken from the sociologies of work, gender, modernity, postmodernism, globalization, and social change. Students may receive credit for only one of the following courses: BEHS 312, SOCY 311, or SOCY 313.

SOCY 325 The Sociology of Gender (3)

Prerequisite: SOCY 100. An inquiry into how gender is socially constructed and reconstructed in contemporary society. The aim is to assess the interaction between gender and other social identities.

SOCY 398 Special Topics in Sociology (3)

Prerequisite: SOCY 100. A study of topics of special interest.

SOCY 403 Intermediate Sociological Theory (3)

Prerequisite: SOCY 100. A study of major theoretical approaches to sociology, including functionalism, conflict, and symbolic interactionism. Original works of major theorists are examined in historical perspective.

SOCY 423 Minorities in the United States (3)

Prerequisite: SOCY 100. An examination of basic social processes in the relations of minority groups in the United States. The aim is to analyze current and historical events and use sociological tools to critically evaluate ethnic and racial issues.

SOCY 424 Race and Ethnic Relations (3)

Prerequisite: SOCY 100. An analysis of race- and ethnic-related issues in society. The goal is to examine, analyze, project future trends in, and communicate effectively about minority-majority issues. Discussion covers the impact of inequality, prejudice, and discrimination on minority/majority relations. Topics include theories of race relations; the historical emergence, development, and institutionalization of racism; effects of racism; conflicts that are racially and ethnically based; and contemporary issues.

SOCY 426 Sociology of Religion (3)

A survey of the varieties and origins of religious experience and religious institutions. The role of religion in social life is explored.

SOCY 427 Deviant Behavior (3)

Prerequisite: SOCY 100. An exploration of current theories of the genesis and distribution of deviant behavior. Topics include definitions of deviance, implications for a general theory of deviant behavior, labeling theory, and secondary deviance.

SOCY 428 Global Conflict, Migrants, and Refugees (3)

Prerequisite: SOCY 100. An exploration of global conflict and migration. The objective is to analyze data and historical evidence and assess the role of globalization on migration. Topics include migrants and refugees, immigration, politics and laws regarding migrants and refugees, and the role of globalization in generating population flows.

SOCY 432 Social Movements (3)

Prerequisite: SOCY 100. An examination of movements that seek change in the social and political structure of society. Topics include the origins, tactics, organization, recruitment, and success of such movements. Case studies feature movements in the areas of labor, civil rights, feminism, the environment, student and neighborhood activism, and gay rights.

SOCY 443 The Family and Society (3)

Prerequisite: SOCY 100. An examination of the family as a social institution. Topics include the family's biological and cultural foundation; its historic development, changing structure, and function; the interaction of marriage and parenthood; and the disorganizing and reorganizing factors in current trends.

SOCY 462 Women in the Military (3)

A cross-national analysis of past, present, and future trends in women's roles in the military. Topics include the effects of cultural forces, national security, technological changes, demographic patterns, occupational structures, labor shortages, and considerations of efficiency and rationality on women's roles in the armed forces.

SOCY 464 Military Sociology (3)

Prerequisite: SOCY 100. An overview of social change and its effects on the growth of military institutions. Topics include the structure of complex formal military organizations, the sociology of military life as a distinct cultural ethos, and the interrelationships of military institutions, civilian communities, and society. Military service is evaluated as an occupation or a profession.

SOCY 473 Sociology of Urban Environments (3)

Prerequisite: SOCY 100. A study of the rise of urban civilization and metropolitan regions. Topics include ecological process and structure, the city as a center of dominance, social problems, control, and planning.

SOCY 486A Internship in Sociology Through Co-op (3)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

SOCY 486B Internship in Sociology Through Co-op (6)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

SOCY 498 Selected Topics in Sociology (1–3)

Prerequisite: SOCY 100. An advanced study of topics of special interest in sociology. Assignments include advanced reading and research.

Spanish

Courses in Spanish (designated SPAN) may be applied as appropriate (according to individual program requirements) toward

- the general education requirement in the arts and humanities;
- a certificate in Workplace Spanish; and
- electives.

Students with prior experience in the Spanish language—either through study or living abroad, informal learning from friends or family, or high school or other coursework that did not transfer to UMUC—should take a placement exam before enrolling. Students with oral proficiency in Spanish who wish instruction in written Spanish should also take the placement test.

UMUC offers a limited number of foreign language courses each session.

SPAN 111 Elementary Spanish I (3)

(Not open to native speakers of Spanish; assumes no prior knowledge of Spanish. Students with prior experience with the Spanish language should take a placement test to assess appropriate level.) An introduction to the Spanish language. The objective is to listen to, speak, read, and write elementary Spanish in concrete, real-life situations and in culturally appropriate ways. The diverse language and culture of the Spanish-speaking world is explored. Students may receive credit for only one of the following courses: SPAN 101 or SPAN 111.

SPAN 112 Elementary Spanish II (3)

(Not open to native speakers of Spanish.) Prerequisite: SPAN 111 or appropriate score on a placement test. A continued introduction to the Spanish language. The goal is to listen to, speak, read, and write Spanish in concrete, real-life situations and in culturally appropriate ways. The diverse language and culture of the Spanish-speaking world is explored. Students may receive credit for only one of the following courses: SPAN 102 or SPAN 112.

SPAN 211 Intermediate Spanish I (3)

Prerequisite: SPAN 112 or appropriate score on a placement test. An intermediate-level study of the Spanish language. The aim is to improve listening, speaking, reading, and writing skills in Spanish and apply them in a variety of real-life situations and social contexts in culturally appropriate ways. Students may receive credit for only one of the following courses: SPAN 201, SPAN 114, or SPAN 211.

SPAN 212 Intermediate Spanish II (3)

Prerequisite: SPAN 211 or appropriate score on a placement test. Further intermediate-level study of the Spanish language. The objective is to listen to, speak, read, and write Spanish and interact effectively with native speakers in a variety of personal and professional settings in culturally appropriate ways. Students may receive credit for only one of the following courses: SPAN 115, SPAN 202, or SPAN 212.

SPAN 318 Commercial and Workplace Spanish (4)

Prerequisite: SPAN 212 or appropriate score on placement test. An exploration of business formats and practices in the Spanish-speaking world. The goal is to use knowledge of diverse business cultures to communicate and interact effectively with native speakers of Spanish in a business environment. Topics include contemporary economic conditions in various Spanish-speaking areas (including areas within the United States), enterprise management, human resources, and cultural issues that influence the workplace. Projects involve preparing a job search portfolio and making a business presentation in Spanish. Class is conducted entirely in Spanish. Students may receive credit for only one of the following courses: SPAN 315 or SPAN 318.

SPAN 486A Internship in Spanish Through Co-op (3)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

SPAN 486B Internship in Spanish Through Co-op (6)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

Speech Communication

Courses in speech communication (designated SPCH) may be applied as appropriate (according to individual program requirements) toward

- the general education requirement in communications;
- a minor in speech communication, communication studies, or women's studies;
- a major in communication studies, East Asian studies, or laboratory management;
- a certificate in Diversity Awareness; and
- electives.

SPCH 100 Foundations of Oral Communication (3)

(Fulfills the prerequisite for all upper-level SPCH courses.) An introduction to oral communication, with emphasis on interpersonal communication, small-group communication, and public speaking. The objective is to prepare speeches, provide feedback to others, and participate in group activities. Students may receive credit for only one of the following courses: SPCH 100, SPCH 100X, SPCH 101, SPCH 107, or SPCH 108.

SPCH 125 Introduction to Interpersonal Communication (3)

(Fulfills the prerequisite for all upper-level SPCH courses.) An exploration of the role interpersonal communication plays in our personal and professional lives. The aim is to apply theoretical frameworks and key concepts in communication to personal behavior and personal and professional contexts. Topics include self-identity, perception, listening, verbal and nonverbal communication, relationship development, and conflict management.

SPCH 200 Advanced Public Speaking (3)

Prerequisite: SPCH 100/100X, SPCH 101, SPCH 107, or SPCH 108. A study of rhetorical principles and models of speech composition. Principles are studied in conjunction with preparing and presenting particular forms of public communication.

SPCH 222 Interviewing (3)

A presentation of the principles and practices used in the recognized types of interview. Special attention is given to behavioral objectives and variables in communication as they figure in the process of interviewing. Students may receive credit for only one of the following courses: SPCH 222 or SPCH 422.

SPCH 324 Communication and Gender (3)

Prerequisite: Any SPCH course or COMM 300. An investigation of how communication influences gender and how gender affects communication. The objective is to apply theoretical frameworks and key concepts of gender to contexts, situations, and messages. Discussion covers gender roles, gender variation across communication styles, and the role gender plays in personal and professional relationships, as well as its role in culture and the media.

SPCH 397 Organizational Presentations (3)

(Intended as a final, capstone course to be taken within a student's final 15 credits) Prerequisite: SPCH 100, SPCH 101, SPCH 107, or SPCH 108. A study of techniques for planning small- and large-group presentations, including audience profiling and needs analysis. Topics include listener patterns and preferences, presentation organization, confidence-building techniques, platform skills, and audio/video technology and presentation software such as PowerPoint.

SPCH 420 Small-Group Communication (3)

Prerequisite: Any SPCH course or COMM 300. A study of the principles and practices that govern small-group communication in business, government, and the wider community. Topics include team building, group roles in decision making, leadership, and conflict resolution. Analysis covers communicating online and face-to-face with group members. Assignments include in-depth reading, writing, research, and group discussion.

SPCH 424 Communication in Complex Organizations (3)

Prerequisite: Any SPCH course or COMM 300. An examination of the structure and function of communication in organizations. Organizational climate and culture, information flow, networks, and role relationships are major themes.

SPCH 426 Conflict Management (3)

Prerequisite: Any SPCH course or COMM 300. A comprehensive investigation and evaluation of conflict management strategies and tools. The goal is to analyze conflict situations and develop and apply strategies to manage and/or resolve them at the lowest possible level of conflict. Topics include identifying causes of interpersonal conflict, evaluating the impact of culture and gender differences on conflicts, and selecting appropriate tools to manage and resolve conflict in one's personal and professional lives.

SPCH 470 Effective Listening (3)

Prerequisite: Any SPCH course or COMM 300. An exploration of the complexities of message reception and interpretation as related to personal growth, social relationships, and professional development. The goal is to assess and modify listening practices. Topics include the role of listening in communication, types of listening, and listening skills for specific contexts.

SPCH 472 Nonverbal Communication (3)

Prerequisite: Any SPCH course or COMM 300. A comprehensive investigation of nonverbal communication in human interaction. The aim is to analyze the impact of nonverbal messages on interpersonal, organizational, and public communication. Emphasis is on hands-on application of principles and practices to real-world situations. Topics include foundations of interpersonal attraction, use and abuse of personal space, and cross-cultural and gendered behaviors.

SPCH 482 Intercultural Communication (3)

Prerequisite: Any SPCH course or COMM 300. An examination of the major variables of communication in an intercultural context. The objective is to develop and apply communication strategies. Topics include cultural, racial, and national differences; stereotypes; values; cultural assumptions; and verbal and nonverbal channels.

SPCH 486A Internship in Speech Through Co-op (3)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

SPCH 486B Internship in Speech Through Co-op (6)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

Statistics and Probability

Courses in statistics and probability (designated STAT) may be applied as appropriate (according to individual program requirements) toward

- a minor in mathematical sciences or psychology;
- the statistics requirement for a variety of majors and minors;
- a certificate in Applied Behavioral and Social Sciences; and
- electives.

UMUC offers a limited number of courses each session in this discipline.

Students are expected to own and use scientific calculators in all mathematics and statistics courses.

STAT 200 Introduction to Statistics (3)

Prerequisite: MATH 103, MATH 106, or MATH 107 (preferably in the last two years). An introduction to statistics. The objective is to assess the validity of statistical conclusions; organize, summarize, interpret, and present data using graphical and tabular representations; and apply principles of inferential statistics. Focus is on selecting and applying appropriate statistical tests and determining reasonable inferences and predictions from a set of data. Topics include methods of sampling; percentiles; concepts of probability; probability distributions; normal, t-, and chi-square distributions; confidence intervals; hypothesis testing of one and two means; proportions; binomial experiments; sample size calculations; correlation; regression; and analysis of variance (ANOVA). Students who receive credit for STAT 200 may not receive credit for the following courses: BEHS 202, BEHS 302, BMGT 230, ECON 321, GNST 201, MATH 111, MGMT 316, PSYC 200, SOCY 201, STAT 100, STAT 225, and STAT 230.

STAT 225 Introduction to Statistics for the Behavioral Sciences (3)

Prerequisite: MATH 103, MATH 106, or MATH 107 (preferably in the last two years). Recommended: PSYC 100 or an introductory social sciences course. An introduction to quantitative methods in behavioral science and psychological research. The objective is to assess the validity of statistical conclusions; organize, summarize, interpret, and present data using graphical and tabular representations; and apply principles of inferential statistics. Focus is on selecting and applying appropriate statistical tests and determining reasonable inferences and predictions from a set of data. Discussion covers ethics in research involving humans and animals. Topics include the measurement of variables, measures of central tendency and dispersion, correlation, statistical inference and probability, normal distribution, hypothesis testing, t-tests, analysis of variance, and chi-square. Statistical software is used to analyze and present data. Students who receive credit for STAT 225 may not receive credit for the following courses: BEHS 202, BEHS 302, and BMGT 230,

STAT 230 Introductory Business Statistics (3)

Prerequisite: MATH 103, MATH 106, or MATH 107 (preferably in the last two years). An introduction to the essential concepts of statistics for business and management. The objective is to assess the validity of statistical conclusions; organize, summarize, interpret, and present data using graphical and tabular representations; and apply principles of inferential statistics. Focus is on selecting and applying appropriate statistical tests and determining reasonable inferences and predictions from a set of data. Topics include sampling methods; measures of dispersion and central tendency; probability; random variables; binomial experiments; normal distribution; hypothesis testing; z-, t- and chi-square tests; margin of error and confidence intervals; linear regression and correlation; and analysis of variance (ANOVA). Software programs are used to analyze and present data. Students may receive credit for only one of the following courses: BEHS 202, BEHS 302, BMGT 230, ECON 321, GNST 201, MGMT 316, PSYC 200, SOCY 201, STAT 200, STAT 225, or STAT 230.

STAT 400 Applied Probability and Statistics I (3)

Prerequisite: MATH 141. An intermediate study of statistical theory. Topics include random variables and standard distributions, sampling methods, law of large numbers and the central-limit theorem, moments, estimation of parameters, and testing of hypotheses.

STAT 410 Introduction to Probability Theory (3)

Prerequisites: MATH 240 and 241. A discussion of probability and its properties. Presentation covers random variables and distribution functions in one dimension and in several dimensions, as well as moments, characteristic functions, and limit theorems.

STAT 450 Regression and Variance Analysis (3)

Prerequisite: STAT 401. A study of statistical techniques, concentrating on one-, two-, three-, and four-way layouts in analysis of variance. Concepts and techniques presented include multiple-regression analysis, the Gauss-Markov theorem, fixed-effects models, linear regression in several variables, and experimental designs.

STAT 486A Internship in Statistics Through Co-op (3)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

STAT 486B Internship in Statistics Through Co-op (6)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop)*. The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

Theatre

Courses in theatre (designated THET) may be applied as appropriate (according to individual program requirements) toward

- the general education requirement in the arts and humanities;
- a major or minor in humanities; and
- electives.

UMUC offers a limited number of courses each session in this discipline.

THET 110 Introduction to the Theatre (3)

An introduction to the experience of the theatre. The objective is to gain a historical perspective and critically appraise dramatic content in performing arts. Focus is on engaging in theatrical performances as an informed audience member and assessing one's roles within the script-performance-audience dynamic. Attending two live professional performances is required.

Women's Studies

Courses in women's studies (designated WMST) may be applied as appropriate (according to individual program requirements) toward

- a major in social science;
- a minor in women's studies; and
- electives.

UMUC offers a limited number of courses each session in this discipline.

WMST 200 Introduction to Women's Studies: Women and Society (3)

An interdisciplinary study of the status, roles, and experiences of women in contemporary society. The aim is to recognize the impact of gender in all academic disciplines; analyze political, economic, social, and cultural issues through a feminist lens; and apply knowledge of local and global issues to affect positive change in women's lives. Discussion covers women's experiences across geography and history. Topics include gender and other identities, systems of privilege and inequality, sexuality, and power relations.

Writing

Courses in writing (designated WRTG) may be applied as appropriate (according to individual program requirements) toward

- the general education requirement in communications;
- a major in communication studies or English;
- a minor in communication studies;
- a certificate in Business Project Management, Desktop Publishing, or Workplace Communications; and
- electives (including related requirements in various majors).

Degree-seeking students must complete WRTG 101 (or present its equivalent in transfer) during their first 18 credits of enrollment at UMUC. WRTG 101 is prerequisite to all writing courses with higher numbers and most courses in English and communication studies. Placement tests are required for enrollment in WRTG 101. Students may visit *www.umuc.edu/testing* for times and locations of tests or contact Exams and Testing Services by phone at 800-888-UMUC, ext. 2-2600, or by e-mail at *exams@umuc.edu.*

WRTG 391, 393, and 394 are designated as upper-level advanced writing courses and may be applied toward the general education requirement in upper-level advanced writing.

Specific WRTG courses may be recommended in relation to specific majors and minors. Students should check the descriptions of their curricula.

The description of the general education requirements begins on p. 8.

WRTG 101 Introduction to Writing (3)

(Formerly ENGL 101.) Prerequisite: Satisfactory performance on a placement test or EDCP 103. Practice in effective writing and clear thinking at all levels, including the sentence and paragraph, with emphasis on the essay and research report. The objective is to apply specific steps within the writing process, including formulating purpose, identifying an audience, and selecting and using research resources and methods of development. Revision and recursive writing practice are emphasized and encouraged. Assignments include comparison-contrast and research essays, as well as other rhetorical tasks. Students may receive credit for only one of the following courses: ENGL 101, ENGL 101X, WRTG 101, or WRTG 101X.

WRTG 289 Principles of Text Editing (3)

(Formerly ENGL 278F. Fulfills the general education requirement in writing.) Prerequisite: WRTG 101 or ENGL 101. Recommended: ENGL 281 or WRTG 288. An introduction to the principles of text editing. The aim is to document situations, make and justify editing decisions, address a range of critical concerns, and select and use editing tools. Emphasis is on the relationships among editors, authors, and audiences and the publication process. Students may receive credit for only one of the following courses: ENGL 278F or WRTG 289.

WRTG 291 Research Writing (3)

(Formerly ENGL 291. Fulfills the general education requirement in writing.) Prerequisite: WRTG 101 or ENGL 101. Continued practice in critical reading, thinking, and writing skills. The objective is to analyze, evaluate, and synthesize diverse sources and viewpoints to develop persuasive and academic writing projects. Assignments include prewriting exercises, an annotated bibliography, a synthesis research essay, and a reflective paper. Students may receive credit for only one of the following courses: ENGL 291, ENGL 291H, or WRTG 291.

WRTG 293 Introduction to Professional Writing (3)

(Fulfills the general education requirement in writing.) Prerequisite: WRTG 101 or ENGL 101. An overview of professional writing. The goal is to analyze professional communication scenarios to develop effective workplace writing. Topics include the standards, conventions, and technologies of professional writing; communicating to a variety of audiences; and developing appropriate written responses to workplace challenges. Students may receive credit for only one of the following courses: COMM 293, ENGL 293, or WRTG 293.

WRTG 387 Issues in Tutoring Writing (3)

(Fulfills the general education requirement in writing, but not in upper-level advanced writing.) Prerequisite: WRTG 101 or ENGL 101. A study of tutoring for writing. The goal to develop the theoretical knowledge and practical skills in writing, research, and critical thinking needed to be effective as a tutor, particularly of writing. Topics include strategies for effective online tutoring, the ethics of tutoring, the writing process, and the diverse writing challenges students face and techniques to overcome them. Discussion also covers the opportunities and challenges of online tutoring and online writing pedagogy.

WRTG 391 Advanced Research Writing (3)

(Formerly ENGL 391. Fulfills the general education requirement in upper-level advanced writing.) Prerequisite: WRTG 101 or ENGL 101. Instruction and practice in academic research skills. The objectives are to critically analyze scholarly sources and effectively integrate source material into a complex argument. Assignments include prewriting exercises, a critique, a critical annotated bibliography, a literature review, and a statement of proposed research. Students may receive credit for only one of the following courses: ENGL 391/391X or WRTG 391/391X.

WRTG 393 Advanced Technical Writing (3)

(Formerly COMM 393. Fulfills the general education requirement in upper-level advanced writing.) Prerequisite: WRTG 101 or ENGL 101. Recommended: WRTG 291 or WRTG 293. A comprehensive, project-based study of applied technical writing. The aim is to design and develop appropriate and effective technical documents for a variety of audiences. Students may receive credit for only one of the following courses: COMM 393/393X, ENGL 393/393X, or WRTG 393/393X.

WRTG 394 Advanced Business Writing (3)

(Formerly COMM 394. Fulfills the general education requirement in upper-level advanced writing). Prerequisite: WRTG 101 or ENGL 101. A comprehensive, project-based study of applied business writing. Topics include context, purpose, audience, style, organization, format, results, and strategies for persuasion in typical workplace messages. The goal is to design and develop a substantial formal report that incorporates research and support for conclusions or recommendations. Students may receive credit for only one of the following courses: COMM 394/394X, ENGL 394/394X, or WRTG 394/394X.

WRTG 486A Internship in Writing through Co-op (3)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

WRTG 486B Internship in Writing through Co-op (6)

Prerequisite: 9 credits in the discipline and prior Co-op program approval (requirements detailed on pp. 228–29 and online at *www.umuc.edu/coop*). The integration of discipline-specific knowledge with new experiences in the work environment. Tasks include completing a series of academic assignments that parallel work experiences.

WRTG 489 Advanced Technical Editing (3)

(Formerly COMM 491. Fulfills the general education requirement in writing, but not in upper-level advanced writing.) Prerequisites: WRTG 393, WRTG 394, COMM 393, or COMM 394 and advanced knowledge of grammar. A project-driven study of technical editing and the role of the editor. The aim is to analyze and plan complex editing projects, address a range of critical concerns, and apply visual design strategies. Students may receive credit for only one of the following courses: COMM 491, ENGL 489B, or WRTG 489.

WRTG 490 Writing for Managers (3)

(Formerly COMM 390 and WRTG 390. Fulfills the general education requirement in writing, but not in upper-level advanced writing.) Prerequisite: WRTG 101 or ENGL 101. A practicum in the kinds of writing skills that managers need for the workplace. Communication skills emphasized include planning information, developing reader-based prose, improving personal writing performance and guiding the writing of subordinates, and mastering such writing tasks as strategic plans and performance appraisals. Students may receive credit for only one of the following courses: COMM 390, HUMN 390, or WRTG 390.

WRTG 493 Contemporary Trends in Technical Writing (3)

(Formerly COMM 490. Fulfills the general education requirement in writing, but not in upper-level advanced writing.) Prerequisite: WRTG 393. An analysis and study of contemporary trends in technical writing. The aim is to analyze technical scenarios and use emerging technologies and contemporary media to develop communication solutions for a variety of audiences. Focus is on nontraditional approaches to effective technical communication, including the use of multimedia, social media, and other emerging technologies. Students may receive credit only once under this course number and for only one of the following courses: COMM 490, ENGL 489A, or WRTG 493.

WRTG 494 Grant and Proposal Writing (3)

(Formerly COMM 492. Fulfills the general education requirement in writing, but not in upper-level advanced writing.) Prerequisite: Either WRTG 393 (or COMM 393) or WRTG 394 (or COMM 394). An advanced study of technical writing, focusing on composing competitive proposals in response to Requests for Proposal (RFPs) and other funding solicitations from the federal government and community and private sources. The aim is to apply skills needed in the proposal development process; assess an RFP to determine evaluation and competitive criteria; and synthesize the required elements into a successful proposal. Discussion covers stages of the proposal-development process, including researching the funding agency for its mission, target populations, and problems of interest; assessing the RFP to determine evaluation criteria; and assembling the required elements of a successful proposal. Assignments include writing a grant request and working in teams to prepare a competitive business proposal. Students may receive credit for only one of the following courses: COMM 492, ENGL 489C, or WRTG 494.

WRTG 496 Writing for Technology and Applied Sciences (3)

(Formerly COMM 496. Fulfills the general education requirement in writing, but not in upper-level advanced writing.) Prerequisite: WRTG 393. An analysis and study of writing about technology and applied sciences. The goal is to blend technical expertise and writing skills in order to design and develop appropriate communication for specialized audiences. Students may receive credit for only one of the following courses: COMM 496 or WRTG 496.

ACADEMIC AND ADMINISTRATIVE REQUIREMENTS

SCHOLASTIC AND ADMINISTRATIVE STANDARDS

UMUC standards for academic rigor consider the degree to which students demonstrate content mastery, application of critical thinking skills, and adherence to UMUC's code of academic integrity.

Institutional Credit

A course that may not be applied toward graduation may be assigned a credit value for purposes of course load per session and tuition. This institutional credit is included in the grade point average (GPA) and in determining eligibility for financial aid and veterans educational benefits. However, students required to take these courses do so in addition to the 120 units of graduation credit required for the degree.

Grading Methods

There are four grading methods at UMUC. The most commonly used is the standard method. The pass/fail alternative is available only under limited conditions. The satisfactory/D/fail method is restricted to certain specified courses. Any course may be audited. Regulations for each are given in the following paragraphs.

Grade	Interpretation	Quality Points
A	Outstanding *Performance excels far above established standards for university-level performance*	4
B	Superior *Performance is above established standards*	3
C	Good *Performance meets established standards*	2
D	Substandard *Performance is below established standards*	1
F	Failure *Performance does not meet minimum requirements*	0
FN	Failure for nonattendance	0
G	Grade under review	0
P	Passing (D or higher)	0
S	Satisfactory (C or higher)	0
I	Incomplete	0
AU	Audit	0
W	Withdrawal	0

Standard

Unless students choose either the pass/fail or audit option at the time of registration, they will be given a letter grade according to the standard method. Under the standard grading method, students are given a grade of A, B, C, D, or F on the basis of their performance in meeting the requirements of each course. For only a very few courses, the standard grading method is replaced by the satisfactory/D/fail method.

Pass/Fail

Degree-seeking students who have earned 30 credits (including at least 15 credits at UMUC) and who have a cumulative grade point average of 2.0 may take one course of up to 6 credits each standard term (fall, spring, or summer) on a pass/fail basis, up to a maximum of 18 credits. Students must elect pass/fail grading at the time of registration. This status may not be changed after the first week of classes.

This grading method is allowed only for electives. Required courses (e.g., general education courses and courses for the major and minor) may not be taken pass/fail, nor may pass/fail grading be used in retaking a course for which a letter grade was earned previously.

Students who register for pass/fail grading must still complete all the regular requirements of the course. The teacher evaluates the work under the normal procedure for letter grades and submits a regular grade. Grades of A, B, C, or D are then converted to the grade P, which is entered into the permanent record. A grade of F remains unchanged.

Although a grade of P earns credit toward graduation, it is not included in calculating a grade point average. A failing grade carries no credit, and the failing grade is included in the computation of grade point averages.

Satisfactory/D/Fail

This grading method is available only on a limited basis. Although a grade of satisfactory (S) earns credit toward graduation, it is not included in calculating grade point averages. The grade of D earns credit and is included in computing grade point averages. While a failing grade (F) earns no credit, it is included in computing grade point averages.

Audit

Students who do not wish to receive credit may register for courses as auditors after being admitted. Students must indicate this intention when they register. Students may request a change from credit to audit status anytime before the end of the first week of classes. Auditing students do not have to complete

course assignments, but may choose to do so to receive faculty feedback on their work.

Audited courses are listed on the permanent record, with the notation AU. No letter grade is given for audited courses, nor are credits earned.

Grades and Marks

Passing: The Grade of P

The grade of P is conferred after a teacher has evaluated coursework under the normal procedure for letter grades and has submitted a standard grade (A, B, C, or D). Then Undergraduate Student Affairs converts that standard grade into the grade of P.

A passing grade is recorded on the permanent record and confers credit toward graduation. However, courses graded P are not included in calculating grade point averages.

Satisfactory: The Grade of S

The grade of S is equivalent to a grade of C or higher. This grade is used to denote satisfactory progress in an experiential setting or practicum, such as EXCL 301. Although the grade of S confers credit and appears on the permanent record, courses graded S are not used in determining grade point averages.

Failure: The Grade of F

The grade of F means a failure to satisfy the minimum requirements of a course. Although it carries no credit, it is included in calculating the grade point average. A student assigned the grade of F must register again for the course, pay the applicable fees, repeat the course, and earn a passing grade to receive credit for that course.

Failure for Nonattendance: The Grade of FN

The grade of FN means a failure in the course because the student has not attended or participated in course assignments and activities. It is assigned when the student ceases to attend class or fulfill requirements but has not officially withdrawn.

Grade Under Review: The Mark of G

The mark of G is an exceptional and temporary administrative mark given only when the final grade in the course is under review. It is not the same as a mark of Incomplete.

Incomplete: The Mark of I

The mark of I (incomplete) is an exceptional mark given only to students whose work in a course has been satisfactory but who for reasons beyond their control have been unable to complete all the requirements of a course. The following criteria must be met:

- The student must have completed at least 60 percent of the work in the course with a grade of C or better.
- The mark of I must be requested before the end of the course.

The procedure for awarding the mark of I is as follows:

- The student must ask the teacher for a mark of I. (Teachers cannot award a mark of I on their own initiative.)
- The teacher decides whether to grant the request.
- The teacher sets a date for completion of the remaining requirements of the course.
- The teacher and the student together agree on the remaining requirements of the course and the deadline for submitting the work.
- The student is responsible for completing the work.
- After the work is completed, the teacher submits a grade change to replace the mark of I on the student's record with a grade.

If the mark of I is not made up by the agreed-upon deadline (which is not to exceed the maximum time allowed after submission of the original grade), the I is changed to an F. Students should refer to UMUC policy 170.71 Policy on Grade of Incomplete and Withdrawal at *www.umuc.edu/policy* for details.

Students should be aware that a mark of I in their final semester may delay graduation.

The mark of I cannot be removed by means of credit by examination, nor can it be replaced by a mark of W (defined below). Students who elect to repeat an incomplete course must register again for the course, pay all applicable fees, and repeat the course. For purposes of academic retention, the course grade is counted as an F. The mark of I is not used in determining grade point averages.

Withdrawal: The Mark of W

Students may receive the mark of W by officially withdrawing from a course. Ceasing to attend class does not constitute an official withdrawal. Procedures for withdrawing are detailed on the UMUC Web site at *www.umuc.edu/students.* Students must withdraw from a course before 65 percent of the total number of days in a session has expired. (For intensive format courses, withdrawals must be submitted before the close of business on the first day of class.)

For most courses, this mark appears on the permanent record unless withdrawal is completed before the end of the schedule adjustment period. For intensive format courses, students must withdraw before the class starts to avoid a mark of W.

For purposes of academic retention, the mark of W is counted as attempted hours. It is not used in determining grade point averages.

Changes in Grade

Teachers may change a grade previously assigned through MyUMUC, the university's online academic and administrative services portal. Any change must be made no later than four months after the original grade was awarded.

Grading Repeated Courses

When a course is repeated, only the higher grade earned in the two attempts is included in the calculation of the GPA.

For purposes of academic retention, both attempts are counted. Both grades are entered on the permanent record, with a notation indicating that the course was repeated. Students cannot increase the total hours earned toward a degree by repeating a course for which a passing grade was conferred previously.

To establish credit in a course previously failed or withdrawn from, students must register, pay the full tuition and fees, and repeat the entire course successfully.

Repeated Registration for a Course

No student may register more than twice for the same course. Registering more than twice for the same course (including courses previously attempted at other institutions in the University System of Maryland) is generally forbidden. It may be allowed only under special circumstances, with prior approval of an advisor.

Grades and Quality Points

The grade point average is calculated using the quality points assigned to each grade or mark (chart on p. 215). First, the quality-point value of each grade or mark is multiplied by the number of credits; then the sum of these quality points is divided by the total number of credits attempted for which a grade of A, B, C, D, or F was received.

Academic Warning and Dismissal

At the end of every term (fall, spring, or summer), the cumulative grade point average of each student who has attempted at least 15 credits at UMUC is computed based on all UMUC graded coursework. Undergraduate Student Affairs then takes action, required by UMUC policy, according to the student's level of progress as described below.

There are four levels of academic progress: satisfactory, warning, probation, and dismissal.

Levels of Progress

SATISFACTORY

A student whose cumulative grade point average is 2.0 or higher is considered to be making satisfactory progress.

WARNING

A student whose cumulative GPA is less than 2.0 will be placed on academic warning. The student will remain on academic warning as long as the cumulative GPA is less than 2.0 and the GPA for the session is 2.0 or better.

A student who attempts 15 credits or more in a period of at least two sequential standard sessions and earns no quality points will receive an academic warning regardless of the cumulative grade point average.

A student on academic warning whose GPA for the session is 2.0 or better, but whose cumulative GPA is less than 2.0, will continue on warning until he or she has completed courses at UMUC that raise the cumulative GPA to 2.0 or better.

A student on academic warning is limited to a maximum enrollment of 7 credits per standard term or to a maximum of 4 credits per eight-week session. Additional limitations may apply during the student's first term on academic warning.

PROBATION

A student on academic warning or admitted on provisional status whose GPA for the session is less than 2.0 will be put on probation.

A student on probation whose GPA for the session is 2.0 or better, but whose cumulative GPA is less than 2.0, will return to academic warning or provisional status.

A student on academic probation is limited to a maximum enrollment of 7 credits per standard term and 4 credits per eight-week session. Additional limitations may apply during the student's first term on academic probation.

DISMISSAL

A student on probation whose GPA for the session is less than 2.0 will be dismissed.

Regardless of cumulative GPA, a student who has maintained an average of at least 2.0 during a particular session will not be dismissed at the end of that period. A student who is dismissed is ineligible to register again for UMUC courses until he or she is reinstated.

Reinstatement After Dismissal

A student seeking reinstatement is required to

- Have all official transcripts from previously attended colleges and universities sent to UMUC, preferably before meeting with an advisor.
- Meet with an advisor before petitioning for reinstatement.
- Wait at least one standard term before petitioning for reinstatement. Such an appeal should be made in writing to the associate provost, Student Affairs.

Deadlines for requesting reinstatement are as follows:

Fall enrollment	July 15
Spring enrollment	November 15
Summer enrollment	April 15

After the student's record, the advisor's recommendation, and the student's petition have been reviewed, the student will receive a written response. Reinstated students will be placed on warning immediately or will retain provisional status, as appropriate.

Students who have been reinstated may be subject to additional term enrollment limitations during their first term after they return to study.

Further information is provided in UMUC policy 158.00 Academic Levels of Progress, available online at *www.umuc.edu/policy.*

Scholastic Recognition

Dean's List

Students who complete at least 12 credits (in courses graded A, B, C, D, or F) with a GPA of at least 3.5 in an academic year at UMUC are eligible for the Dean's List.

Students who fail to earn the required average by the end of the academic year must complete a minimum of 12 more credits during the next academic year to be considered for the Dean's List again. All courses taken during an academic year are used in computing the average, even though the total number of credits may exceed 12. An academic year is designated as summer through spring terms. Eligibility for the Dean's List is calculated once a year.

Academic Honors

Academic honors for excellence in scholarship are determined by the students' cumulative GPA at UMUC. The distinction of *summa cum laude* is conferred on those students with a cumulative GPA of 4.000; *magna cum laude* honors are conferred on those students with a cumulative GPA of 3.901 to 3.999; *cum laude* honors are conferred on those students with a cumulative GPA of 3.800 to 3.900. To be eligible for any of these categories of recognition, a student must have earned at least 45 credits at UMUC in courses for which a letter grade and quality points were assigned. For honors to be conferred with a second bachelor's degree, the student is required to have a total of 45 new UMUC credits and the requisite GPA. (More information on attaining a second bachelor's degree may be found on p. 9.)

Honor Societies

Inquiries concerning honor societies should be addressed to the student's advisor.

ALPHA SIGMA LAMBDA

UMUC students are eligible for membership in Alpha Sigma Lambda, the national honor society for students in continuing higher education. To qualify for membership, a student must be pursuing a first bachelor's degree, have completed at least 30 credits at UMUC, in courses graded A, B, C, D, or F, and maintained a GPA of 3.7 or higher in all UMUC courses.

At least 15 credits, from UMUC or transferred, must be in courses outside the major.

LAMBDA PI ETA

Membership in Lambda Pi Eta, the official communication studies honor society of the National Communication Association, is open to qualified UMUC students. To be eligible, students must have earned at least 60 credits toward the bachelor's degree, including at least 30 credits at UMUC and 12 credits in communication studies, with a GPA of 3.5 or higher both in communication studies and overall coursework.

NATIONAL SOCIETY OF COLLEGIATE SCHOLARS

The National Society of Collegiate Scholars is an honor society recognizing students who have completed fewer than 60 credits towards an associate's or a bachelor's degree and have shown academic excellence. The honor society encourages students to participate in honor society, university, and community events and provides resources to enable them to focus on their professional and leadership development.

To be eligible, students must be seeking a first associate's or bachelor's degree. Students must have completed at least 12 credits at UMUC in courses graded A, B, C, D, or F and have a cumulative GPA of 3.4 or higher. In addition, students must have completed between 12 and 59 credits toward their degree. Students are invited to join the honor society in the spring session.

PHI ALPHA THETA

UMUC students may qualify for membership in Phi Alpha Theta, the international honor society in history. To qualify for membership, students must attain a GPA of 3.5 or higher in at least 12 credits of UMUC history courses and have an overall UMUC GPA of 3.4.

PHI KAPPA PHI

The honor society of Phi Kappa Phi promotes the pursuit of excellence in all fields of higher education and recognizes outstanding achievement by students, faculty, and others through election to membership and through various awards for distinguished achievement. To qualify for membership in Phi Kappa Phi, candidates must have completed at least 90 credits toward the bachelor's degree, at least 45 of which must have been for UMUC courses carrying letter grades of A, B, C, D, or F. The candidate's GPA in UMUC courses must be in the top 10 percent of the previous UMUC graduating class.

PI GAMMA MU

Pi Gamma Mu is the international honor society for the social sciences and recognizes outstanding scholarship in the social sciences at UMUC. Membership is offered to qualified students interested in anthropology, criminal justice, economics, gerontology, history, political science, social psychology, sociology, and women's studies.

Students who are in their last 60 credits of undergraduate study, have earned at least 20 hours of social science credit (including at least 9 credits at UMUC), and have a GPA that ranks in the upper 35 percent of their class may be invited to join.

PSI CHI

Psi Chi is the international honor society in psychology, founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of psychology. Qualified students must be invited to join. To qualify for membership, students must have declared a major or minor in psychology and earned at least 30 credits toward a bachelor's degree, including at least 9 credits in psychology. Additionally, qualified students must be in the top 35 percent of their class, based on rankings within sophomore, junior, and senior classes; have an overall GPA of at least 3.3 for sophomores and juniors and 3.5 for seniors; and have a psychology GPA of at least 3.3 for sophomores and juniors and 3.5 for seniors.

SIGMA TAU DELTA

Membership in Sigma Tau Delta, the international English honor society, is open to qualified UMUC students with a major in English. To be eligible, students must have earned at least 45 credits toward the bachelor's degree with an overall GPA of 3.5 or higher. At least 30 credits must have been earned through UMUC and must include 12 credits of English, not including ENGL 101 (now WRTG 101), and 6 credits of upper-level coursework. Students must also have earned a GPA of 3.6 in English coursework at UMUC.

UPSILON PI EPSILON

The Kappa Chapter of Upsilon Pi Epsilon, the international honor society for the computing and information disciplines, is open to graduate and undergraduate students. To qualify for membership, undergraduate students must be pursuing a bachelor's degree with a major in the computing and information disciplines and must have completed at least 45 credits. Students should have completed at least 30 credits at UMUC in courses graded A, B, C, D, or F, including at least 15 credits in the computing and information disciplines, and must have a GPA of at least 3.5, overall and in all computing and information systems coursework. Students are inducted into the honor society twice a year.

RIGHTS AND RESPONSIBILITIES OF THE STUDENT

Current information and links to policies and resources are available in the online Student Handbook at *www.umuc.edu/students/handbook.* Students should refer to the handbook for the most current information.

Attendance and Participation

The student is responsible for attending all classes and any related activities regularly and punctually. Teachers may base part of the final grade on class participation.

For an eight-week course, students should expect to spend about six hours per week in class discussion and activities (online or on-site) and two to three times that number of hours outside the class in study, assigned reading, and preparation of assignments. Courses offered in shorter intensive formats require more time per week. Students are expected to achieve the same intended learning outcomes and do the same amount of work in an online course as they would in an on-site course. Active participation is required in all online courses, and students should expect to log in to their online courses several times a week.

Absence from class does not excuse a student from missed coursework. The student is responsible for obtaining detailed information about missed class sessions, including their content, activities covered, and any announcements or assignments. Failure to complete any required coursework may adversely affect the

student's grade. Teachers are not expected to repeat material that a student has missed because of the student's absence from class.

Technology Use

Internet Access

UMUC is committed to ensuring that students acquire the level of fluency in information technology they need to participate actively in contemporary society and have access to up-to-date resources. All UMUC students must be prepared to participate in asynchronous, computer-based class discussions, study groups, online database searches, course evaluations, and other online activities whether their course is held online or in a classroom.

All UMUC students must therefore ensure that they have access to the Internet and have a current e-mail address. If the student does not have Internet access through a home computer, he or she may use one at a UMUC computer lab, a university or public library, or another source. However, that source should be regularly available, and the student may need to be able to submit assignments electronically.

The most current technical requirements are available online at *http://tychousa.umuc.edu/tech/min_tech.html.*

Electronic File Sharing

Peer-to-peer programs permit computers to share data in the form of music, movies, games, computer files, and software.

All users of the UMUC network are required to comply with federal copyright laws. UMUC network users are not permitted to share unauthorized copyrighted material over the UMUC network, whether on personally owned or on university computers.

Any unauthorized distribution of copyrighted materials on the university network, including peer-to-peer file sharing, is a violation of federal law and UMUC policies. Violations may lead to disciplinary proceedings and, in some cases, civil and criminal legal action. UMUC's computing resources policies can be found online at *www.umuc.edu/suppserv/it/it_home.shtml.* UMUC's computer use policy can be found at *www.umuc.edu/policy/fiscal/fisc27000.shtml.*

More information on how to legally download music is available on the Recording Industry Association of America Web site at *www.riaa.com.* Information on how to legally download movies and television programs is provided on the Motion Picture Association of America Web site at *www.mpaa.org.*

Examinations

The student is responsible for obtaining information about quizzes and examination schedules and policies.

Makeup examinations and tests may be given to students who for valid reasons are unable to take exams at the scheduled time. Teachers are not required to offer makeup examinations because of a student's absence unless the student can present evidence that it was caused by unavoidable circumstances or occurred on a religious holiday.* In such cases, an examination may be rescheduled for the mutual convenience of student and teacher and must cover only the material for which the student was originally responsible. Such a rescheduling must not cause a conflict with the student's other classes. Exams and Testing Services *(www.umuc.edu/testing)* schedules makeup exam sessions for students whose teachers cannot schedule a special makeup session. There is a fee for this service.

Course Load

No student may register for courses whose scheduled meeting times overlap. Decisions on the number of courses a student can successfully complete in any one session are normally left to the student's discretion. It should be noted, however, that the majority of UMUC students register for between 3 and 7 credits, and students are strongly advised not to exceed this limit. Students should carefully and realistically assess other commitments before registering for more than 7 credits. In no case may a student register for more than 18 credits in a 17-week period without written permission from an advisor. Permission to register for more than 18 credits is based on demonstrated academic excellence at UMUC. A minimum GPA of 3.5 and an enrollment history indicating success in carrying a heavier-than-average course load at UMUC are required.

Academic Integrity

Integrity in teaching and learning is a fundamental principle of a university. UMUC believes that all members of the university community share the responsibility for academic integrity, as expressed in the University System of Maryland policy "Faculty, Student, and Institutional Rights and Responsibilities for Academic Integrity." Details are available from the Office of the Dean, School of Undergraduate Studies.

At UMUC, faculty members are expected to establish classroom environments conducive to the maintenance of academic integrity by promptly giving students a complete syllabus describing the course and its requirements, grading submitted work promptly and adequately, and arranging appropriate testing

** The UMUC policy on religious holidays is stated in the appendices.*

conditions, including having faculty members monitor examinations given in class.

Students at UMUC are expected to conduct themselves in a manner that will contribute to the maintenance of academic integrity. Failure to maintain academic integrity (academic dishonesty) may result in disciplinary action.

Students are responsible for understanding and avoiding academic dishonesty and plagiarism, whether intentional or unintentional. The definitions of academic dishonesty and plagiarism and the procedures for pursuing complaints of academic dishonesty are described in UMUC policy 150.25 Academic Dishonesty and Plagiarism, which can be found at *www.umuc.edu/policy* or is available from the Office of the Dean, School of Undergraduate Studies.

Appealing a Grade

The established performance standards for a course grade are communicated in the syllabus and other course materials. If a student believes that his or her grade was not based on such standards, he or she may pursue the appeal process for arbitrary and capricious grading. Procedures for appealing a grade are detailed in UMUC policy 130.80 Procedures for Review of Alleged Arbitrary and Capricious Grading, which is available from the Office of the Dean, School of Undergraduate Studies, or online at *www.umuc.edu/policy.*

There is a time limit for appealing a grade. Therefore, students who want to appeal a grade must initiate the process within 30 days of the posting of the grade.

Code of Student Conduct

Students are subject to UMUC policy 151.00 Code of Student Conduct, which can be found at *www.umuc.edu/policy* or is available from the Office of Student Affairs. Violations of the code are considered to be violations of UMUC policy and are grounds for discipline by UMUC. Allegations of misconduct by UMUC students should be referred to the provost.

Student Grievance Procedures

The procedures necessary to file a formal complaint concerning the actions of members of the UMUC faculty or administrative staff are detailed in UMUC policy 130.70 Student Grievance Procedures, which is available at *www.umuc.edu/policy* or from the Office of the Dean, School of Undergraduate Studies. Students who wish to seek redress for the acts or omissions of a faculty or staff member must first request a conference with that person and attempt to resolve the complaint informally within 14 calendar days of the alleged act or omission.

Change of Address

Students who move during the session should not only leave a forwarding address with the U.S. Postal Service but should also notify UMUC by updating their personal information through MyUMUC.

Transfer of Credits from UMUC

To have credits earned through UMUC transferred, each student must obtain authoritative guidance from the destination institution (including other institutions in the University System of Maryland). Only the destination institution can answer specific questions about its own residency and degree requirements or about the applicability of UMUC courses to its curricula. Specific policies dealing with transfer students are given in the appendices.

Code of Civility

To promote a positive, collegial atmosphere among students, faculty, and staff, UMUC has developed a Code of Civility, which is also available in the *Student Handbook* at *www.umuc.edu/students/civility.html.*

ADMISSION AND ENROLLMENT

GENERAL INFORMATION AND ORIENTATION

Before the beginning of each term, UMUC holds open houses and orientations (online and on-site) for new and prospective students. These events offer an opportunity to learn about UMUC and its programs, student services, academic and career options, faculty members, and fellow students. Prospective students can be admitted and register for courses at these times.

For general information, or to be directed to specific offices, students may call 800-888-UMUC (8682). Most offices are open weekdays from 8:30 a.m. to 5 p.m. eastern time.

ADMISSION

Admission Requirements

The admission procedures of UMUC were designed to meet the needs of adult, part-time students. Most applicants who have a high school diploma or the equivalent are admissible. In most cases, neither transcripts nor test scores are required. By the end of the first session, a student who plans to earn a degree at UMUC must make sure that official transcripts have been sent from each institution previously attended.

Student Status

Upon being admitted to UMUC, students are assigned to regular or provisional status. Admission of foreign-educated applicants is governed by requirements given on pp. 223–24.

REGULAR

A qualified applicant who wants to receive credit for courses (whether he or she intends to receive a degree or not) is admitted as a regular student. For financial aid purposes, a regular student must be seeking a degree or certificate at UMUC. Admission as a regular student is granted to applicants who submit a completed, signed application and fulfill the following academic requirements that apply to their educational level:

- Graduation from a regionally accredited or state-approved high school in the United States

or

- Successful completion of the General Education Development (GED) examination with a total score of 225 and no individual test score below 40 (for tests completed before January 2002) or a total score of 2250 and no individual test score below 410 (for tests completed after January 2002).

To be granted regular admission status, students should have maintained a cumulative grade point average of at least 2.0 (on a 4.0 scale) in all college-level work attempted at other regionally accredited colleges and universities, including other University System of Maryland institutions. However, an academic probation or dismissal that occurred at least two years before the date when the student applies for admission has no bearing on the student's admission status.

Students are not required to submit official transcripts at the time of admission. However, students must have all official documents of their educational background on file by the end of the first session of attendance. Students who present at least 24 credits of transferable college coursework are not required to submit official high school transcripts or GED scores.

PROVISIONAL

Two categories of students may be admitted in provisional status:

1. Applicants who, during the last two years, earned a cumulative grade point average of less than 2.0 (on a 4.0 scale) at another institution and/or were academically dismissed from another institution (regardless of their cumulative grade point average).
2. Foreign-educated students who have not completed at least 24 credits of transferable college coursework.

All provisional students may enroll for a maximum of 7 credits during a fall, spring, or summer term.

During their first session of enrollment at UMUC, provisional students in the first category must submit transcripts from all colleges and universities they have attended. If the student's session grade point average at UMUC is less than 2.0, the student is placed on probation. If, while on probation, the student's session grade point average is 2.0 or better, she or he returns to provisional status. If, while on probation, the student's session and cumulative grade point averages are less than 2.0, he or she is dismissed and must follow the standard reinstatement procedures that apply to all dismissed students. The student's status is automatically changed to regular after the student has successfully completed 7 credits of graded coursework with a cumulative grade point average of 2.0 or higher.

Students educated abroad must submit official transcripts verifying completion of the equivalent of a U.S. secondary education. They are eligible for regular admission status once UMUC has verified that they have completed the equivalent of a U.S. high school education.

More details on the admission of noncitizens and foreign-educated students are on pp. 223–24.

Procedures for Admission

To apply for admission, students must complete an undergraduate admission application and pay the nonrefundable fee. Before attempting to register, students must have been officially admitted to the university. Applications for admission may be submitted online through MyUMUC *(https://my.umuc.edu).* Deadlines for admission and registration are listed in the current undergraduate schedule of classes.

Determination of Residency for Tuition Purposes

An initial determination of in-state or out-of-state status for tuition purposes is made when a student applies for admission. The determination made at that time remains in effect thereafter unless it is successfully challenged. The student is responsible for providing the information necessary to establish eligibility for in-state status. Official criteria for determining residency are in the appendices.

Further information on tuition and fees may be found on p. 225.

Reenrollment

Undergraduate students who have not attended UMUC for two years must file a new application with Undergraduate Admissions before they will be allowed to register. However, they need not pay another application fee.

Transfer from UMUC Europe or UMUC Asia

Students who have attended UMUC overseas within the last two years and who wish to attend UMUC in the United States must complete a divisional transfer form. This form is located on the Web sites of the overseas divisions. There is no fee for divisional transfers.

FORWARDING OF OVERSEAS STUDENTS' RECORDS

Records of students formerly enrolled in UMUC Europe or UMUC Asia are retained in the Office of Admission and Registration of that program. If such a student later enrolls in UMUC stateside, the student's records are then requested by Undergraduate Student Affairs. (**Note:** Records of students who attended UMUC at its former campus in Schwäbisch Gmünd, Germany, are now retained at UMUC headquarters in Adelphi, Maryland.)

Admission of College Graduates

A student who has received a bachelor's degree from an approved U.S. institution is automatically admissible to UMUC as a regular (undergraduate) student upon submission of the admission application and fee. A former graduate student in the University System of Maryland whose time limit in a program has expired may also be admitted as a regular (undergraduate) student. Students who have been admitted to UMUC as graduate students may take undergraduate courses at the undergraduate rate of tuition. Courses taken while in regular (undergraduate) status, however, cannot ordinarily be applied to a graduate degree program. Students may be admitted as either undergraduate or graduate, but no one may be admitted as both at the same time.

Students from Other USM Institutions

Undergraduate students from other institutions of the University System of Maryland may take undergraduate courses without applying to UMUC. Instead, they must either submit a letter of permission from their department or complete a "Notification of Registration with University of Maryland University College" form, certifying good standing and eligibility to return to the last institution attended. Graduate students from other institutions of the University System of Maryland may also take undergraduate courses without applying to UMUC, but must pay graduate tuition and related fees. Transferability of academic work completed at UMUC is determined by the student's home institution. Undergraduate courses taken by graduate students may not be applied toward graduate degree requirements.

Noncitizens and Foreign-Educated Students

Prospective students who are not U.S. citizens or who were educated abroad will need to complete the following steps:

1. If English is not the student's native language, the student may not be admitted until college-level proficiency in written English is demonstrated in one of the following ways:
   - A minimum score of 550 on a written version or 79 on the Internet-based version of the TOEFL (Test of English as a Foreign Language),
   - A minimum score of 6.5 on the International English Language Testing System (IELTS), including the academic writing and reading modules,
   - A minimum score of Grade Pre-1 on the EIKEN Test in practical English proficiency,

- A grade of C or higher in an English composition course from an approved U.S. college or university,

or

- Graduation from a U.S. high school or regionally accredited university.

2. If the applicant has earned fewer than 24 credits at a U.S. college or university, completion of the equivalent of a U.S. secondary education must be verified by
   - An evaluation from an approved international credit evaluation agency. (Details are available online at *www.umuc.edu/internationalcredit.*)

   or

   - Official transcripts showing successful completion of the U.S. GED exam with a total score of at least 225 and no individual test score below 40 (for tests completed before January 2002) or a total score of at least 2250 and no individual test score below 410 (for tests completed after January 2002).

   Until this verification is received by UMUC, the student is admitted provisionally, for one session only, and may register for a maximum of 7 credits. Once verification is received, the student's status is changed to regular and he or she may register for up to 18 credits. Students are not permitted to register for subsequent sessions until verification is received.
3. Noncitizens who plan to study while resident in the United States (as opposed to studying online from abroad) must provide information on visa or immigration status. To do so, students should enclose with the admission application a copy of their permanent resident card, their visa and I-94 card, or an approval notice from U.S. Citizenship and Immigration Services noting their visa or immigration status.

   J-1 visa holders attending other schools must submit a letter of permission from their sponsoring institutions before registration each session.

Applicants Previously Suspended or Dismissed

An academic probation or dismissal from another institution that took place at least two years before the date when a student applies for admission has no bearing on the student's admission status. However, all students previously dismissed from UMUC must apply for reinstatement.

Applicants academically suspended or dismissed from other institutions within the previous two years, regardless of their cumulative grade point average, may be admitted as provisional students. They must fulfill the requirements for provisional status. Details are given on p. 222.

An applicant who has received a disciplinary suspension or dismissal from another institution within the last three years may not be considered for admission to UMUC until the university registrar has thoroughly reviewed the case. Such an applicant must make certain that the institution where the action was taken sends all records explaining the circumstances directly to Undergraduate Admissions. The length of time necessary for the documents to be sent and reviewed may preclude the student's registering during the session of initial application.

Concurrent Secondary Enrollment

With the recommendation of a high school guidance counselor, an academically gifted high school senior may carry a maximum of 7 credits per session at UMUC while finishing work toward a high school diploma. At least a month before a session begins, UMUC must receive the student's application for admission, the application fee, official high school transcripts, and written permission from the appropriate officials at the high school. Such a student is required to demonstrate a cumulative grade point average of at least 3.5 (B+) in high school academic subjects. After being accepted, the student may continue to register as a "concurrent secondary" student until graduation from high school. For purposes of categorization, the student is treated as having provisional status.

Golden Identification Card for Senior Citizens

Senior citizens may qualify for admission and a Golden Identification Card. Participants in the Golden Identification Card program may register for two courses that total up to 7 credits each session for credit, on a space-available basis, without paying tuition. They may enroll during the final week of registration and must pay all fees. Credits and fees associated with Portfolio must also be paid.

To qualify for the Golden Identification Card, the prospective student must meet the following criteria:

- Be a resident of Maryland,
- Be a U.S. citizen or produce a resident alien card (formerly an alien registration card),
- Be 60 years of age by the beginning of the session being applied for,

and

- Not be employed more than 20 hours a week.

Students may consult an advisor for further information.

REGISTRATION

Ways to Register

Registration begins each session as soon as the course schedule becomes available on the Web and continues until the start of the session. Students should check the current undergraduate schedule of classes for registration deadlines.

UMUC offers a number of ways to register for most courses, including online (via MyUMUC) and on-site registration. Detailed information and instructions are available each session online at *www.umuc.edu/register* and in the undergraduate schedule of classes.

The Waiting List

If a class is already full at the time of registration, the student has the option of placing his or her name on a waiting list for that class.

WAITING LIST POLICIES

Regardless of how the student registers, the following policies apply:

- Students may put their name on the waiting list for only six courses or sections.
- Students may not attend a class for which they are on the waiting list.
- Faculty members and academic advisors are not authorized to add students to a closed class.
- If a space becomes available, the first student on the waiting list will automatically be registered for it, and the charge will appear on his or her account. An e-mail will be sent to notify the student of the enrollment. If that student is ineligible for enrollment (because he or she has not met prerequisites or is enrolled in another class that conflicts in time), the space will go to the next person on the waiting list.

Students who no longer want a class should remove their name from the waiting list to prevent the possibility of automatic enrollment.

Withdrawals or Dropped Courses

Stopping payment on checks for registration fees, or not paying at registration, does not constitute an official withdrawal or relieve the student of his or her financial obligation to UMUC. Never attending or ceasing to attend class(es) does not constitute a withdrawal.

Students who officially withdraw from a course after the schedule adjustment period receive a mark of W (described on p. 216). Undergraduate students must officially withdraw before 65 percent of the total number of days in a session has expired.

Policies and procedures for withdrawing from a course are available online at *www.umuc.edu/register.* Students receiving financial aid are strongly encouraged to contact the Financial Aid Office before withdrawing to fully understand the impact on their current and future aid. Students are responsible for withdrawing themselves.

FINANCIAL INFORMATION

Tuition and Fees

All tuition and applicable fees must be paid in full at registration, unless the student

- Applied for financial aid to cover tuition and fees for the session.
- Is enrolled in UMUC's interest-free monthly payment plan (details are provided at *www.umuc.edu/payoptions*).
- Submitted proof of employer-provided tuition assistance.

UMUC offers a variety of payment options. Payments can be made via

- Credit card (American Express, Discover, MasterCard, or Visa)
- Money order
- Check (made payable to University of Maryland University College)
- Electronic debit from a checking or savings account
- Cash (in person at Largo only)

Students who qualify for tuition assistance, financial aid, or veterans benefits should consult the appropriate sections of this catalog. Students interested in the monthly payment plan, administered by Sallie Mae, should contact the company at 800-635-0120 or visit *www.tuitionpay.com/umuc.* More information on payment is available online at *www.umuc.edu/payoptions.*

Current Tuition and Fees

Tuition rates and fees are published each session in the undergraduate schedule of classes and are available on the Web at *www.umuc.edu/tuition.* Students should review the fee schedule carefully to see which ones apply. Fees are commonly charged for applications for admission and graduation, laboratory use (in science and some computer courses), makeup testing, transcripts, and various options for earning credit (such as Cooperative Education, Experiential Learning, and credit by examination). There is also a service charge for dishonored checks.

Refunds

A student who withdraws from a course before the first class meeting will receive a full tuition refund. A student who withdraws after classes begin will be refunded a portion of the tuition, the amount to be determined by the date of the withdrawal. Refunds for Cooperative Education courses follow university policy and are based on the date the student registered for the course. The schedule for partial refunds is given in the current undergraduate schedule of classes.

If the tuition for a student who withdraws was paid by employer contract, the refund is returned to the employer. If the tuition assistance was a partial payment, it is returned to the employer, and excess payments are refunded to the student. Financial aid awards may be canceled or reduced for financial aid recipients who withdraw from classes. Financial aid recipients should check with a financial aid advisor when withdrawing from a course to determine the impact on their awards.

No offer of financial aid is considered an active, final award until the refund period has ended. Students who withdraw before the end of that period are liable for all costs incurred and are billed accordingly.

Dishonored Checks

For each check returned unpaid by the payer's bank (whether because of insufficient funds, stopped payment, postdating, or drawing against uncollected items), UMUC assesses a service charge of $30 (over and above any service charges levied by the financial institution).

A student who stops payment on a check for tuition is thereby neither disenrolled nor relieved of responsibility for paying tuition and fees. Anyone whose checks for tuition or fees remain dishonored may be barred from classes.

Indebtedness to the University

Students who incur debts to UMUC must clear them to be permitted to register. Requests for services (including transcripts, diplomas, commencement arrangements, and transfer credit review) are denied until all debts have been paid. Outstanding debts are collected against refunds due the student. After a reasonable period of time, uncollected debts are forwarded to the Central Collection Unit of the State Attorney General's Office.

If a student fails to pay charges incurred with UMUC, UMUC has the authority to deem that account delinquent and transfer it to the State of Maryland Central Collection Unit. UMUC has also received authorization from the Board of Regents to charge students' delinquent accounts a 17 percent collection fee and/or all attorney or court costs incurred by the university. Once a past-due balance with UMUC has been transferred to the state Central Collection Unit, the student's information is reported to a credit bureau. More information may be accessed from the Student Accounts Web page at *www.umuc.edu/studentaccounts.*

Employer-Provided Tuition Assistance

If an employer is going to pay for part or all of a student's tuition, the student must submit two copies of appropriate documentation at the time of registration. Requirements are listed at *www.umuc.edu/students/payoptions.* Documents that restrict payment or are in any way conditional will not be accepted.

If the employer does not pay UMUC, the student is responsible for payment.

UMUC cannot issue refunds for authorizing documents submitted after registration. If the document authorizes payment for books and supplies, the student must submit a separate copy to a participating bookstore (listed at *www.umuc.edu/gen/options.shtml*) when charging books, within 15 days after the end of the registration period.

WAYS OF EARNING CREDIT

UMUC is unlike any other institution of higher education in the world in its combination of access with academic quality. It opens doors to learning by taking education to students wherever they may be. Because UMUC understands the importance of lifelong learning, it has established academic policies that encourage the appropriate use of transfer credit from other institutions, as well as credit from less traditional sources. Recognizing that adult students bring to the university not only a willingness to learn but also an educational history informed by experiential learning, it incorporates the assessment of nontraditional learning (i.e., learning gained outside the classroom) into the evaluation of students.

EARNING CREDIT AT UMUC

Classroom and Online Study

UMUC uses every feasible instructional delivery mechanism or platform to extend degree opportunities to students. Most of UMUC's degree and certificate programs are available both on-site and online and allow blended formats to suit student schedules and preferences.

UMUC courses observe the same standards of quality regardless of delivery format. Any given course maintains the same intended learning outcomes and requirements, awards the identical amount of academic credit, and may be applied toward the same undergraduate degrees whether it is delivered in a stateside classroom, overseas, or via the Internet.

Both classroom and online programs are also supported by a full range of student services and academic resources—from extensive online library databases to admission, advising, and registration—that can be accessed on-site, online, and by phone (details are on pp. 236–41).

Classroom-Based Study

Students take UMUC courses in classrooms at locations in Maryland and the national capital region; in classrooms on U.S. military bases throughout Europe and Asia through longstanding partnerships with overseas military commands; and at work sites through contractual arrangements with employers. With so many course and service locations (listed on pp. 267–69) available, students in the Maryland area who prefer direct interaction can be sure of finding courses and services close to home.

On-site courses are also enriched by access to online materials and resources and generally require online participation as part of UMUC's support of technology fluency for students.

Online Study

UMUC's role as a virtual and global university means that students can access and participate in the university experience from any place in the state, the nation, or the world. UMUC's award-winning online courses and programs offer a technology-enriched experience conducted by the same excellent faculty as its on-site offerings.

In online courses, students are linked to faculty and classmates via computer and the Internet. The faculty member leads discussions, responds to student inquiries, and posts reviewed assignments in individual folders online. Students are expected to participate frequently in online discussions.

Online students should have strong reading and writing skills, as well as a basic knowledge of the Windows environment. Technical requirements for participating in online courses are provided online at *tychousa.umuc.edu/tech/min_tech.html.*

Learning Gained Through Experience

Learning acquired outside the college classroom may be assessed for credit toward a degree at UMUC. There are two ways students can make use of life experience for possible college credit: Prior Learning and Cooperative Education. Details on each method follow. Advisors can help in determining the best routes to use in fulfilling any academic plan.

Prior Learning

The Prior Learning program teaches students to identify, articulate, and gain academic credit for the college-level learning they have gained through work and life experience. Students may earn credit for college-level learning acquired outside the classroom through two avenues: course-challenge examinations and Portfolio. As many as 30 credits may be earned through a combination of course-challenge examinations and Portfolio and applied toward the bachelor's degree. However, no more than half the credits required for an undergraduate major, minor, or certificate program may be earned through Prior Learning (Portfolio and course-challenge examinations) and credit by examination (described on p. 231). Any excess credits awarded are applied where appropriate in the student's program of study.

COURSE-CHALLENGE EXAMINATIONS

UMUC credit can be earned for any undergraduate course for which UMUC can prepare and administer a suitable examination (called a course-challenge examination). Advisors and Prior Learning office staff can inform students about specific courses that may not be challenged by examination. Degree-

or certificate-seeking students at UMUC who have received a degree progress report and have a cumulative grade point average of at least 2.0 in UMUC coursework should carefully review the rules, procedures, and limitations described at *www.umuc.edu/priorlearning* before applying online.

Course-challenge exams are not intended as a substitute for independent study. Students may be required to show evidence of prior learning before being authorized to take a course-challenge exam. Credit may be applied toward a first or second bachelor's degree or toward a certificate. No exam may be taken more than twice, and course-challenge examinations may not be taken for courses for which the student has previously enrolled. Only one course in a sequence may be tested at a time, and students may not take an exam for a course that is prerequisite for a higher-level course they have already taken.

Credit earned by course-challenge examination earns a letter grade, according to the exam score, that is computed in the grade point average. However, this credit may not be applied to the requirement for graded coursework in the student's major. Students may not receive credit for introductory courses in their native language.

Exams may only be canceled before the student receives the exam. Refunds are given only if a suitable exam cannot be prepared.

More information on course-challenge examinations may be obtained by visiting the UMUC Web site at *www.umuc.edu/priorlearning* or by calling 800-888-UMUC, ext. 2-2890.

PORTFOLIO

Portfolio is a unique way for students to articulate and identify college-level learning they have gained from work, community or political involvement, or other noncollegiate experiences and gain credit for it. To be eligible for Portfolio, students must

- Complete a Portfolio application.
- Complete an orientation (available online).
- Meet basic standards in writing (either by having taken a college writing course or by qualifying for WRTG 101 on the writing placement test).
- Be in good academic standing at UMUC (not on academic warning or probation).
- Have submitted all transcripts, exam scores, and military documents related to coursework and experience to the Registrar's Office for a review of transfer credit.

Enrollment in EXCL 301 Learning Analysis and Planning is required. In this 3-credit course, the student prepares a portfolio describing and documenting college-level learning gained from past experiences. Because EXCL 301 is a demanding and complex course, part-time students should not register for more than one other course during the session in which they are enrolled in EXCL 301. After receiving credit for EXCL 301, students may not enroll in the class again.

EXCL 301 is graded on an S/D/F basis (explained on p. 215). If the quality of work in the portfolio merits a grade of C or higher, a grade of S is awarded and the portfolio is forwarded for credit evaluation. Faculty members from the appropriate disciplines assess the portfolio and recommend whether to award credits. Credit earned as a result of portfolio evaluation also earns a grade of S. The S grade is not computed in the grade point average and is not applicable toward honors.

If the quality of work in the portfolio merits a grade of D or lower, the portfolio will not be forwarded for credit evaluation.

Experiential-learning credits may be awarded at both the upper and lower levels. Although a maximum of 30 credits may be earned through Portfolio, the average award is between 15 and 18 credits. These credits are considered UMUC resident credit. However, they do not fulfill requirements for graded coursework and so may not exceed half the total credits for a major, minor, or certificate.

Credit for EXCL 301 is charged at the current tuition rate. Fees are also charged for enrollment in the program, portfolio evaluation, any additional evaluations, and credits awarded. Golden ID students and those receiving financial aid must pay all Portfolio fees.

Students should carefully review the requirements, rules, and procedures for Portfolio. More information may be obtained at *www.umuc.edu/priorlearning* or by calling 800-888-UMUC, ext. 2-2890.

Cooperative Education

Cooperative Education offers an opportunity for students to gain experience and develop new knowledge and skills in their chosen discipline while earning upper-level college credit through an integrated model that puts theory into practice, thus enabling them to accelerate completion of both their academic and career goals.

To be eligible for Co-op, students must

- Be seeking a degree or a certificate that includes a Co-op option from UMUC.
- Have completed 30 credits, including transfer credit, toward a degree (if seeking a degree).
- Have completed at least 9 credits in the discipline in which they plan to do their Co-op project.

- Have a GPA of 2.5 or better at UMUC.
- Be working in a position that offers an opportunity to apply classroom theory to practical projects that involve significant analysis and problem solving and are directly related to a given academic discipline. (Position may be paid or unpaid, part- or full-time.)

Students interested in pursuing a Cooperative Education experience must first develop a learning proposal that identifies several project tasks representing the new learning to be acquired as a result of the work experience; a faculty member in the appropriate discipline must then approve the learning proposal to ensure that it constitutes upper-level college learning. Once the learning proposal is approved, the student is given permission to register for Co-op. The learning proposal is then developed into a three-way learning contract among the employer, the student, and the faculty mentor.

Throughout the Co-op experience, students work under the supervision of the employer on completion of several of the identified project tasks and the faculty mentor on the completion of the academic assignments required to earn college credit for their work experience. The project tasks for the employer constitute the course content, which is augmented by the reflective academic assignments written for review by the faculty mentor. Students are required to communicate regularly with their faculty mentor throughout the Co-op session, which typically lasts 15 weeks.

Students may earn either 3 or 6 credits during the Co-op session. To earn 3 credits, students must devote at least 12 hours per week to tasks providing new learning (for a total of 180 hours during the Co-op session) and complete a minimum of four project tasks identified in the learning contract. To earn 6 credits, students must devote at least 20 hours per week to project tasks (for a total of 300 hours during the Co-op session) and complete five to eight project tasks identified in the learning contract.

Co-op projects may be developed in all undergraduate disciplines. Courses are listed in the UMUC catalog with the designator of the discipline and numbered 486A (for 3 credits) or 486B (for 6 credits). For example, a 3-credit Co-op in business and management would be listed as BMGT 486A, a 6-credit as BMGT 486B. Tuition for the Co-op course is charged at the current rate per credit, and an administrative fee is charged each time the student enrolls.

Students may apply up to 15 Co-op credits to their bachelor's degree (9 credits for a second bachelor's degree). Certificates that include a Co-op option typically accept no more than 3 credits of Co-op coursework. Co-op courses may not be used to satisfy general education requirements or required academic coursework in the major. However, Co-op credits may be applied to electives as well as to designated upper-level supplemental requirements in the major or minor. A standard letter grade is awarded for successful completion of Co-op courses. It is strongly recommended that students consult with a UMUC advisor to determine how Co-op credits may help them fulfill degree requirements.

For more information, students should review the information, policies, and procedures detailed online at *www.umuc.edu/coop* or call the Cooperative Education program office at 800-888-UMUC, ext. 2-2890.

TRANSFERRING CREDIT FROM OUTSIDE SOURCES

UMUC accepts up to 90 credits from all sources combined toward the bachelor's degree (45 credits for the associate's degree). Sources include

- Approved two- and four-year colleges and universities
- Other higher education institutions with whom UMUC has a memorandum of understanding for acceptance of credit and/or a joint program
- Non-U.S. institutions based on UMUC review of an appropriate credit evaluation

UMUC may also award credit for

- Professional (not technical) noncollegiate coursework
- Military occupational specialties and experience
- Vocational and technical coursework
- Professional or technical coursework based on statewide agreements and alliances
- Standard examinations

Criteria for each type of credit are detailed in the following sections.

Students should be sure to discuss all previous experience and training with a new student advisor to ensure that they receive any credit that applies.

Further details and regulations are given in Appendix B and Appendix C.

Credit Limits

Each type of credit is subject to maximum allowances, including (but not limited to)

- 70 credits (45 credits for the associate's degree) from two-year institutions
- 60 credits (30 credits for the associate's degree) for study completed in military service schools and professional credit, on the basis of American Council on Education (ACE) recommendations on credit

- 60 credits (30 credits for the associate's degree) for ACE-approved innovative learning, including learning evaluated by approved standardized examinations and professional training programs
- 30 credits (15 credits for the associate's degree) for study completed in Military Occupational Specialties (MOSs), portfolio assessment, and/or course challenge exams combined (with a maximum of 15 credits from portfolio assessment from a community college)
- 21 credits (12 credits for the associate's degree) of coherently related vocational and technical coursework, applicable as elective credit only.

Transfer Credit

UMUC will not award credit for courses that repeat work done elsewhere. Students who have earned credit at other colleges or universities are responsible for determining whether courses they plan to take at UMUC would duplicate any previously earned credit and for submitting all official transcripts from colleges and universities attended, as well as documentation of military and professional learning and pertinent test scores (e.g., CLEP, AP, etc.)—regardless of whether they appear on a previous college transcript or not.

Credit toward a UMUC degree may be assigned for work completed through the kinds of institutions described in the following sections. UMUC does not accept credits for remedial, precollege, or sectarian religious courses in transfer. A student who wants to transfer credit from other institutions to UMUC should request a review of previous credit to determine the applicability of those credits to a degree from UMUC. No transfer credit is accepted without official transcripts.

Students who are in doubt about whether a UMUC course duplicates previous study should consult an advisor before registering. Further information about academic advising and the review of transfer credit may be found on p. 234.

Credit from Other Colleges and Universities

When the grade earned was at least C (2.0), transfer credits from approved two- and four-year colleges and universities may be accepted for courses that apply to the student's curriculum and do not duplicate other courses for which credit has been awarded. Transfer credit for another institution's course-challenge examinations and prior learning program may be accepted if it is listed on the transcript with a passing grade.

Approved institutions include those accredited by the following regional associations:

- Middle States Association of Colleges and Schools, Commission on Higher Education
- Northwest Commission of Colleges and Universities
- North Central Association of Colleges and Schools, The Higher Learning Commission
- New England Association of Schools and Colleges, Commission on Institutions of Higher Education
- New England Association of Schools and Colleges, Commission on Technical and Career Institutions
- Southern Association of Colleges and Schools, Commission on Colleges
- Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities
- Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges

Other institutions may be approved based on agreements and/or joint programs with UMUC.

Credit from Junior Colleges and Community Colleges

A total of 70 credits from approved two-year institutions (junior colleges or community colleges) may be applied toward a bachelor's degree at UMUC. A student who has already completed 70 credits may not apply further credit from a junior college or a community college to a degree from UMUC.

A student who initially enrolled in the public community colleges of Maryland will be admitted to UMUC in conformance with the policy developed and approved by the Maryland Higher Education Commission. (Details are given in the section on transfer policies in the appendices.) Students participating in one of the community college alliances with UMUC should consult with their advisors at both institutions if they plan to enroll in courses at both institutions concurrently.

Credit from Institutions Outside the United States

Study at institutions outside the United States must be evaluated by an approved international credit evaluation agency. Details are available online at *www.umuc.edu/internationalcredit.*

Educational Experiences in the Armed Services

Service Schools

UMUC grants credit for military experience and study completed in service schools on the basis of the recommendations by the American Council on Education (ACE) in its *Guide to the Evaluation of Educational Experiences in the Armed Services.* Such credit is granted only if it is applicable to the student's chosen

curriculum. UMUC generally accepts recommendations of ACE for lower-level and upper-level credit. Recommendations made by ACE for vocational or technical credit are considered on the same basis as, and with the same limitations as those placed on, nonmilitary sources of credit.

Community College of the Air Force

UMUC awards credit for study at technical schools of the U.S. Air Force in accordance with recommendations from the Community College of the Air Force (CCAF). Credits must be applicable to the student's chosen curriculum at UMUC, must meet other UMUC requirements for transfer credit, and are subject to the same limitations as those placed on nonmilitary credit.

- All credit from the CCAF is lower level and is applicable only to freshman and sophomore requirements.
- Since the CCAF records satisfactorily completed courses as S (satisfactory) and specifies that S equals a grade of C or better, credit may be applied wherever appropriate in the UMUC curriculum. Courses that are vocational or technical may be used only as electives up to a maximum of 21 credits.

Servicemembers Opportunity College

UMUC is a member of the Servicemembers Opportunity Colleges Consortium and the SOC Degree Network System. The Servicemembers Opportunity Colleges (SOC), established in 1972, are a consortium of national higher education associations and more than 1,700 institutional members. SOC Consortium institutional members subscribe to principles and criteria to ensure that quality academic programs are available to military students, their family members, civilian employees of the Department of Defense and Coast Guard, and veterans.

The SOC Degree Network System consists of a subset of SOC Consortium member institutions selected by the military services to deliver specific associate's and bachelor's degree programs to servicemembers and their families. Institutional members of the SOC Degree Network System agree to special requirements and obligations that provide military students, their spouses, and their college-age children with opportunities to complete college degrees without suffering loss of academic credit because of changes of duty station.

SOC operates the two- and four-year Degree Network System for the Army (SOCAD), Navy (SOCNAV), Marine Corps (SOCMAR), and Coast Guard (SOCCOAST). Information and the SOC Degree Network System-2 and -4 Handbooks are available at the SOC Web site at *www.soc.aascu.org* and on the SOCAD, SOCNAV, SOCMAR, and SOCCOAST home pages.

Technical and Professional Credit

Vocational and Technical Credit

Vocational and technical college-level credit from approved organizations, when applicable, may be accepted as elective credit only.

This credit may be applied toward a degree at UMUC, up to the following limits:

- Associate's degree: A maximum of 12 credits.
- Bachelor's degree: A maximum of 21 credits of coherently related work.

Noncollegiate Courses

UMUC will accept for credit professional (not technical) noncollegiate courses applicable to the student's curriculum that have been evaluated by either (1) ACE (if the courses are listed in the *National Guide to Educational Credit for Training Programs)* or (2) the University of the State of New York National College Credit Recommendation Service (formerly PONSI).

Credit by Examination

UMUC may award as many as 60 credits by examination toward the bachelor's degree (30 credits toward the associate's degree), provided that (1) there is no duplication of other academic credit, and (2) the scores presented meet UMUC standards.

Examinations may include the Advanced Placement examinations administered by the College Board, the College-Level Examination Program (CLEP), DSST examinations, and Excelsior College Examinations. UMUC also accepts credit for professional examinations listed in the *ACE Guide to Educational Credit by Examination.* As many as 30 credits by examination awarded by other approved institutions may be accepted for courses that appear on an official transcript with a grade of C (2.0) or better. Students may not receive credit for introductory courses in their native language. Students who have questions about credit by examination are encouraged to consult an advisor.

Advanced Placement

Advanced placement and college credit may be granted to students on the basis of scores on a College Board Advanced Placement (AP) examination. These examinations are normally administered to eligible high school seniors during the May preceding matriculation in college.

A student intending to transfer AP credit that was awarded at another college or similar institution must have a transcript of those scores sent directly to UMUC from the College Board.

When those scores have been received, an advisor will determine whether they meet the standards established at UMUC for granting AP credit and how much credit may be awarded.

Credit earned by advanced placement may be used to fulfill major, minor, or elective requirements.

College-Level Examination Program

Up to 30 credits may be awarded for general examinations in the College-Level Examination Program (CLEP). The scores must meet UMUC standards. UMUC may award 6 credits each for the examinations in English, mathematics, natural science, social sciences and history, and humanities.

Successful completion of certain subject-area examinations is another way of earning college credit. Advisors can furnish details.

DSST Examinations

Credit may be awarded for successfully completing certain DSST Tests (formerly known as DANTES Subject Standardized Tests). Advisors have information on which tests are acceptable.

Excelsior College Examinations

Students may earn credit for successfully completing subject tests offered by Excelsior College. Tests are available in various areas of the arts and sciences, as well as in business. Scores must meet UMUC standards. Advisors can furnish details.

International Baccalaureate Examinations

Students may earn credit for successfully completing subject tests offered as part of an International Baccalaureate program before earning their secondary school diploma. Scores must meet UMUC standards. Advisors can furnish details.

SERVICES AND RESOURCES

AVAILABILITY OF SERVICES

UMUC provides services and resources to help students all over the world complete their educational programs—through automated systems and resources available online or by telephone, by e-mail and telephone communication, and in person at sites throughout the Maryland area, as well as at many military sites worldwide (listed on pp. 267–69). A number of offices are responsible for the delivery of these services, including Career Services, Student Financial Services, Information and Library Services, Information Technology, Enrollment Management, and Student Affairs.

Among these, the offices of Enrollment Management and Student Affairs respond to most of the student's academic needs throughout his or her college career, providing general information; admission assistance; academic advising; registration, graduation, and transcript services; veterans benefits assistance; and services for disabled students.

In the Maryland area, services are available at the following locations:

Aberdeen Proving Ground

Phone 410-272-8269

Anacostia-Bolling (Joint Base Anacostia-Bolling)

Phone 202-563-3611

Andrews (Joint Base Andrews Naval Air Facility Washington)

Phone 301-981-3123

Arundel Mills

Phone 410-777-1882

Bethesda National Naval Medical Center

Phone 301-654-1377

Dorsey Station

Phone 443-459-3500

Eastern Shore Higher Education Center

410-822-5400

Fort Belvoir

Phone 703-781-0059

Fort Detrick

Phone 301-738-6090

Fort Meade

Phone 410-551-0431 or 301-621-9882

Hagerstown (University System of Maryland)

Phone 240-527-2711

Largo (UMUC Academic Center)

umucinfo@umuc.edu

Phone 800-888-UMUC

Myer-Henderson Hall (Joint Base Myer-Henderson Hall)

Phone 202-563-3611

Patuxent River Naval Air Station

Phone 301-737-3228

Quantico (Marine Corps Base Quantico)

Phone 703-630-1543

Shady Grove

Phone 301-738-6090

Southern Maryland Higher Education Center

Phone 301-737-2500, ext. 215

Waldorf Center for Higher Education

Phone 301-632-2900

SERVICES AND RESOURCES

GENERAL INFORMATION

UMUC phone representatives are available all day, every day, at 800-888-UMUC to provide answers to general questions and to help callers navigate UMUC's Web site *(www.umuc.edu).* Representatives can also make sure that callers are on the UMUC mailing list to receive upcoming class schedules, open house invitations, and other important announcements.

ADMISSION ASSISTANCE

New student advisors serve individuals who are inquiring about becoming UMUC students at some future time, are admitted but have not yet registered, have not attended UMUC for two or more years and need to be readmitted (at no charge), or attended UMUC overseas. They can help prospective students apply for admission, identify financial aid opportunities, plan their curriculum, and register for their first session.

New student advisors can also help qualified senior citizens apply for Golden Identification benefits. More information is on p. 224.

Students may contact a new student advisor by phone at 800-888-UMUC or by e-mail at *enroll@umuc.edu.* More detailed information on admission is available on p. 222.

AUTOMATED SERVICES

A number of automated services are available online to current students.

Through MyUMUC (at *https://my.umuc.edu)*, students have access to many of their personal UMUC records. The system enables them to register and pay for courses, change personal information (such as home address or phone numbers), view and print reports (such as their class schedule, grade report, statement of account, unofficial transcript, and degree progress report), find out the name of their assigned academic advisor, check on the status of their financial aid application, and register for final examinations for online courses.

To access services, students must enter their identification number and personal password.

ACADEMIC ADVISING

Academic advisors provide enrolled students the information needed to plan an academic program. This assistance can include a review of potential transfer credit, help with clarification of education and career goals, and aid in selecting appropriate courses. Advising services are available at times and places convenient to students. Students who are close to UMUC's Academic Center at Largo, Maryland, or one of the UMUC sites in the Maryland region have the option to schedule an appointment to discuss their needs with an advisor in person by calling between 8:30 a.m. and 5 p.m. eastern time, Monday through Friday. Many students, however, choose to communicate with their advisor by phone, fax, or e-mail.

Students can access their advisor's contact information through MyUMUC.

Initial Estimate of Transfer Credit

Prospective or newly admitted students can have a review of their potential transfer credit done by a new student advisor. This review is an estimate of the academic credit UMUC might accept toward a particular degree and of the requirements that would remain to be fulfilled. (A description of sources of credit begins on p. 227 and may be found online at *www.umuc.edu/students/ugp_ss/transfer.html.)* This review is not binding on either the student or UMUC and is subject to change.

Review of International Records

Students who are seeking a review of potential transfer credit from international postsecondary educational institutions need to

- Be admitted and be seeking an undergraduate degree at UMUC.
- Mail their official international transcripts to the international credit evaluation services selected by UMUC. (Forms are available online at *www.umuc.edu/internationalcredit.)*
- Pay fees associated with the international evaluation.
- Have all official transcripts from any U.S. institution previously attended sent to UMUC.

Degree Progress Report

To access information about degree progress, students need to submit official transcripts from all colleges and universities previously attended, including other institutions of the University System of Maryland, whether or not transfer credit is requested or granted. UMUC may deny transfer credit from any institution not listed on the application for admission. Sources of

transfer credit not listed at the time of admission or approved by an advisor after admission cannot be applied toward the UMUC degree.

A degree progress report

- Includes all transfer credits applicable to the degree program.
- Lists all courses completed at UMUC.
- Incorporates other types of academic credit.
- Remains in effect only while the student remains continuously enrolled.

In the degree progress report, a student's most recent courses are applied to requirements first. Courses that could apply to multiple requirements are assigned to the first relevant category in the following order: general education requirements, then requirements for the selected academic major and minor, and finally electives. Verification of other degree-wide requirements (such as minimum number of upper-level credits) follows and may affect the remaining credits needed for the degree.

Students are responsible for submitting all pertinent academic documents (such as academic transcripts, confirmation of credit conferred by examination, or records of credit from military service schools) during their first session at UMUC. To be considered official, documents must be sent directly from the issuer to the following address:

Undergraduate Student Affairs
University of Maryland University College
3501 University Boulevard East
Adelphi, MD 20783-8070

DISABILITY SERVICES

Reasonable accommodations are available for students who have disabilities and are enrolled in any program offered at UMUC.

To allow for adequate planning, students who need accommodations should contact Disability Services at least four to six weeks before the beginning of the session.

Students must request accommodations each time they register. The first time a student requests accommodation, current (within three years) documentation of a disability must be submitted. Depending on the disability, documentation may include secondary school records; medical, psychiatric, or psychological reports and diagnoses; or a psychoeducational evaluation. The documentation must provide clear and specific evidence of a disability and recommended accommodations from a qualified licensed professional.

Note: All UMUC students are required to comply with university policies and procedures and meet the academic requirements of all undergraduate certificate and degree programs. Students with disabilities should review the requirements listed in this catalog (beginning on p. 7 for bachelor's degree programs, p. 87 for certificate programs). Students should not apply to a UMUC certificate or degree program with the expectation that any academic requirement will be waived or that substitutions will be allowed.

For more information, students should visit *www.umuc.edu/diversity/dss.html.* Disability Services may be contacted by phone at 800-888-UMUC, ext. 2-2287, or 240-684-2287 (TTY) or by e-mail at *disabilityservices@umuc.edu.*

FINANCIAL AID

UMUC's Financial Aid Office administers a variety of financial assistance programs—including grants, scholarships, federal work-study, and loans—to help students meet the costs of their educational goals. Aid is available for students who demonstrate financial need, academic merit, or both.

Regardless of income level, all students are encouraged to apply for assistance; many financing alternatives are available.

General Eligibility Requirements

An eligible applicant for UMUC assistance must

- Be admitted to UMUC as a degree-seeking or eligible certificate-seeking student.
- Be a U.S. citizen or an eligible noncitizen.
- Be enrolled for 3 or more credits for most federal and institutional aid programs. Federal loan programs require enrollment of at least 6 credits. Audited courses, some repeated courses, credit by examination, and Portfolio credits cannot be counted.
- Demonstrate satisfactory academic progress toward a degree or certificate according to UMUC policy.
- Have a high school diploma or GED.
- Possess a valid Social Security number.
- Register with Selective Service, if required to do so.
- Not be in default on any federal student loans, nor have borrowed in excess of loan limits, nor owe a refund on any grant under Title IV federal student aid programs.
- Not be ineligible based on a drug conviction.

Financial Aid Programs

Most aid programs are available to both full- and part-time students. Amounts and eligibility for financial aid vary from year to year. Following is a brief description of programs available for the upcoming award year.

Grants and Scholarships

Gift assistance, for which no repayment is required, is offered by the federal government, the state of Maryland, UMUC, and private donors. The UMUC Financial Aid Office administers several programs: Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (SEOG), UMUC scholarships and grants, and Maryland state scholarships and grants.

The **Federal Pell Grant** is a grant program for high-need, first-time undergraduates. In 2010–11, students were eligible to receive up to $2,775 per semester. Awards vary by need level and enrollment status.

The **Federal Supplemental Educational Opportunity Grant (SEOG)** offers need-based awards for high-need, first-time undergraduates. The amount and number of awards vary depending on the availability of funds allocated by the U.S. Department of Education. Typical awards will range from $300 to $600 per semester.

The **UMUC President's Grant** offers grants to students who demonstrate financial need. Typical awards will range from $100 to $500 per semester, based on need.

UMUC scholarship programs, which include the UMUC President's Scholarship and the UMUC Community College Scholarship, offer a number of institutional scholarships as well as scholarships from corporate donors and foundations. A separate scholarship application must be completed online via MyUMUC (*https://my.umuc.edu)* for consideration. Requirements vary according to the individual scholarship program. Typical awards for most programs range from $200 to $1,500 per semester. UMUC Community College Scholarships provide awards up to $3,300 for full-time students and up to $1,560 for part-time students who are outstanding community college graduates. Students may receive one UMUC scholarship/grant per academic year. Employees of UMUC and their dependents, as well as persons who receive remission of fees from other institutions, are not eligible to receive UMUC scholarships or grants. More information is available online at *www.umuc.edu/scholarships.*

Maryland state grant and scholarships provide financial assistance to Maryland residents based on financial need. For more information, students should contact the Maryland Office of Student Financial Assistance at 410-260-4565 or 800-974-1024 or visit *www.mhec.state.md.us.* The priority filing deadline for all state aid programs is March 1.

Maryland Part-Time Grants offer assistance to Maryland residents enrolled for at least 3, but fewer than 12, credits per semester. Awards are based on financial need. Typical awards are $750 to $1,000 per semester. Funds for these grants are allocated to UMUC on an annual basis.

Many UMUC students receive **private scholarships** offered by corporations, associations, foundations, and other organizations that offer awards on a competitive basis to students who meet specific criteria. Scholarship links and search tools are available through the Web at *www.umuc.edu/financialaid.*

Loans

Loan programs are available to students enrolled for at least 6 credits per semester. Students who take loans to pay for college expenses must repay the principal and interest in accordance with the terms of the promissory note.

The **Federal Perkins Loan** program offers need-based, low-interest federal loans. Award amounts typically range between $500 and $2,000 per semester. The current interest rate is 5 percent. Repayment is made to UMUC and begins nine months after the borrower leaves school or attendance drops below half time.

The **William D. Ford Federal Direct Loan** program offers low-interest federal loans to students. Loan amounts vary based on grade level and dependency status. Repayment begins six months after the student leaves school or attendance drops below half time. For annual award amounts and general repayment terms, students should visit *www.umuc.edu/financialaid* and click on types of financial aid available.

The **Federal Direct PLUS Loan** program enables parents without adverse credit histories to borrow for a dependent student enrolled for at least 6 credits per semester. Parents are eligible to borrow up to the cost of education less other financial aid received by the student. Repayment begins approximately 60 days after disbursement.

Private student loan programs are also an option for UMUC students. Students whose financial aid awards do not meet their financial need may be able to borrow up to their cost of attendance through private student loan programs offered by various banks and other lenders. These education loans are not federal loans; students borrow directly from and make payments to the lender. Students who are interested in a private student loan should contact the bank of their choice or visit UMUC's Web page on private student loans at *www.umuc.edu/financialaid*.

Employment

UMUC recognizes the importance of flexible, part-time employment for students who are in transition or who have financial need.

The **Federal Work-Study** program is a need-based program that provides jobs to assist students in meeting college costs. The amount of award varies according to financial need and availability of funds. Funds are paid biweekly, based on hours worked. Students must apply and be hired for employment at UMUC or in a community-service setting.

UMUC Financial Aid Standards for Satisfactory Academic Progress

Federal regulations require students receiving financial aid to maintain satisfactory academic progress toward their degree or certificate. Students who fail to meet the minimum requirements are not eligible to receive financial aid. Students should refer to the appendices for details of the appeal process and the complete Satisfactory Academic Progress policy for financial aid students.

The Financial Aid Application Process

Students must complete the Free Application for Federal Student Aid (FAFSA) to be considered for any type of financial aid at UMUC. The FAFSA must also be completed for students to be considered for need-based Maryland state scholarships. The FAFSA may be completed online at *www.fafsa.gov.*

To be given high priority for their financial aid application and a determination of eligibility early enough for funds to be reserved by registration, students should complete their FAFSA by the priority filing deadlines listed below.

Students meeting these dates will have the opportunity to be considered for the various grant and scholarship programs with limited funds. Those who do not meet these deadlines may not receive their financial aid in time for registration.

Students who apply late may still receive aid, depending on their eligibility and the availability of funds. Eligibility for both loans and grants can be authorized even after the semester has begun.

Program or Period Being Applied for	Priority Deadline for Filing Financial Aid Forms
Maryland State Scholarships	March 1
Full Academic Year or Fall Semester Only	June 1
Spring Semester Only	November 1
Summer Semester	April 1

Federal Return of Funds Policy

Students receiving federal financial aid have the responsibility to follow the institution's withdrawal procedures, which are outlined on the UMUC Web site *(www.umuc.edu)*. The U.S. Department of Education requires the university to calculate a return of Title IV funds for all federal financial aid students who withdraw from all classes. Students who stop attending all classes without officially withdrawing are also subject to a return of funds calculation at the end of the semester based on the last documented date of attendance. For further information, students should visit *www.umuc.edu/financialaid.*

For Further Information

All financial aid information and forms also are available at *www.umuc.edu/financialaid* on the UMUC Web site. Students with additional questions should visit the financial aid Online Support Center at *finaid.umuc.edu* to e-mail, chat, request a call, or review an extensive list of frequently asked questions. Students may also contact the Financial Aid Office by phone at 800-888-UMUC.

VETERANS BENEFITS

Veterans Benefits Programs

Students may apply for the following educational assistance programs administered by the U.S. Department of Veterans Affairs:

- The Montgomery GI Bill–Active Duty Educational Assistance Program (MGIB, Chapter 30)
- Vocational Rehabilitation (Chapter 31)
- The Post–Vietnam Era Educational Assistance Program (Chapter 32)
- The Post-9/11 GI Bill (Chapter 33)
  - Yellow Ribbon Program
  - Transfer of Post-9/11 GI Bill Benefits to Dependents
  - Marine Gunnery Sergeant John David Fry Scholarship
- The Survivors' and Dependents' Educational Assistance Program (Chapter 35)
- Montgomery GI Bill–Selected Reserve Educational Assistance Program (Chapter 106)
- Montgomery GI Bill–Reserve Educational Assistance Program (Chapter 1607)

Detailed information on all assistance programs is available on the UMUC Web site at *www.umuc.edu/vabenefits* or on the Department of Veterans Affairs Web site at *www.gibill.va.gov.*

Application Procedures

Students who are eligible for educational benefits from the U.S. Department of Veterans Affairs should review the online information and application procedures (at *www.umuc.edu/vabenefits*). Every educational assistance program requires different paperwork and documentation to process a claim. Initial applications for benefits may be submitted online directly to the U.S. Department of Veterans Affairs. All students must also complete a UMUC Veterans Certification form each session they wish to receive benefits. The U.S. Department of Veterans Affairs processes claims and issues payment six to eight weeks after receiving completed paperwork.

Amounts and Methods of Payment

The amount of money a student may receive from the U.S. Department of Veterans Affairs depends on the educational assistance program for which the student is eligible, the number of credits for which the student is registered, the length of the session, and (for certain programs) the number of dependents the student has. The current monthly payment for each educational assistance program is available online at *www.gibill.va.gov.*

With the exception of Post-9/11 GI Bill recipients, benefits are paid directly to students. The money may be used to help with tuition, books, or other costs of college education. Tuition is due upon registration, regardless of eligibility for benefits.

The U.S. Department of Veterans Affairs offers an accelerated program, which provides a lump-sum payment of 60 percent of the student's tuition and fees for certain high-cost, high-tech programs. Only undergraduate students who are paying nonresident fees and are enrolled for 17 credits or more are eligible for accelerated payment.

Evaluation of Prior Training

When a student files a claim for educational benefits, the U.S. Department of Veterans Affairs requires previous training to be evaluated so that the student receives correct transfer credit. (Information about types of training that qualify begins on p. 231; these include military training and service schools, postsecondary education, certain correspondence courses, and credit by examination.) Each student must have a degree progress report completed during the first session. Students who do not comply may find future benefits delayed. After their first registration, eligible students are provided with information on the necessary procedure.

Students' Responsibilities

Students receiving benefits are expected to follow all regulations and procedures of the U.S. Department of Veterans Affairs while attending UMUC.

At UMUC, all regulations of the U.S. Department of Veterans Affairs are enforced. Students should be aware of the following requirements and consequences:

- Each student is expected to make satisfactory progress toward a degree or certificate; everyone must comply with the academic standards of UMUC.
- Each student must report all changes in enrollment—including drops, adds, withdrawals, changes to audit, and changes in degree objective.
- Registering for a course and then not attending, or ceasing to attend without officially withdrawing, is a misuse of federal funds that is punishable by law.
- Payment of benefits will be disallowed for any course in which a nonpunitive grade (i.e., a grade of I, W, or AU) is assigned.
- Payment of benefits will be disallowed for repeating a course for which transfer credit has been granted or for which a passing grade of A, B, C, D, P, or S was assigned.
- Payment of benefits will be disallowed for any course in which a grade of FN is assigned.
- Payment of benefits will be disallowed for any course that is not a requirement in a student's degree or certificate program.

Tutorial Assistance

Veterans, active-duty military personnel, and reservists receiving funding assistance from the U.S. Department of Veterans Affairs may qualify for tutorial assistance. Students enrolled at least half time may qualify. Payments are allowed when students demonstrate deficiency in courses that are required for their degree programs.

Work-Study Allowance

Students who are registered at least three-quarters time (9 credits) and who need money to attend school may participate in work-study. Recipients of benefits under the provisions of Chapters 30, 31, 32, 35, and 106 may be eligible. Students may work up to 400 hours during a session and receive either the federal minimum wage or the state minimum wage, whichever is greater.

For Further Information

Information and applications are available from the student's advisor or at *www.umuc.edu/vabenefits* on the UMUC Web site.

GRADUATION SERVICES

A graduation ceremony is held in May each year. Students who completed degree requirements the previous August and December, as well as those who complete their requirements that May, are invited to participate.

Students who expect to complete the requirements for a degree are responsible for making sure they have completed a degree progress report (details on pp. 234–35), filed an application for a diploma (available online at *https://my.umuc.edu)* with Undergraduate Student Affairs, and paid the appropriate fee (currently $50). This may be done at the time of the final session's registration or up to the following dates:

December graduation	October 1
May graduation	February 15
August graduation	June 15

Students whose applications for a diploma are received after the deadlines will be considered for receiving degrees at the next graduation. Students who do not complete degree requirements in the session in which they first applied for graduation must complete a new application for diploma and pay the fee for the session in which they will graduate.

Students pursuing certificates must apply for certificates by the same deadlines. The application form is available online at *https://my.umuc.edu.*

TRANSCRIPT SERVICES

Official academic records are maintained by Undergraduate Student Affairs at UMUC. Official transcripts show coursework taken through UMUC. For students who have received an official evaluation and have regular status, transfer credit from other institutions (including others in the University System of Maryland) is listed as well. Students' records are considered confidential. Therefore, UMUC releases transcripts only upon receiving a signed request from the student and payment of the appropriate fee. (For students who submit requests online, the student and personal identification numbers are considered an official signature.)

Procedures and forms for requesting transcripts are available online at *www.umuc.edu/students/transreq.html.* A fee is charged for each UMUC transcript that is issued; an additional fee is charged for rush processing. Transcripts should be requested at least two weeks before they will actually be needed. No transcripts will be released until all financial obligations to the university have been satisfied.

STUDENT ADVISORY COUNCIL

The Student Advisory Council provides an avenue for students to express their concerns about UMUC or their academic career. The council consists of 12 members, elected by their fellow students, who act in an advisory capacity to the university president, provost, deans, and other officials on behalf of all students.

Students who would like to see certain issues addressed or who have questions should contact their council representative by e-mail at *stac@umuc.edu.*

More information on shared governance is available in the appendices of this catalog and online at *www.umuc.edu/gov.*

OTHER RESOURCES

Bookstores

Students can order required textbooks and software for all courses from MBS Direct online through the UMUC Virtual Bookstore *(www.umuc.edu/bookstore)* or by mail. MBS guarantees availability of new and used inventory, discounts for online sales, no sales tax, and an easy return and buyback program. Orders are shipped via UPS within 24 hours of receipt, Monday through Friday. Overnight and two-day delivery is available for an additional fee. Payment by personal check, MasterCard, Visa, American Express, and Discover is accepted. Some employer contracts may be accepted.

Career Services

Career Services provides personalized assistance with clarifying skills, interests, and work-related values; making career- or life-related decisions; researching career options; planning for graduate school; and searching for employment. Through the Career Services Web page at *www.umuc.edu/careerservices,* students can access a variety of career and job search information and materials. Career Services offers job fairs, employability skills workshops such as résumé writing, tutorials, and access to CareerQuest, UMUC's online job and internship database.

Services are available by telephone, online via e-mail, or in person by appointment or on a walk-in basis. More information can be found on the Career Services Web page.

Computer Labs and Services

Computer labs are available at many UMUC sites (including Dorsey Station, Largo, Shady Grove, and Waldorf). These labs are available primarily for the use of students completing course-

work but are also open to faculty members, staff, and alumni on a first-come, first-served basis on presentation of a valid UMUC ID. Students must bring media to save data or documents. Acceptable media include flash drives, floppy disks, and zip disks.

Lab assistants are available during scheduled hours to help users with resident software programs but cannot provide tutoring.

Students may also access host computers at UMUC via the Internet using Telnet. Two host systems are accessible: Nova and Polaris. Students must have an account for the particular system they wish to use. For most students taking courses in computing, accounts are set up automatically as part of the coursework and are valid for the duration of the class.

Students who are considering enrolling in online courses offered via WebTycho, the university's proprietary course delivery system, should review the technical requirements at *tychousa.umuc.edu/tech/min_tech.html* for the most current detailed information.

Technical support for students taking online courses is available 24 hours a day, seven days a week, at *tychousa.umuc.edu/wtdocs/wthelp/index.html* or 800-807-4862.

Drug and Alcohol Awareness

As required by federal law, UMUC provides referral services for students with concerns about the use or abuse of alcohol and drugs. Students may discuss referrals with their advisor.

Information and Library Services

UMUC's Information and Library Services serves to educate students, faculty, and staff in the use of library and information services, emphasizing the critical importance of information literacy knowledge and skills for success in today's information-rich world. The office also develops and manages extensive online library resources and user-centered services for UMUC students, faculty, and staff worldwide.

Library Resources

Information and Library Services provides access to a rich collection of research materials on a variety of topics (e.g., business, social science, science, arts and humanities, and computer and information systems). Students can access an extensive array of subscription research databases containing tens of thousands of full-text articles, as well as thousands of electronic books, through the Information and Library Services home page at *www.umuc.edu/library* or through WebTycho. Information and Library Services has also created subject-specific resource guides to serve as a jumping-off point for research. Each guide includes subject-relevant research databases, books, Web sites, and (where applicable) other Web 2.0 technologies.

Currently enrolled students in the continental United States also have borrowing privileges at the 16 University System of Maryland and affiliated institutions (USMAI) libraries. The library collections can be searched and books can be requested through the USMAI online catalog, available via the library home page. All UMUC students may use the DocumentExpress service to request that journal articles or book chapters not available online in full text be sent to them electronically.

Library Instruction and Research Assistance

To help students gain the in-depth research skills needed to locate, evaluate, and use the rich research resources available to them, Information and Library Services offers library instruction, both in person and via WebTycho. This instruction serves to complement and reinforce skills and information provided in LIBS 150 Introduction to Research. Faculty members may contact Information and Library Services to request a library instruction session. In addition, students can obtain individualized research assistance by contacting Information and Library Services or by visiting the Peck Virtual Library Classroom (VLIB 101) within WebTycho, which serves as an additional free resource to help students improve their research skills.

Reference and research assistance is available 24 hours a day, seven days a week, through the library Web page under Ask a Librarian. For a complete list of library services, students should visit *www.umuc.edu/library* or call Information and Library Services at 800-888-UMUC, ext. 2-2020, during regularly scheduled office hours.

Tutoring, Mentoring, and Academic Clubs

A variety of online, on-site, and referral services are available to students who are interested in academic help and support beyond the classroom. Tutors are available in selected classes. Alumni and experienced students are available to work with students online during their studies at UMUC. These mentors can offer guidance on general study strategies, career paths, and other topics that are important to academic success. Academic clubs also offer students with similar interests the opportunity to meet, ask questions of faculty, and discuss related topics in an online forum. All UMUC students are eligible to join any of more than a dozen clubs focused on disciplines such as accounting, English, communications, computing, history, human resources, and psychology. Students should visit *www.umuc.edu/studentsuccess* to find out more about student tutors, mentors, and academic clubs.

Writing Resources and Tutoring

UMUC's online Effective Writing Center *(www.umuc.edu/ewc)* is available to all UMUC students 24 hours a day. The center's experienced, trained advisors help students develop key writing skills by providing individual online tutoring, self-study modules, and other writing resources.

Student can submit assignments for review and access a wide variety of information. In addition to providing writing advice, the Effective Writing Center hosts an online interactive tutorial on "How to Avoid Plagiarism" and the "Online Guide to Writing and Research"—both of which are required in many courses. Various other multimedia resources are also available.

By special agreement with the Effective Writing Center, students may also receive writing tutoring at the University of Maryland, College Park (UMCP) Writing Center, located in room 1205 of the Tawes Fine Arts Building. Students should go to the UMCP Writing Center Web site at *www.english.umd.edu/academics/writingcenter* to schedule an appointment.

Alumni Association

The UMUC Alumni Association, founded in 1990, fosters and perpetuates lifelong relationships between alumni and the university. Its mission is to support, enhance, and promote UMUC and its community of students, faculty, staff, and alumni worldwide.

Membership in the Alumni Association is free and open to all UMUC graduates. The association invites graduates to stay connected with fellow alumni, students, and faculty through volunteer service, social events, and philanthropy. Benefit programs and resources include career services, affinity partner discounts, special alumni events, and on-site library access.

Membership in the UMUC Alumni Association offers an exceptional opportunity to expand personal and professional net works. UMUC currently has more than 130,000 graduates in 47 states and 24 countries. UMUC alumni work in nearly all major international and Fortune 500 organizations, federal agencies, branches of the military, and private industry.

More information on the Alumni Association and how to activate membership is available at *www.umucalumni.org*.

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School of Undergraduate Studies

Office of the Dean

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Cynthia Davis, *Associate Dean, Academic Affairs, and Collegiate Professor*

Cleopatra White, *Assistant Dean, Administration and Budget*

Caroah Cohen, *Associate Administrative Director, Transfer Credit and Articulation*

Evelin Letarte, *Associate Administrative Director, Academic Projects*

Amy Mobley, *Assistant Director, Student Issues*

Harold Pittenger, *Director, Administrative Services*

Pamela Risik, *Executive Assistant to the Dean*

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Takeisha Walker, *Executive Director, Systems and Communications*

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Liliana Meneses, *Acting Academic Director, Global Business and Public Policy and Human Resource Management, and Collegiate Associate Professor*

Donna Nichols, *Assistant Administrative Director, Academic Support*

Jaylene Sarracino, *Academic Director, Legal Studies, and Collegiate Associate Professor*

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Gretchen I. Jones, *Academic Director, Foreign Languages and Asian Studies, and Collegiate Associate Professor*

Mary Frances Lebamoff, *Assistant Academic Director, Political Science, and Collegiate Assistant Professor*

Claudia Guidi Stier, *Assistant Academic Director, Foreign Languages, and Collegiate Assistant Professor*

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APPENDICES

STATEMENTS ON POLICIES AND PROCEDURES

Appendix A

VIII-2.70 Policy on Student Classification for Admission and Tuition Purposes

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

I. POLICY

A. Purpose

To extend the benefits of its system of higher education while encouraging the economical use of the state's resources, 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;
2. Abandon his or her former home state;
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.

II. REQUIREMENTS

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

A. Owns or possesses, and has continuously occupied, including during weekends, breaks, and vacations, living quarters in Maryland. The student must provide evidence of a genuine deed or lease and documentation of rent payments made. In lieu of a deed or lease, a notarized affidavit from a landlord showing the address, name of the student as occupant, term of residence, and history of rent payments made will be considered. As an alternative, a student may demonstrate that he or she shares living quarters in Maryland which are owned or rented and occupied by a parent, legal guardian, or spouse.

B. Has substantially all of his or her personal property, such as household effects, furniture, and pets, in Maryland.

C. Has paid Maryland income tax on all taxable income, including all taxable income earned outside the state, and has filed a Maryland tax return.

D. Has registered all owned or leased motor vehicles in Maryland.

E. Possesses a valid Maryland driver's license, if licensed.

F. Is registered to vote in Maryland, if registered to vote.

G. Receives no public assistance from a state other than the state of Maryland or from a city, county, or municipal agency other than one in Maryland.

H. Has a legal ability under federal and Maryland law to live permanently without interruption in Maryland.

** Annotated Code of Maryland, Education Article, §12-101.*

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. NONRESIDENTS WHO MAY TEMPORARILY QUALIFY FOR IN-STATE STATUS

In addition, persons with the following status shall be accorded the benefits of in-state status for the period in which they hold such status:

A. A full-time or part-time (at least 50 percent time) regular employee of USM or a USM institution.

B. The spouse or financially dependent child of a full-time or part-time (at least 50 percent time) regular employee of USM or a USM institution.

C. A full-time active member of the Armed Forces of the United States whose home of residency is Maryland or one who resides or is stationed in Maryland, or the spouse or a financially dependent child of such a person. Students that qualify under this provision will retain in-state status for tuition purposes as long as they are continuously enrolled, regardless of a change in military assignment or status of the active member of the military.

D. A veteran of the United States Armed Forces with an honorable discharge who, within one year of discharge, presents documentation that he or she attended a secondary school in the state for at least three years and graduated or received the equivalent of a high school diploma from a secondary school in the state. The veteran must present documentation and register at a USM institution within one year of discharge for this provision to apply.

E. 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

   1. Provide a critical military occupational skill; or

   2. Be a member of the Air Force Critical Specialty Code as determined by the National Guard.

F. 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.

G. 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 because of false or misleading information, the institution reserves the right to retroactively assess all out-of-state charges for each semester/term affected.

E. Each USM institution shall develop and publish additional procedures to implement this policy. Procedures shall provide that on request the institution president or designee has the authority to waive any requirement set forth in Section II if it is determined that the application of the requirements creates an unjust result. These procedures shall be filed with the Office of the Chancellor.

VI. DEFINITIONS

A. Financially Dependent: For the purposes of this policy, a financially dependent student is one who is claimed as a dependent for tax purposes.

B. Parent: A parent may be a natural parent, or, if established by a court order recognized under the law of the State of Maryland, an adoptive parent.

C. Guardian: A guardian is a person so appointed by a court order recognized under the law of the state of Maryland.

D. Spouse: A spouse is a partner in a legally contracted marriage.

E. Child: A child is a natural child or a child legally adopted pursuant to a court order recognized under the law of Maryland.

F. Regular Employee: A regular employee is a person employed by USM or a USM institution who is assigned to a state budget line or who is otherwise eligible to enroll in a state retirement system. Examples of categories NOT considered regular employees are graduate students, contingent employees, and independent contractors.

G. Continuous Enrollment

1. Undergraduate Student: An undergraduate student who is enrolled at a USM institution for consecutive fall and spring semesters, until completion of the student's current degree program or unless on an approved leave of absence or participating in an approved program off-campus.
2. Graduate and Professional: Continuous enrollment for a graduate or professional student is defined by the institution in accordance with program requirement.

VI. IMPLEMENTATION

This policy as amended by the Board of Regents on September 18, 2009 shall be applied to all student tuition classification decisions made on or after July 1, 2009.

UMUC students should also consult UMUC Policy 210.20–Procedures for Student Residency Classification for Admission, Tuition and Charge-Differential Purposes, which implements USM Policy VIII-2.70.

Appendix B

Policies of the Maryland Higher Education Commission on General Education and Transfer from Public Institutions in Maryland

(Code of Maryland Regulations Title 13B, Subtitle 06, Chapters 1–10)

I. SCOPE AND APPLICABILITY

This chapter applies only to public institutions of higher education.

II. DEFINITIONS

A. In this chapter, the following terms have the meanings indicated.

B. Terms Defined

1. "AA degree" means the Associate of Arts degree.
2. "AAS degree" means the Associate of Applied Sciences degree.
3. "Arts" means courses that examine aesthetics and the development of the aesthetic form and explore the relationship between theory and practice. Courses in

this area may include fine arts, performing and studio arts, appreciation of the arts, and history of the arts.

4. "AS degree" means the Associate of Sciences degree.
5. "Biological and physical sciences" means courses that examine living systems and the physical universe. They introduce students to the variety of methods used to collect, interpret, and apply scientific data, and to an understanding of the relationship between scientific theory and application.
6. "English composition courses" means courses that provide students with communication knowledge and skills appropriate to various writing situations, including intellectual inquiry and academic research.
7. "General education" means the foundation of the higher education curriculum providing a coherent intellectual experience for all students.
8. "General education program" means a program that is designed to
   a. Introduce undergraduates to the fundamental knowledge, skills, and values that are essential to the study of academic disciplines;
   b. Encourage the pursuit of lifelong learning; and
   c. Foster the development of educated members of the community and the world.
9. "Humanities" means courses that examine the values and cultural heritage that establish the framework for inquiry into the meaning of life. Courses in the humanities may include the language, history, literature, and philosophy of Western and other cultures.
10. "Mathematics" means courses that provide students with numerical, analytical, statistical, and problem-solving skills.
11. "Native student" means a student whose initial college enrollment was at a given institution of higher education and who has not transferred to another institution of higher education since that initial enrollment.
12. "Parallel program" means the program of study or courses at one institution of higher education that has objectives comparable to those at another higher education institution, for example, a transfer program in psychology in a community college is definable as a program parallel to a baccalaureate psychology program at a four-year institution of higher education.
13. "Receiving institution" means the institution of higher education at which a transfer student currently desires to enroll.
14. "Recommended transfer program" means a planned program of courses, both general education and courses in the major, taken at a community college, that is applicable to a baccalaureate program at a receiving institution—and ordinarily the first two years of the baccalaureate degree.
15. "Sending institution" means the institution of higher education of most recent previous enrollment by a transfer student at which transferable academic credit was earned.
16. "Social and behavioral sciences" means courses that examine the psychology of individuals and the ways in which individuals, groups, or segments of society behave, function, and influence one another. The courses include, but are not limited to, subjects that focus on
    a. History and cultural diversity;
    b. Concepts of groups, work, and political systems;
    c. Applications of qualitative and quantitative data to social issues; and
    d. Interdependence of individuals, society, and the physical environment.
17. "Transfer student" means a student entering an institution for the first time, having successfully completed a minimum of 12 semester hours at another institution that are applicable for credit at the institution the student is entering.

III. ADMISSION OF TRANSFER STUDENTS TO PUBLIC INSTITUTIONS

A. Admission to Institutions

1. A student attending a public institution who has completed an AA, AAS, or AS degree, or who has completed 56 or more semester hours of credit, shall not be denied direct transfer to another public institution if the student attained a cumulative grade point average of at least 2.0 on a 4.0 scale or its equivalent in parallel courses, except as provided in Section A.4 below.
2. A student attending a public institution who has not completed an AA, AAS, or AS degree, or who has completed fewer than 56 semester hours of credit, is eligible to transfer to a public institution regardless of the number of credits earned if the student
   a. Satisfied the admission criteria of that receiving public institution as a high school senior; and
   b. Attained at least a cumulative grade point average of 2.0 on a 4.0 scale or its equivalent in parallel courses.
3. A student attending a public institution who did not satisfy the admission criteria of a receiving public institution as a high school senior, but who has earned sufficient credits at a public institution to

be classified by the receiving public institution as a sophomore, shall meet the stated admission criteria developed and published by the receiving public institution for transfer.

4. If the number of students seeking admission exceeds the number that can be accommodated at a receiving public institution, admission decisions shall be
   a. Based on criteria developed and published by the receiving public institution; and
   b. Made to provide fair and equal treatment for native and transfer students.

B. Admission to Programs
1. A receiving public institution may require higher performance standards for admission to some programs if the standards and criteria for admission to the program
   a. Are developed and published by the receiving public institution; and
   b. Maintain fair and equal treatment for native and transfer students.
2. If the number of students seeking admission exceeds the number that can be accommodated in a particular professional or specialized program, admission decisions shall be
   a. Based on criteria developed and published by the receiving public institution; and
   b. Made to provide fair and equal treatment for native and transfer students.
3. Courses taken at a public institution as part of a recommended transfer program leading toward a baccalaureate degree shall be applicable to related programs at a receiving public institution granting the baccalaureate degree.

C. Receiving Institution Program Responsibility
1. The faculty of a receiving public institution 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.
2. A receiving public institution may set program requirements in major fields of study that simultaneously fulfill general education requirements.
3. A receiving public institution, in developing lower-division coursework, shall exchange information with other public institutions to facilitate the transfer of credits into its programs.

IV. GENERAL EDUCATION REQUIREMENTS FOR PUBLIC INSTITUTIONS

A. While public institutions have the autonomy to design their general education program to meet their unique needs and mission, that program shall conform to the definitions and common standards in this chapter. A public institution shall satisfy the general education requirement by
1. Requiring each program leading to the AA or AS degree to include no fewer than 30 and no more than 36 semester hours, and each baccalaureate degree program to include no fewer than 40 and no more than 46 semester hours of required core courses, with the core requiring, at a minimum, coursework in each of the following five areas:
   a. Arts and humanities,
   b. Social and behavioral sciences,
   c. Biological and physical sciences,
   d. Mathematics, and
   e. English composition

   or
2. Conforming with COMAR 13B.02.02.16D(2)(b)-(c).

B. Each core course used to satisfy the distribution requirements of Section A.1 of this regulation shall carry at least 3 semester hours.

C. General education programs of public institutions shall require at least
1. One course in each of two disciplines in arts and humanities;
2. One course in each of two disciplines in social and behavioral sciences;
3. Two science courses, at least one of which shall be a laboratory course;
4. One course in mathematics at or above the level of college algebra; and
5. One course in English composition.

D. Interdisciplinary and Emerging Issues
1. In addition to the five required areas in Section A of this regulation, a public institution may include up to 8 semester hours in a sixth category that addresses emerging issues that institutions have identified as essential to a full program of general education for their students. These courses may
   a. Be integrated into other general education courses or be presented as separate courses; and

b. Include courses that

(i) Provide an interdisciplinary examination of issues across the five areas; or

(ii) Address other categories of knowledge, skills, and values that lie outside of the five areas.

2. Public institutions may not include the courses in this section in a general education program unless they provide academic content and rigor equivalent to the areas in Section A.1 of this regulation.

E. General education programs leading to the AAS degree shall include at least 20 semester hours from the same course list designated by the sending institution for the AA and AS degrees. The AAS degree shall include at least one 3-semester-hour course from each of the five areas listed in Section A.1 of this regulation.

F. A course in a discipline listed in more than one of the areas of general education may be applied only to one area of general education.

G. A public institution may allow a speech communication or foreign language course to be part of the arts and humanities category.

H. Composition and literature courses may be placed in the arts and humanities area if literature is included as part of the content of the course.

I. Public institutions may not include physical education skills courses as part of the general education requirements.

J. General education courses shall reflect current scholarship in the discipline and provide reference to theoretical frameworks and methods of inquiry appropriate to academic disciplines.

K. Courses that are theoretical may include applications, but all applications courses shall include theoretical components if they are to be included as meeting general education requirements.

L. Public institutions may incorporate knowledge and skills involving the use of quantitative data, effective writing, information retrieval, and information literacy when possible in the general education program.

M. Notwithstanding Section A.1 of this regulation, a public four-year institution may require 48 semester hours of required core courses if courses upon which the institution's curriculum is based carry 4 semester hours.

N. Public institutions shall develop systems to ensure that courses approved for inclusion on the list of general education courses are designed and assessed to comply with the requirements of this chapter.

V. TRANSFER OF GENERAL EDUCATION CREDIT

A. A student transferring to one public institution from another public institution shall receive general education credit for work completed at the student's sending institution as provided by this chapter.

B. A completed general education program shall transfer without further review or approval by the receiving institution and without the need for a course-by-course match.

C. Courses that are defined as general education by one institution shall transfer as general education even if the receiving institution does not have that specific course or has not designated that course as general education.

D. The receiving institution shall give lower-division general education credits to a transferring student who has taken any part of the lower-division general education credits described in Regulation IV of this chapter at a public institution for any general education courses successfully completed at the sending institution.

E. Except as provided in Regulation IV.M of this chapter, a receiving institution may not require a transfer student who has completed the requisite number of general education credits at any public college or university to take, as a condition of graduation, more than 10–16 additional semester hours of general education and specific courses required of all students at the receiving institution, with the total number not to exceed 46 semester hours. This provision does not relieve students of the obligation to complete specific academic program requirements or course prerequisites required by a receiving institution.

F. A sending institution shall designate on or with the student transcript those courses that have met its general education requirements, as well as indicate whether the student has completed the general education program.

G. AAS Degrees

1. While there may be variance in the numbers of hours of general education required for AA, AS, and AAS degrees at a given institution, the courses identified as meeting general education requirements for all degrees shall come from the same general education course list and exclude technical or career courses.

2. An AAS student who transfers into a receiving institution with fewer than the total number of general education credits designated by the receiving institution shall complete the difference in credits according to the distribution as designated by the receiving institution. Except as provided in Regulation IV.M of this chapter, the total general education credits for baccalaureate-degree-granting public receiving institutions may not exceed 46 semester hours.

H. Student Responsibilities

A student is held

1. Accountable for the loss of credits that
   a. Result from changes in the student's selection of the major program of study,
   b. Were earned for remedial coursework, or
   c. Exceed the total course credits accepted in transfer as allowed by this chapter.
2. Responsible for meeting all requirements of the academic program of the receiving institution.

VI. TRANSFER OF NONGENERAL EDUCATION PROGRAM CREDIT

A. Transfer to Another Public Institution

1. Credit earned at any public institution in the state is transferable to any other public institution if the
   a. Credit is from a college- or university-parallel course or program,
   b. Grades in the block of courses transferred average 2.0 or higher, and
   c. Acceptance of the credit is consistent with the policies of the receiving institution governing native students following the same program.
2. If a native student's D grade in a specific course is acceptable in a program, then a D earned by a transfer student in the same course at a sending institution is also acceptable in the program. Conversely, if a native student is required to earn a grade of C or better in a required course, the transfer student shall also be required to earn a grade of C or better to meet the same requirement.

B. Credit earned in or transferred from a community college is limited to

1. One-half the baccalaureate degree program requirement but may not be more than 70 semester hours, and
2. The first two years of the undergraduate education experience.

C. Nontraditional Credit

1. The assignment of credit for AP, CLEP, or other nationally recognized standardized examination scores presented by transfer students is determined according to the same standards that apply to native students in the receiving institution, and the assignment shall be consistent with the state minimum requirements.
2. Transfer of credit from the following areas shall be consistent with COMAR 13B.02.02. and shall be evaluated by the receiving institution on a course-by-course basis:
   a. Technical courses from career programs,
   b. Course credit awarded through articulation agreements with other segments or agencies,
   c. Credit awarded for clinical practice or cooperative education experiences, and
   d. Credit awarded for life and work experiences.
3. The basis for the awarding of the credit shall be indicated on the student's transcript by the receiving institution.
4. The receiving institution shall inform a transfer student of the procedures for validation of coursework for which there is no clear equivalency. Examples of validation procedures include ACE recommendations, portfolio assessment, credit through challenge examinations, and satisfactory completion of the next course in sequence in the academic area.
5. The receiving baccalaureate-degree-granting institution shall use validation procedures when a transferring student successfully completes a course at the lower-division level that the receiving institution offers at the upper-division level. The validated credits earned for the course shall be substituted for the upper-division course.

D. Program Articulation

1. Recommended transfer programs shall be developed through consultation between the sending and receiving institutions. A recommended transfer program represents an agreement between the two institutions that allows students aspiring to the baccalaureate degree to plan their programs. These programs constitute freshman/sophomore-level coursework to be taken at the community college in fulfillment of the receiving institution's lower-division coursework requirement.
2. Recommended transfer programs in effect at the time that this regulation takes effect, which conform to this chapter, may be retained.

VII. ACADEMIC SUCCESS AND GENERAL WELL-BEING OF TRANSFER STUDENTS

A. Sending Institutions

1. Community colleges shall encourage their students to complete the associate's degree or to complete 56 hours in a recommended transfer program that includes both general education courses and courses applicable toward the program at the receiving institution.

2. Community college students are encouraged to choose as early as possible the institution and program into which they expect to transfer.
3. The sending institution shall
   a. Provide to community college students information about the specific transferability of courses at four-year colleges;
   b. Transmit information about transfer students who are capable of honors work or independent study to the receiving institution; and
   c. Promptly supply the receiving institution with all the required documents if the student has met all financial and other obligations of the sending institution for transfer.

B. Receiving Institutions
1. Admission requirements and curriculum prerequisites shall be stated explicitly in institutional publications.
2. A receiving institution shall admit transfer students from newly established public colleges that are functioning with the approval of the Maryland Higher Education Commission on the same basis as applicants from regionally accredited colleges.
3. A receiving institution shall evaluate the transcript of a degree-seeking transfer student as expeditiously as possible, and notify the student of the results no later than midsemester of the student's first semester of enrollment at the receiving institution, if all official transcripts have been received at least 15 working days before midsemester. The receiving institution shall inform a student of the courses that are acceptable for transfer credit and the courses that are applicable to the student's intended program of study.
4. A receiving institution shall give a transfer student the option of satisfying institutional graduation requirements that were in effect at the receiving institution at the time the student enrolled as a freshman at the sending institution. In the case of major requirements, a transfer student may satisfy the major requirements in effect at the time when the student was identifiable as pursuing the recommended transfer program at the sending institution. These conditions are applicable to a student who has been continuously enrolled at the sending institution.

VIII. PROGRAMMATIC CURRENCY

A. A receiving institution shall provide to the community college current and accurate information on recommended transfer programs and the transferability status of courses. Community college students shall have access to this information.

B. Recommended transfer programs shall be developed with each community college whenever new baccalaureate programs are approved by the degree-granting institution.

C. When considering curricular changes, institutions shall notify each other of the proposed changes that might affect transfer students. An appropriate mechanism shall be created to ensure that both two-year and four-year public colleges provide input or comments to the institution proposing the change. Sufficient lead time shall be provided to effect the change with minimum disruption. Transfer students are not required to repeat equivalent coursework successfully completed at a community college.

IX. TRANSFER MEDIATION COMMITTEE

A. There is a Transfer Mediation Committee, appointed by the Secretary, which is representative of the public four-year colleges and universities and the community colleges.

B. Sending and receiving institutions that disagree on the transferability of general education courses as defined by this chapter shall submit their disagreements to the Transfer Mediation Committee. The Transfer Mediation Committee shall address general questions regarding existing or past courses only, not individual student cases, and shall also address questions raised by institutions about the acceptability of new general education courses. As appropriate, the committee shall consult with faculty on curricular issues.

C. The findings of the Transfer Mediation Committee are considered binding on both parties.

X. APPEAL PROCESS

A. Notice of Denial of Transfer Credit by a Receiving Institution
1. Except as provided in Section A.2 of this regulation, a receiving institution shall inform a transfer student in writing of the denial of transfer credit no later than midsemester of the transfer student's first semester, if all official transcripts have been received at least 15 working days before midsemester.
2. If transcripts are submitted after 15 working days before midsemester of a student's first semester, the receiving institution shall inform the student of credit denied within 20 working days of receipt of the official transcript.
3. A receiving institution shall include in the notice of denial of transfer credit
   a. A statement of the student's right to appeal, and
   b. A notification that the appeal process is available in the institution's catalog.

4. The statement of the student's right to appeal the denial shall include notice of the time limitations in Section B of this regulation.

B. A student believing that the receiving institution has denied the student transfer credits in violation of this chapter may initiate an appeal by contacting the receiving institution's transfer coordinator or other responsible official of the receiving institution within 20 working days of receiving notice of the denial of credit.

C. Response by Receiving Institution

1. A receiving institution shall

a. Establish expeditious and simplified procedures governing the appeal of a denial of transfer of credit, and

b. Respond to a student's appeal within 10 working days.

2. 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.

3. Unless a student appeals to the sending institution, the written decision in Section C.2 of this regulation constitutes the receiving institution's final decision and is not subject to appeal.

D. Appeal to Sending Institution

1. If a student has been denied transfer credit after an appeal to the receiving institution, the student may request that the sending institution intercede on the student's behalf by contacting the transfer coordinator of the sending institution.

2. A student shall make an appeal to the sending institution within 10 working days of having received the decision of the receiving institution.

E. Consultation Between Sending and Receiving Institutions

1. Representatives of the two institutions shall have 15 working days to resolve the issues involved in an appeal.

2. As a result of a consultation in this section, the receiving institution may affirm, modify, or reverse its earlier decision.

3. The receiving institution shall inform a student in writing of the result of the consultation.

4. The decision arising out of a consultation constitutes the final decision of the receiving institution and is not subject to appeal.

XI. PERIODIC REVIEW

A. Report by Receiving Institution

1. A receiving institution shall report annually the progress of students who transfer from two-year and four-year institutions within the state to each community college and to the Secretary of the Maryland Higher Education Commission.

2. An annual report shall include ongoing reports on the subsequent academic success of enrolled transfer students, including graduation rates, by major subject areas.

3. A receiving institution shall include in the reports comparable information on the progress of native students.

B. Transfer Coordinator

A public institution of higher education shall designate a transfer coordinator, who serves as a resource person to transfer students at either the sending or receiving campus. The transfer coordinator is responsible for overseeing the application of the policies and procedures outlined in this chapter and interpreting transfer policies to the individual student and to the institution.

C. The Maryland Higher Education Commission shall establish a permanent Student Transfer Advisory Committee that meets regularly to review transfer issues and recommend policy changes as needed. The Student Transfer Advisory Committee shall address issues of interpretation and implementation of this chapter.

Appendix C

Statement on Transferring Undergraduate College-Level Credits to UMUC

A flexible transfer policy makes transition to UMUC seamless. UMUC actively subscribes to the policy of the Maryland Higher Education Commission on the transfer of undergraduates within Maryland (found in Appendix B) and welcomes transfer students. UMUC is also a designated four-year Servicemembers Opportunity College (SOC); the SOC institutions have developed degree networks corresponding to Army, Navy, Coast Guard, and Marine career specialties.

UMUC grants transfer credit for courses graded C or higher if they are applicable to an Associate of Arts (AA), a Bachelor of Arts (BA), a Bachelor of Science (BS), or a Bachelor of Technical and Professional Studies (BTPS) degree.

Credit earned elsewhere during a period of disciplinary dismissal or suspension may not be applied toward a degree from UMUC.

Students must submit official transcripts from all colleges and universities previously attended in order to receive a degree progress report, which includes transfer credit. (More information on credit evaluation is given on p. 234.)

MAXIMUM NUMBER OF TRANSFER CREDITS ACCEPTED

UMUC accepts up to 90 semester hours (45 semester hours for the associate's degree) of transfer credit from all sources combined toward the bachelor's degree. No more than 70 of the 90 semester hours may be accepted from approved two-year institutions (details on p. 230 and below).

MAXIMUM NUMBER OF CREDITS ALLOWED FOR INNOVATIVE LEARNING

UMUC allows up to 60 semester hours of credit (one-half the total credit required for the bachelor's degree) for innovative learning that is applicable to the student's curriculum (subject to limitations as follows):

- Up to 30 semester hours of credit for a combination of portfolio assessment, course-challenge examinations, or military occupational specialties, i.e., MOS, NER, etc. (details on pp. 227–31).
- Up to 60 semester hours of credit for learning evaluated by means of standardized examinations such as the Advanced Placement examinations administered by the College Board, the College-Level Examination Program (CLEP), DSST (formerly DANTES) examinations, or the Excelsior College Testing Program, if (1) there is no duplication of other academic credit and (2) the scores presented meet the standards of UMUC (details on p. 231).
- Up to 15 semester hours of cooperative education credit (details on p. 228). However, cooperative education credit does not count toward requirements for graded coursework within the academic major, minor, or certificate. Students seeking a second bachelor's degree may receive up to 9 semester hours of cooperative education credit.
- Up to 60 semester hours of credit for study completed in military service schools based on recommendations made by the American Council on Education (ACE) in its *Guide to the Evaluation of Educational Experiences in the Armed Services* (details on p. 230).
- Up to 60 semester hours of credit for professional (not technical) courses that have been evaluated by either (1) the ACE *National Guide to Educational Credit for Training Programs* or (2) the National College Credit Recommendation Service (National CCRS, formerly PONSI; details on p. 231).
- Up to 21 semester hours of coherently related vocational and technical credit from regionally accredited or ACE-evaluated institutions (details on p. 231).

MINIMUM NUMBER OF CREDITS REQUIRED FOR INSTRUCTION IN THE MAJOR AND FOR THE DEGREE

UMUC requires students to complete 120 semester hours of credit for the bachelor's degree. Regardless of the number of transfer credits they present, students must complete a minimum of 30 credits at UMUC. Students must earn at least one-half of the credits required for the major, minor, or certificate through graded coursework. Graded coursework does not include credit earned through portfolio assessment, examination, or internship/Cooperative Education.

GRADE LEVEL ACCEPTABLE FOR TRANSFER

UMUC may accept transfer credits from approved two- and four-year colleges and universities for courses graded C or above, if they apply to the student's curriculum. The grade of C-minus is not acceptable in transfer.

Statement on Transfer of General Education Requirements

A student who has satisfactorily completed a course identified as a general education requirement at a Maryland community college will have met UMUC's general education requirement, as stated in Appendix B. For other students, courses are evaluated on a case-by-case basis. UMUC has included its evaluation of many Maryland community college courses in its section of the University System of Maryland's computerized articulation system (ARTSYS). This software is available at all two- and four-year Maryland public institutions and at *artweb.usmd.edu* on the Web. Students should see an advisor for details.

APPENDICES

Appendix D

Policy on Nondiscrimination

UMUC is committed to ensuring that all individuals have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by UMUC and/or University System of Maryland policy or by federal, state, or local authorities. UMUC does not discriminate against or harass any person because of race, religion, color, creed, gender, marital status, age, national origin, ancestry, political affiliation, mental or physical disability, sexual orientation, or veteran status (including Vietnam Era veterans). All inquiries regarding UMUC's Nondiscrimination Statement or compliance with applicable statutes and regulations should be directed to the director, Diversity Initiatives, Office of the President, 3501 University Boulevard East, Adelphi, MD 20783-8000 (Phone: 301-985-7940; Fax: 301-985-7678; E-mail: *diversity-initiatives@umuc.edu;* Web site: *www.umuc.edu/diversity).*

In accordance with this Nondiscrimination Statement and UMUC's commitment to equal access, UMUC has revised Policy 40.3 (Policy and Procedures on Affirmative Action, Equal Opportunity, and Sexual Harassment). Students may access the revised policy and procedures online at *www.umuc.edu/policy/admin04030.shtml* or may contact the Office of Diversity Initiatives to have a copy mailed to them.

Appendix E

Policy on Religious Observances

(UMUC Policy 51.00)

I. UMUC conforms to the Board of Regents Policy III-5.10 Concerning the Scheduling of Academic Assignments on Dates of Religious Observance, approved on January 11, 1990.

II. So that the academic programs and services of UMUC shall be available to all qualified students who have been admitted to its programs, regardless of their religious beliefs, students shall not be penalized because of observances of their religious holidays. Students who miss a course session because of an observance of their religious beliefs must be allowed

A. To make up any examinations, other written tests, or class work;

B. To have access to any handouts or other material distributed in class; and

C. To have the opportunity to obtain or review any duplicated lecture notes or slides presented in class.

III. UMUC prohibits scheduling examinations on the following religious holidays: Rosh Hashanah, Yom Kippur, and Good Friday.

Appendix F

Financial Aid Satisfactory Academic Progress Standard for Undergraduate Students

(UMUC Policy 220.32)

I. INTRODUCTION

A. These guidelines have been developed in accordance with federal financial aid statutes and regulations governing student eligibility. Students who receive financial aid must demonstrate financial need and make satisfactory academic progress as determined by University of Maryland University College pursuant to federal law.

B. Financial aid recipients are required to be in good standing and to maintain satisfactory academic progress toward their degree requirements for each semester in which they are enrolled. In addition to meeting the academic standards outlined in UMUC Policy 158.00 Academic Level of Progress, financial aid recipients are required to meet the satisfactory academic progress standards outlined in this policy. Satisfactory academic progress for financial aid recipients, as described below, is evaluated annually at the conclusion of the spring semester. For students enrolled in eligible programs of one academic year or less, satisfactory academic progress is evaluated at the conclusion of the fall and spring semesters. Failure to maintain satisfactory academic progress, as described below, will result in cancellation of financial aid awards, and the student may have to repay any funds already received.

II. MINIMUM STANDARDS FOR UNDERGRADUATE STUDENTS

A. UMUC's institutional requirements for minimum satisfactory academic progress requirements for undergraduate financial aid recipients are defined as follows:

1. Minimum cumulative grade point average (GPA).

   The student must maintain a minimum cumulative GPA of 2.0.

2. Minimum completion rate.

   The student must maintain a minimum cumulative completion rate of two-thirds of credits attempted (67 percent).

3. Maximum timeframe to complete the program or degree.

   The student must complete his or her educational program within a time frame no longer than 150 percent of the published length of the educational program, as measured by credits attempted and including transfer credits (for example, the student must complete his or her program after attempting a maximum of 180 credits for a 120-credit program).

Students who have graduated from one program at UMUC and then enroll in a second eligible program should contact the Financial Aid Office to determine their satisfactory academic progress status under their new program of study.

B. Federal regulations require that UMUC track the academic progress of financial aid recipients from the first date of enrollment at UMUC, whether or not financial aid was received.

C. Students who do not earn their degree within the maximum timeframe to completion, outlined above, will be placed in Financial Aid Denied status. No financial aid will be disbursed for the student during subsequent semesters/periods of enrollment unless the student has made an appeal of the Financial Aid Denied status and the appeal (described in Section V) is granted.

III. TREATMENT OF W, I, AU, F, S, P, AND G GRADES; NO GRADE REPORTED; REPEATED COURSEWORK; AND TRANSFER CREDITS

A. Course withdrawals (W) after the drop/add period are not included in the GPA calculation, but are considered a noncompletion of attempted coursework.

B. Incomplete (I) grades are not included in the GPA calculation and are considered a noncompletion of attempted coursework until the grade is replaced with a permanent grade and academic progress can be re-evaluated.

C. Audit (AU) grades are not considered attempted coursework and is not included in completion rate determinations.

D. Satisfactory grades (S) and passing grades (P) are treated as attempted credits, which are earned but not included in calculation of the GPA.

E. Failure (F) and Failure due to Nonattendance (FN) grades will be treated as attempted credits that were not earned, and so will be included both in the calculation of the GPA and minimum completion rate. This is true for both F grades (failure, academic) and for FN grades (failure due to nonattendance).

F. If a Grade Pending (G) or no grade is assigned, for any reason, it will not be included in the GPA calculation and will be considered a noncompletion of attempted coursework until a grade is assigned and academic progress can be re-evaluated.

G. Each repeated course attempt will be included in the completion rate and maximum timeframe determinations.

H. Transfer credits will be counted as attempted and completed credits for the calculation of completion rate and maximum timeframe but will not affect the student's GPA calculation.

V. FINANCIAL AID DENIED STATUS

A. Undergraduate students who fail to maintain the minimum completion rate of 67 percent and/or fail to maintain a minimum cumulative GPA of 2.0 will be placed in Financial Aid Denied status for the following semester of enrollment. No financial aid will be disbursed during subsequent semesters until the student is removed from Financial Aid Denied status. (Reinstatement is discussed in Section V of this policy.)

B. Undergraduate students who do not earn their degree within the maximum timeframe to completion will also be placed in Financial Aid Denied status. No aid will be disbursed during subsequent semesters of enrollment unless the student has made an appeal and the appeal is granted for that semester (Section V of this policy describes appeal procedures). There are no exceptions to this requirement.

C. Students placed in Financial Aid Denied status will be notified via e-mail.

V. REINSTATEMENT OF AID AFTER FINANCIAL AID DENIED STATUS

A. Reinstatement of financial aid after a student is placed in Financial Aid Denied status is achieved in one of the following ways:

1. The student submits a written letter of appeal in accordance with the appeal process, and the Financial Aid Appeals Committee grants the appeal. The student is placed on Financial Aid Probation for the next semester of enrollment. Financial aid probation means that the student who failed to make satisfactory academic progress and who has appealed has had eligibility for aid reinstated. At the end of that probationary semester, his or her satisfactory academic progress will be re-evaluated. The student must meet all satisfactory academic progress requirements at the end of that semester or he or she will return to Financial Aid Denied status and must re-establish eligibility as described in item 2 (below).

2. The student attends UMUC, pays for tuition and fees without the help of student financial aid, and does well enough in the coursework to satisfy all the satisfactory academic progress standards. The student regains aid eligibility. Students who are in Financial Aid Denied status for failure to graduate within the maximum timeframe to completion cannot regain eligibility this way.

3. Students who are beyond the maximum timeframe to completion cannot regain financial aid eligibility except on a semester-by-semester basis through the appeal process.

B Appeal Process

1. The student must submit a written appeal of Financial Aid Denied status before the deadline to the Financial Aid Office. The appeal must include documentation of the circumstance that led to their not meeting satisfactory academic progress standards, as well as a description as to how they will be able to meet satisfactory academic progress at the end of the next enrollment period. Circumstances which may be considered include death of a family member, unexpected injury or illness of the student, or other circumstances as supported with documentation.
2. The Financial Aid Appeals Committee will review the appeal and notify the student in writing of their decision after the Appeals Committee meets and makes its determination. Appeals will not be granted unless the student's proposed enrollment in the upcoming semester would be adequate to re-establish his or her progress under these standards.
3. All decisions of the Financial Aid Appeals Committee are final.
4. Deadlines are as follows:
   Fall: November 1
   Spring: April 1
   Summer: July 1

VI. EFFECTIVE DATE

This policy is effective July 1, 2011, and will be first calculated for students on probation under the prior policy at the conclusion of the fall 2011 semester.

Note: Students who fail to enroll after an appeal has been granted may be suspended again and may be required to submit a new appeal before they will be eligible to receive financial aid.

Appendix G

Policy on Disclosure of Student Records

(UMUC Policy 210.14)

I. INTRODUCTION

UMUC complies with the Family Educational Rights and Privacy Act (FERPA) of 1974 (also known as "the Buckley Amendment"), which protects the privacy of education records.

In accordance with FERPA, this policy informs students of their rights to

A. Inspect and review their education records;

B. Seek an amendment of their education records, where appropriate;

C. Limit disclosure to others of personally identifiable information from education records without the student's prior written consent; and

D. File formal complaints alleging a violation of FERPA with the Department of Education.

II. DEFINITIONS

A. "Student" is an individual who is attending or who has attended UMUC. A "student" does not include any applicant for admission to UMUC who does not matriculate, even if he or she previously attended UMUC.

B. "Education records" are records that contain information directly related to a student that are maintained by UMUC or by a third party on behalf of UMUC. The following records are not education records:

1. Campus police or security ("law enforcement unit") records maintained solely for law enforcement purposes and maintained by that law enforcement unit.
2. Employment records, except where a currently enrolled student is employed as a result of his or her status as a student.
3. Records of a physician, psychologist, or other recognized professional or paraprofessional if made or used only for treatment purposes and available only to persons providing treatment.
4. Records that contain only information relating to a person's activities after that person is no longer a student at UMUC.

III. INSPECTION AND REVIEW OF

Education Records by Students

A. Right of Access

1. Each student has a right of access to his or her education records, except financial records of the student's parents and confidential letters of recommendation received prior to January 1, 1975.
2. A student may, by a signed writing, waive his or her right of access to confidential recommendations in three areas: admission to any educational institution, job placement, and receipt of honors and awards. UMUC will not require such waivers as a condition for admission or receipt of any service or benefit normally provided to students. If the student chooses to waive his or her right of access, he or she will be notified, upon written request, of the names of all persons making confidential recommendations. Such recommendations will be used only for the purpose for which they were specifically intended. A waiver may be revoked in writing at any time; and the revocation will apply to all subsequent recommendations, but not to recommendations received while the waiver was in effect.

B. Custodians of Education Records

The custodian of education records is

1. For UMUC Adelphi: the registrar located in Adelphi, Maryland.
2. For UMUC Asia: the registrar located in Tokyo, Japan.
3. For UMUC Europe: the registrar located in Heidelberg, Germany.
4. For the former campus at Mannheim: the registrar located in Heidelberg, Germany.
5. For the former campus at Schwäbisch Gmünd: the registrar located in Adelphi, Maryland.

C. Procedure to Request Review and/or Inspection of Education Records

Requests for review and/or inspection of education records should be made in writing to the appropriate custodian of records, as defined above. The custodian of records or designee will comply with a request for access within a reasonable time by arranging for the student to review his or her records in the presence of a staff member. If facilities permit, a student may obtain copies of his or her records by paying reproduction costs. The fee for copies is 50 cents per page. UMUC will not provide copies of any transcripts in the student's records other than the student's current UMUC transcript. Official transcripts (with the seal of UMUC) will be provided for a separate fee.

IV. AMENDMENT OF EDUCATION RECORDS

Students may request an amendment of their education records in accordance with this procedure:

A. Request to Amend Education Records

A student who believes that his or her education record is inaccurate, misleading, or in violation of the student's rights of privacy may ask the custodian of the education records to amend the record. The custodian of the education records or designee will decide whether to amend the record within a reasonable time after the request. If the custodian of the education records or designee decides not to amend the record, he or she will inform the student of the right to a hearing.

B. Hearings

1. A student may submit a written request for a hearing to challenge the content of his or her education records to the university registrar. The written request must state what records the student believes are inaccurate, misleading, or in violation of the privacy rights of the student.
2. A hearing will be conducted by the university registrar or designee. The hearing may take place via telephone or video conferencing. The student will be given an opportunity to present evidence relevant to the issues raised and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.
3. Within a reasonable period of time after the conclusion of a hearing, the university registrar will notify the student in writing of his or her decision. The written decision will include a summary of the evidence and the reasons for the decision.
   a. If the university registrar determines that the education record is inaccurate, misleading, or in violation of the privacy of the student, the education records will be amended. The university registrar will inform the student of the amendment in writing.
   b. If, as a result of the hearing, the university registrar decides that the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, he or she will inform the student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the agency or institution, or both. Any such explanation will be kept as part of the student's record as long as the contested portion of the record is kept and will be disclosed whenever the contested portion of the record is disclosed.

V. DISCLOSURES

UMUC will not disclose education records or the personally identifiable information contained therein unless permitted by FERPA and under the following circumstances:

A. Prior Written Consent

The custodian of the records will provide the education records or personally identifiable information contained therein if the student provides prior written consent that the information may be disclosed. The consent must

1. Specify the records that may be disclosed;
2. State the purpose for the disclosure;
3. Identify to whom the disclosure is to be made; and
4. Be signed and dated by the student.

At the student's request and expense, a copy of the records disclosed will be provided to the student.

B. Directory Information

1. UMUC designates the following categories of information as directory information:
   a. Name;
   b. Major field of study;
   c. Dates of attendance;
   d. Degrees and awards received;
   e. Previous educational institution most recently attended; and
   f. Birth date.
2. Directory information may be disclosed in the absence of consent unless the student files a written notice, within three weeks of the first day in which the student is enrolled, informing UMUC not to disclose any or all of the categories. To prevent automatic disclosure of directory information, this notice must be filed annually within the time allotted above, with the appropriate custodian of the education records, as defined in this policy.

C. Additional Disclosures Without Prior Consent

Prior consent is not required for disclosure of education records or the personally identifiable information contained therein in the following circumstances:

1. The disclosure is to other school officials generally within the University System of Maryland (USM) or UMUC who have legitimate educational interests.
   a. "School officials" include
      i. Internal and external instructional or administrative personnel who are or may be in a position to use the information in furtherance of a legitimate educational objective, such as to provide student services or to pursue a debt owed to UMUC. This includes, but is not limited to, faculty, staff members, and security personnel.
      ii. A contractor, consultant, volunteer, or other party to whom UMUC has outsourced institutional services or functions instead of employees while under the direct control of UMUC. The contractor, consultant, volunteer, or other party will not redisclose personally identifiable information and will destroy the information when it is no longer needed for those purposes.
   b. "Legitimate educational interests" include interests directly related to the academic environment.
2. The disclosure is to officials of other schools in which a student seeks to enroll or is enrolled for purposes related to the student's enrollment or transfer. Upon his or her request and at his or her expense, the student is provided with a copy of the records that have been transferred.
3. The disclosure is to authorized representatives of the comptroller general of the United States, the secretary of the U.S. Department of Education, and state or local educational authorities.
4. The disclosure is to authorized persons and organizations in connection with a student's application for or receipt of financial aid, but only to the extent necessary for such purposes as determining eligibility, amount, conditions, and enforcement of terms and conditions.
5. The disclosure is to state and local officials to whom, according to effective state law adopted prior to November 19, 1974, such information is specifically required to be reported.
6. The disclosure is to organizations conducting educational studies for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, pursuant to a written agreement. The studies shall be conducted so as not to permit personal identification of students or parents to individuals other than the representatives of the organization conducting the study who have legitimate interests in the informa-

tion and so that the information is destroyed or returned to UMUC when it is no longer needed for those purposes.

7. The disclosure is to accrediting organizations for purposes necessary to carry out their functions.
8. The disclosure is to the parent of a student who is dependent for income tax purposes. (**Note:** UMUC may require documentation of dependent status, such as copies of income tax forms.)
9. The disclosure is to comply with a judicial order or lawfully issued subpoena. Unless expressly prohibited by the subpoena, UMUC will make a reasonable effort to notify the student or parent of the order or subpoena in advance of compliance in order to give them time to seek protective action. unless
   i. The subpoena is issued by a federal grand jury and the court ordered that the existence or contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or
   ii. The subpoena is issued for a law enforcement purpose and the court or other issuing agency has ordered that the existence or contents of the subpoena or the information furnished in response to the subpoena not be disclosed.
10. The disclosure is to comply with an ex parte order obtained by the U.S. attorney general (or designee not lower than an assistant attorney general) concerning investigations or prosecutions of an offense listed in 18 U.S.C. 2332b(g)(5)(B) or an act of domestic or international terrorism as defined in 18 U.S.C. 2331.
11. The disclosure is in connection with a health or safety emergency.
12. The disclosure is to an alleged victim of any crime of violence or nonforcible sex offense of the results of any disciplinary proceeding conducted by UMUC against the alleged perpetrator of that crime or offense with respect to that crime or offense.
13. The disclosure is to an alleged victim of any crime of violence of the results of any disciplinary proceeding conducted by UMUC against the alleged perpetrator of that crime with respect to that crime.
14. The disclosure concerns sex offenders and other individuals required to register under 42 U.S.C. 14071 and the information was provided to UMUC under that federal law or applicable federal regulations.

D. Record of Disclosures

1. UMUC maintains with the student's education records a record of each request and each disclosure, except for
   a. Disclosures to the student himself or herself.
   b. Disclosures made pursuant to the written consent of the student (the written consent itself suffices as a record).
   c. Disclosures to USM instructional or administrative officials.
   d. Disclosures of directory information. This record of disclosures may be inspected by the student, the official custodian of the records, and other officials of UMUC and governmental officials.
2. When information from an education record is disclosed pursuant to a health or safety emergency, UMUC will maintain a record with the following additional information:
   a. The articulable and significant threat to the health or safety of a student or other individuals that formed the basis for this disclosure, and
   b. The parties to whom UMUC disclosed the information.

VI. RIGHT TO FILE COMPLAINT

A student alleging that UMUC has not complied with the Family Educational Rights and Privacy Act (FERPA) may file a student grievance in accordance with UMUC's Student Grievance Procedures (Policy 130.70) or submit a written complaint to

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Appendix H

Policy on Shared Governance

I. INTRODUCTION

A. University of Maryland University College (UMUC) is one of 11 degree-granting institutions within the University of System Maryland (USM). Governance is vested in the Board of Regents and by the Board delegated to the chancellor of the USM and to the presidents of the constituent institutions of the USM.

B. The president of UMUC is the senior officer of the university and is responsible for the overall implementation and continued management of UMUC's mission and vision. The provost and chief academic officer (or "provost") is UMUC's senior academic officer, and the senior vice president for policy and administration (or "senior vice president") is UMUC's senior administrative officer. The Executive Committee and the Cabinet serve as the senior advisory councils to the president.

C. The provost heads the governance structure for all academic affairs at UMUC. Academic affairs include, but are not limited to, the following: academic policies and procedures, research and training, faculty and student services, and academic programs and courses. The major contributors to the academic governance system are the Academic Affairs Council, the Undergraduate Programs Advisory Council, the Graduate Council, responsible vice provosts, and the provost.

D. The senior vice president heads the governance structure for all administrative matters at UMUC. These matters include, but are not limited to, the following: legal counsel, human resources management, financial management, government and external outreach, institutional advancement, communications and marketing, planning and accountability, information technology, and facilities management. The major contributors to the administrative governance system are the Administrative Council, the responsible vice presidents, and the senior vice president.

E. To facilitate the decision-making process in UMUC, individual units are encouraged to have standing or ad hoc committees, task forces, or working groups to provide the unit leader the best possible information for sound decision making.

II. SHARED GOVERNANCE

In accordance with University System of Maryland Policy I-6.00 Policy on Shared Governance in the University System of Maryland, approved on August 25, 2000, by the Board of Regents, UMUC has developed a shared governance structure that allows stakeholders to provide input to, and be informed about, significant institutional decisions. Each shared governance body within this structure acts in advisory capacity to the president and other university officers.

III. STAKEHOLDERS

UMUC's internal stakeholder groups are students, faculty, and staff.

A. Students: UMUC admits full-time and part-time students "on the ground" and online, through UMUC stateside, UMUC Europe, and UMUC Asia.

B. Faculty: UMUC has four types of faculty worldwide, as defined in UMUC Policy 181.00—Faculty Appointment, Rank, and Promotion.

C. Staff: UMUC employs full-time and part-time staff at its main locations in Maryland (Adelphi, Largo, Shady Grove, and Waldorf) as well as in UMUC Asia and UMUC Europe.

IV. SHARED GOVERNANCE STRUCTURE

Because of its unique structure and geographically dispersed stakeholder population, UMUC provides separate governance bodies for each stakeholder group as well as an institution-wide shared governance body. Each of the three stakeholder groups has an advisory council. The Advisory Councils consist of a minimum of 12 representatives, all duly elected by the stakeholders themselves. Each Advisory Council may also have one or more *ex officio* members selected from the university's senior leadership. The charter and constitution of each group outline the representation, mission, and purpose of the council. It is the responsibility of each council to comply with its charter and constitution. With the approval of the president, councils may modify their charters and constitutions as needed. Four representatives are chosen from each stakeholder advisory council to sit on the University Advisory Council, the institution-wide governance body.

The Advisory Councils are

A. Student Advisory Council: The Student Advisory Council serves as an information network for its constituents. The Student Advisory Council will meet periodically with the university's senior academic officers to address issues of concern to UMUC students.

B. Faculty Advisory Council: This council is structured to ensure representation of all faculty in a common, university-wide advisory body. The Faculty Advisory Council advises the provost, vice provosts, and any others designated by the provost on faculty issues and UMUC's research agenda.

C. Global Staff Advisory Council: The Global Staff Advisory Council serves as a worldwide communication link between the staff and the president on matters of concern to UMUC staff. The council will meet periodically with

the vice president for human resources to advise on issues of concern to UMUC employees.

D. University Advisory Council: The University Advisory Council consists of four representatives from each of the above stakeholder councils. They meet with the president, the provost, the senior vice president, and other senior administrators as the president shall designate on a regular basis to review the broad direction of the university in the following areas: mission/budget; curriculum/instruction; research; appointment, rank, and promotion of faculty; human resource policies; student issues; and other areas of interest or concern. In addition, the council shall, upon request of the president, the provost, or senior vice president, provide appropriate representatives to serve on search committees for the selection of senior university officers and administrators.

V. PROCESSES

To ensure representation by all stakeholder sub-groups, each of the councils will use appropriate telecommunications technology to canvass for nominations to its offices, disseminate information to stakeholders, and conduct other business. The University Advisory Council will hold its meetings with the president, provost, and senior vice president at Adelphi or other location as the president shall designate. Funds will be provided for council members' travel where necessary.

VI. ACCOUNTABILITY

The president will submit an annual report to the chancellor describing the activities of the various advisory councils during the previous year.

Student Advisory Council

The Student Advisory Council consists of twelve (12) student representatives from UMUC locations worldwide and includes both undergraduate and graduate students. Student Advisory Council representatives serve on the overall University Advisory Council. Student Advisory Council members act in an advisory capacity to the university president, provost, deans, and other officials on behalf of all students. To learn more about the Student Advisory Council or contact a representative, students should visit the Web page at *www.umuc.edu/gov/stac* or send an e-mail to *stac@umuc.edu.*

Service and Classroom Locations

Major administrative centers are indicated by an asterisk. Stateside locations outside Maryland and the metropolitan Washington, D.C., area provide services only.

Stateside

ARIZONA

Davis-Monthan Air Force Base
Fort Huachuca

CALIFORNIA

Balboa Naval Hospital
Camp Pendleton
Coronado Naval Base
Fort Irwin
Miramar (Marine Corps Air Station)
Point Loma Naval Base
San Diego
- Coast Guard Air Station
- Marine Corps Recruit Base
- Naval Base

Travis Air Force Base (Test Center)
Twenty-Nine Palms (Marine Corps Air Ground Combat Center)

COLORADO

Air Force Academy
Buckley Air Force Base
Fort Carson
Peterson Air Force Base
Schriever Air Force Base

DELAWARE

Dover Air Force Base

DISTRICT OF COLUMBIA

Anacostia Bolling (Joint Base)
Walter Reed Army Medical Center

FLORIDA

Eglin Air Force Base
Hurlburt Air Force Base
Jacksonville Naval Air Station
Mayport Naval Station
Pensacola Naval Air Station
Tyndall Air Force Base

GEORGIA

Fort Gordon

Fort Stewart
Kings Bay Naval Submarine Base

HAWAII

Camp Smith
Hickam Air Force Base
Honolulu (Coast Guard Integrated Support Command)
Kaneohe Bay Marine Corps Base
Pearl Harbor Naval Station
Schofield Barracks
Tripler Army Medical Center

KENTUCKY

Fort Campbell
Fort Knox

MARYLAND

Aberdeen Proving Ground
Adelphi (UMUC headquarters)*
Allegany College of Maryland
Andrews (Joint Base Andrews Naval Air Facility Washington)
Anne Arundel Community College
Arundel Mills (Anne Arundel Community College Center)
Baltimore City Community College
Bethesda National Naval Medical Center
Carroll Community College
Cecil College
Chesapeake College
College of Southern Maryland
(La Plata, Leonardtown, Prince Frederick)
Community College of Baltimore County
Curtis Bay Coast Guard Yard
Dorsey Station*
Eastern Shore Higher Education Center
Fort Detrick
Fort Meade
Frederick Community College
Garrett College
Hagerstown (University System of Maryland)
Hagerstown Community College
Harford Community College
Howard Community College
Largo (UMUC Academic Center)*
Laurel College Center
Montgomery College
Patuxent River Naval Air Station
Prince George's Community College
Shady Grove*
Southern Maryland Higher Education Center
University of Maryland, College Park
Waldorf Center for Higher Education*
Wor-Wic Community College

MISSISSIPPI

Camp Lejeune
Cherry Point Marine Corps Air Station
Fort Bragg
Keesler Air Force Base
New River Marine Corps Air Station
Pope Air Force Base

NEW MEXICO

Holloman Air Force Base
White Sands Missile Range

SOUTH CAROLINA

Fort Jackson
Shaw Air Force Base

TEXAS

Fort Bliss
Fort Hood
Fort Sam Houston
Lackland Air Force Base
Randolph Air Force Base

VIRGINIA

Dam Neck Naval Station
Fort Belvoir
Fort Eustis
Langley Air Force Base
Little Creek Naval Air Base
Myer-Henderson Hall (Joint Base)
Norfolk Naval Station
Oceana Naval Air Station
Portsmouth Naval Medical Center
Quantico (Marine Corps Base)
Yorktown (Coast Guard Training Center)

WASHINGTON

Bremerton Naval Station
Everett Naval Station
Fort Lewis
Kitsap at Bangor Naval Base
Seattle Coast Guard Base
McChord Air Force Base
Whidbey Island Naval Air Station

** Administrative center*

Europe

AFGHANISTAN
Bagram
Fenty (Jalalabad)
Kabul
Kandahar
Salerno
Shank
Sharana

BAHRAIN
Manama

BELGIUM
Brussels
Kleine Brogel
SHAPE

DJIBOUTI
Camp Lemonnier

EGYPT
Sinai North Camp
Sinai South Camp

GERMANY
Ansbach
Bamberg
Baumholder
Büchel
Garmisch
Geilenkirchen
Grafenwöhr
Heidelberg*
Hohenfels
Illesheim
Kaiserslautern
Landstuhl
Miesau
Ramstein
Schweinfurt
Spangdahlem
Stuttgart
Vilseck
Wiesbaden

GREECE
Souda Bay

IRAQ
Camp Adder
Camp Victory
Joint Base Balad

ITALY
Aviano
Ghedi
Livorno
Naples
Sigonella
Vicenza

KOSOVO
Camp Bondsteel

KUWAIT
Ali Al Salem Air Base
Camp Arifjan
Camp Buehring
LSA
Camp Virginia

NETHERLANDS
AFNORTH
Volkel

PORTUGAL
Lajes
Lisbon

QATAR
Al Udeid
Camp As Sayliyah

SPAIN
Rota

TURKEY
Adana (Incirlik)
Izmir

UNITED KINGDOM
Alconbury
Croughton
Lakenheath
Menwith Hill (Harrogate)
Mildenhall

Asia

AUSTRALIA
Alice Springs

BRITISH INDIAN OCEAN TERRITORY
Diego Garcia

CENTRAL JAPAN
Atsugi
Camp Fuji
Camp Zuma
Iwakuni
Misawa
Negishi (Yokohama)
Sasebo
Yokosuka
Yokota*

GUAM
Andersen*
Guam Army National Guard
Naval Base Guam

MARSHALL ISLANDS
Kwajalein

OKINAWA
Camp Courtney
Camp Foster
Camp Hansen
Camp Kinser
Camp Schwab
Camp Shields
Futenma
Kadena*
Torii Station

SINGAPORE
U.S. Navy Region Singapore (NRS)

SOUTH KOREA
Camp Carroll
Camp Casey
Camp Henry
Camp Hovey
Camp Humphreys
Camp Red Cloud
Camp Stanley
Chinhae
K-16
Kunsan
Osan
Suwon
Yongsan*

THAILAND
JUSMAG THAI/ U.S. Embassy

** Administrative center*

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NOTES

University of Maryland University College

STUDENT NAME_____ DATE_____

Degree Planning Worksheet 2011–2012

This worksheet is designed to help you plan and track your progress toward your degree. It lists all of the graduation requirements in the recommended sequence. For full course descriptions, please refer to the current undergraduate catalog. For major-specific worksheets, see www.umuc.edu/worksheets.

SEQUENCE *Courses are listed in the order in which students should take them.* *Changes in courses and order may affect other elements of the degree plan.*	**COURSE TAKEN OR TRANSFERRED**	**SESSION TAKEN**
Recommendations will differ for specific majors. Refer to catalog for alternatives to recommended general education requirements (GERs). Courses used for GERs may not be used in the major or minor.		
FIRST COURSES (10 credits) Take within first 18 credits. **Take placement exams before registering for writing and math courses**		
EDCP 100 (3) *Strongly recommended first course*		
LIBS 150 (1) *Required GER course*		
WRTG 101 (3) *Required GER course*		
MATH 106 or higher (3) *Required GER course (check requirements of individual major)*		
INTRODUCTORY COURSES (16 credits) Take within first 30 credits.		
GVPT 170 (3) *Or other first behavioral/social science GER course*		
BIOL 103 or BIOL 101–102 (4) *Or other biological/physical science GER course with related lab*		
WRTG 291 (3) *Or other writing GER course*		
IFSM 201 (3) *Required computing GER course*		
PHIL 140 *or foreign language course (3) Or other arts/humanities GER course*		
FOUNDATION COURSES (21 credits) Take within first 60 credits.		
STAT 200 *or other statistics course (3) If required for major*		
PSYC 100 or SOCY 100 (3) *Or other second behavioral/social science GER course (discipline must differ from first)*		
◆ First course for major (3) *Check requirements for major*		
NSCI 100 or ASTR 100 (3) *Or other 3-credit biological/physical science GER course*		
HIST 142 or HIST 157 (3) *Or other ARTH or HIST course for arts/humanities GER in historical perspective (discipline must differ from other arts/humanities GER course)*		
Other computing GER course (3) *Check requirements of individual major*		
SPCH 100, ENGL 281, or WRTG 490 (3) *Or other communication, writing, or speech GER course*		

◆ *Required courses for major*

STUDENT NAME_____ DATE_____

SEQUENCE *Note total credits for major. At least half must be upper level and at least half taken through UMUC.*	COURSE TAKEN OR TRANSFERRED	TERM TAKEN
ADDITIONAL REQUIRED COURSES FOR MAJOR AND DEGREE (30–38 credits) Take after introductory/foundation courses.		
WRTG 391, WRTG 393, or WRTG 394 (3) *Upper-level advanced writing GER course*		
◆ Major course requirement (3) *See requirements for specific major*		
◆ Major course requirement (3)		
◆ Major course requirement (3)		
◆ Major course requirement (3)		
◆ Major course requirement (3)		
◆ Major course requirement (3)		
◆ Major course requirement (3)		
◆ Major course requirement (3)		
◆ Major course requirement (3)		
◆ Major course requirement (3)		
◆ Major course requirement (3)		
MINOR OR ELECTIVES (15 credits, at least 9 credits upper level for minor) Complete in last 60 credits along with major courses.		
See requirements of individual minor.		
ADDITIONAL ELECTIVES (20–28 credits)		
Choose any courses to meet 120 credits for degree. Note minimum requirements for upper-level coursework. Complete in last 60 credits along with major and minor courses.		
TOTAL: 120 CREDITS		

CHECKLIST FOR FULFILLMENT OF DEGREE REQUIREMENTS See catalog for overview of all requirements.

- ❑ 30 credits at UMUC, including at least half of the major and minor and 15 credits upper level.
- ❑ 45 credits upper level, including half the credit for the major and for the minor.
- ❑ All required courses and minimum number of credits for major and minor.
- ❑ Prerequisites for major and minor courses, if needed.
- ❑ All general education requirements.
- ❑ Grade of C or better in all courses for the major and minor.
- ❑ Overall GPA of at least 2.0.
- ❑ At least half the credit for the major earned through graded coursework.
- ❑ Total 120 credits.

◆ *Required courses for major*

ACCREDITATION

University of Maryland University College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104 (267-284-5000), one of six regional accrediting agencies recognized by the U.S. Department of Education. UMUC is governed by the University System of Maryland Board of Regents and certified by the State Council of Higher Education for Virginia. UMUC is a constituent institution of the University System of Maryland.

NONDISCRIMINATION

UMUC is committed to ensuring that all individuals have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by UMUC and/or University System of Maryland policy or by federal, state, or local authorities, in accordance with UMUC Policy 40.30 Policy and Procedures on Affirmative Action, Equal Opportunity, and Sexual Harassment *(www.umuc.edu/policy/admin04030.shtml)*. UMUC does not discriminate against or harass any person because of race, religion, color, creed, gender, marital status, age, national origin, ancestry, political affiliation, mental or physical disability, sexual orientation, or veteran status (including Vietnam-Era veterans). All inquiries regarding UMUC's Nondiscrimination Statement or compliance with applicable statutes and regulations should be directed to the director of Diversity Initiatives, Office of the President, UMUC, 3501 University Boulevard East, Adelphi, MD 20783-8000 (phone 800-888-UMUC, ext. 1-7940).

Visit UMUC on the Web at
www.umuc.edu.

To speak with a UMUC new student advisor, call
800-888-UMUC (8682)
or send an e-mail to
emteam@umuc.edu.

ABOUT UMUC

University of Maryland University College (UMUC) is the largest public university in the United States. As one of the 11 degree-granting institutions of the University System of Maryland, this global university specializes in high-quality academic programs tailored to working adults.

UMUC has earned a worldwide reputation for excellence as a comprehensive virtual university and, through a combination of classroom and distance-learning formats, provides educational opportunities to 90,000 students. The university is proud to offer highly acclaimed faculty and world-class student services to educate students online, throughout Maryland, across the United States, and in 27 countries and territories around the world. UMUC serves its students through undergraduate and graduate degree and certificate programs, noncredit leadership development, and customized programs. For more information regarding UMUC and its programs, *visit www.umuc.edu.*

University of Maryland University College

School of Undergraduate Studies
3501 University Boulevard East
Adelphi, MD 20783-8030 USA

11-UGP-012

UMUC
University of Maryland University College

2011–2012 CATALOG

GRADUATE SCHOOL of Management and Technology

www.umuc.edu

UMUC in Maryland and Around the World

At University of Maryland University College (UMUC), a high-quality education is always within reach. UMUC is dedicated to offering on-site and online courses and resources to adult students in Maryland and around the world. Under contract to the U.S. Department of Defense, UMUC is one of the largest providers of education to the U.S. military worldwide and serves 50,000 active-duty military servicemembers, reservists, veterans and their families. With more than 150 worldwide locations in 27 countries and territories and more than 100 undergraduate and graduate programs offered entirely online, UMUC makes it possible to earn a widely respected degree from just about anywhere.

UMUC's commitment to students around the globe extends far beyond providing access to excellent degree programs. An online academic and administrative services portal, MyUMUC, makes it simple for students to register for courses, pay tuition, and order textbooks and other supplies when it's convenient for them. Students can also access academic and career advising, financial aid counseling, library services, and much more online via the university's Web site or by phone or e-mail. All over the world, UMUC gives its students what they need to succeed, putting goals within their reach.

This catalog provides the degree requirements and recommended curriculum for students who begin continuous study on or after August 1, 2011. (Details are listed on p. 141.) Students should keep their catalog available for easy reference throughout their degree program.

From the Graduate School of Management and Technology

Welcome to the University of Maryland University College (UMUC) Graduate School of Management and Technology.

Each year at UMUC's annual Academic Achievement Dinner, we are always pleased by the large number of our faculty members who win awards or receive some type of recognition from prestigious academic organizations outside of the university. It is, after all, our exceptional university faculty that makes UMUC's graduate programs the great educational value that they are.

We couldn't even begin to list all the awards here. Notable recent examples include the Applied Research Award and the Outstanding Faculty Service Award from the University Continuing Education Association; the Excellence in Distance Learning Teaching Award (Platinum) and the Outstanding Leadership by an Individual Award (Distance Learning) from the United States Distance Learning Association; and the Best Paper Award from the North East Academy of Legal Studies in Business. Of course, our programs have won a good number or awards during the past year, too.

This year we're introducing several new additions to those programs. The Graduate School has developed a one-year program for the MBA, in addition to its standard MBA offering. A specialization in international emergency management will now be available within the Master of International Management program. And a new certificate program in Biosecurity and Biodefense will also be offered. (More information about certificates, including gainful employment disclosures, is available at *www.umuc.edu/grad/gradcertificates.*)

Wishing you the best of luck in your future studies.

POLICY STATEMENT

This publication and its provisions do not constitute, and should not be regarded as, a contract between UMUC and any party or parties. At the time of publication, reasonable effort was made to ensure the factual accuracy of the information. However, this publication is not a complete statement of all policies, procedures, rules, regulations, academic requirements, and tuition and fees applicable to UMUC, its students, or its programs. In addition, changes or additions may be made to the policies, procedures, rules, regulations, and academic requirements set out in this publication. UMUC reserves the right to make these changes and additions to the information in this publication without prior notice. When a curriculum or graduation requirement is changed, it is not made retroactive unless the change is to the student's advantage and can be accommodated within the span of years normally required for graduation.

See additional policies on inside back cover.

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Welcome to UMUC

A UNIQUE INSTITUTION

University of Maryland University College (UMUC) is unique among institutions of higher education. From its founding in 1947, UMUC was designed to meet the educational needs of adult students—students who must balance study with the demands of work and family life.

Today UMUC has grown to be the largest public university in the nation, serving students throughout the state, the nation, and the world. Yet its focus on providing open access to high-quality educational programs and services—eliminating the barriers that can keep students from achieving their educational goals—remains unchanged.

CARRYING OUT THE MISSION

Students First
At UMUC, student success is of paramount importance. The university seeks not only to help students fulfill their current education goals but also to create an educational partnership that will last throughout their lives.

To that end, the university looks first for ways to ensure that students can easily access programs and services. Admission policies are designed to simplify the process (standardized tests are not generally required), making it possible for students to apply and register at the same time.

As a global university, UMUC makes it possible for students to take classes any time, any place, by offering the largest selection of online programs available—in addition to classes at sites throughout Maryland and the metropolitan Washington, D.C., area and at military sites in Europe and Asia. Student services can also be accessed online and by phone, as well as on-site.

Convenience and flexibility are not the only concerns, however. UMUC seeks to create a learning environment that students will find respectful of their diverse backgrounds—inclusive, responsive, and relevant.

Recognizing that financial concerns are often the biggest obstacle to higher education, UMUC also strives to keep tuition costs low and provides numerous financial aid opportunities, including scholarships for military or community college students.

Excellence
A regionally accredited university, UMUC is dedicated to providing the highest quality programs and services to its students and ensuring excellence in its online and on-site courses.

In providing these programs, UMUC relies on a renowned faculty of scholar-practitioners—teachers who bring real-world experience to courses—and the use of the latest technologies. UMUC also is able to provide a wealth of resources to its students because of its place within the University System of Maryland.

The success of UMUC's efforts is evident. Year after year, UMUC continues to garner awards from such notable organizations as the University Continuing Education Association, the Sloan Consortium, and the Maryland Distance Learning Association.

Innovation
UMUC has always looked for new and better ways to serve students. Long before the online revolution, UMUC was delivering courses to students at distant locations, using any and all available technologies—from interactive television to voice mail. Today, students access both courses and services online, using WebTycho, UMUC's proprietary course-delivery system, and MyUMUC, the university's online gateway to services and information. UMUC's faculty members also strive to find new ways to best use these technologies to assist their students' learning.

FACILITIES AND PROGRAMS

UMUC offers degree programs from the associate's level to the doctorate. Most undergraduate and graduate programs are available online. These academic programs are administered by the School of Undergraduate Studies and the Graduate School of Management and Technology, which includes the Institute for Global Management. UMUC also offers noncredit leadership development training through its National Leadership Institute.

The university's headquarters are located in Adelphi, Maryland, and also serve as home to a prestigious art collection and a conference facility, the Inn and Conference Center, operated by Marriott. Most classes and services, however, are provided at nearly 150 sites worldwide, as well as through cutting-edge technology—online via the university Web site, WebTycho, and MyUMUC.

FOR ASSISTANCE

Assistance is available by e-mail at *info@umuc.edu*, or by phone at 800-888-UMUC (8682).

About the Graduate School

MISSION STATEMENT

UMUC's Graduate School of Management and Technology prepares students for effective leadership and citizenship in a global environment characterized by workforce diversity, increasing competition, and technological innovation. Programs are designed to extend educational access to adult students through multiple formats.

The Graduate School strives for excellence in the quality of programs offered and innovative delivery formats. The curriculum provides knowledge of the disciplines with emphasis on leadership, communication, technology, globalization, diversity, systems thinking, critical thinking, information literacy, research competency, and ethical practices. The Graduate School challenges students and faculty to continuously demonstrate effective leadership as they apply what they study to their professions and their daily lives. Its goal is to become one of the premier graduate institutions of choice among students and faculty worldwide.

ACADEMIC PROGRAMS

UMUC's graduate degrees are designed to provide a career-focused curriculum. Many of the programs offer an opportunity for further specialization within the general field.

The Graduate School of Management and Technology currently offers 20 graduate degree programs, including two doctor of management programs, more than 30 specializations, and more than 30 certificate programs. Students can also enroll in one of 18 dual degree programs, which enable students to acquire two graduate degrees for substantially fewer credits than would be required if the two degrees were earned separately. Most of these programs are available online, so students can pursue their degrees from anywhere in the world.

Through Executive Programs, the Graduate School also offers the Chief Information Officer certificate program in a format geared to mid- and senior-level IT professionals. A complete list of graduate programs can be found on pp. 8–9.

UMUC offers courses on-site at Maryland-area locations, online, and in a hybrid format that combines on-site attendance with online study. For more information, students should e-mail *gradinfo@umuc.edu or* call 800-888-UMUC.

SPECIAL PROGRAM

Institute for Global Management
The Institute for Global Management conducts research and provides educational and training services on topics central to the management of international enterprises. The institute offers customized seminars and consulting services and engages in applied research on topics that prepare managers for the effective conduct of international business. Further information may be obtained by contacting the director of the Institute for Global Management at 800-888-UMUC (8682), ext. 2-2400, or *cmann@umuc.edu.*

ACADEMIC RELATIONSHIPS

The Graduate School of Management and Technology has established partnerships with a number of academic and government institutions, some of which are listed below.

UMUC School of Undergraduate Studies
Articulation agreements between the Graduate School of Management and Technology and UMUC's School of Undergraduate Studies allow students who completed their undergraduate degree at UMUC with majors in accounting, business administration, cybersecurity, emergency management, and homeland security to reduce their total coursework for certain related graduate degrees. Undergraduate students who complete majors in computer science, English, history, or social science or who have appropriate coursework in biology and mathematics can reduce their total coursework for the Master of Arts in Teaching degree. Details on each of these agreements are provided under the individual degree descriptions.

Military Relationships
UMUC has established special relationships with a number of the military's institutions of higher education: Air War College, Air University, Army Signal Center, Army Management Staff College, Defense Acquisition University, Defense Information School, Naval War College, National Defense University Information Resources Management College (iCollege), and Marine Corps College of Distance Education and Training. For most of these partnerships, students complete military specializations at the partnership school as part of a master's degree program at UMUC. More information on these partnerships is available online at *military.umuc.edu.*

More information about certificates, including gainful employment disclosures, is available at *www.umuc.edu/grad/gradcertificates.*

Preparing for Graduate Study

Oldenburg University
The Master of Distance Education and E-Learning (MDE) program is offered in partnership with Carl von Ossietzky University of Oldenburg, Germany, a leading German institution with extensive experience in distance education. The participation of Oldenburg University helps to ensure that the program has a broad, global perspective that is critical for distance educators in today's world.

Oldenburg University contributes a certificate and several courses to the program, as well as a series of books that include important reflective research on the program (including historical analysis of the program development and detailed cost analysis). Oldenburg has held MDE faculty meetings, contributing to the development of a globally distributed faculty for this degree program.

A select number of MDE graduates may be offered the opportunity to earn a doctoral degree from the University of Oldenburg. Students pursuing this option must visit Oldenburg annually to participate in a research seminar, as well as to establish the research focus and design. (German language skills are not required.) Those who complete and defend their dissertation successfully are awarded the degree of *doctor philosophiae* (DrPhil) by the School of Education and Social Sciences of Oldenburg University. More information on this option is available online at *www.umuc.edu/Oldenburg.*

As most students know, more is expected at the graduate level than what is normally required at the undergraduate level. During graduate study, more effort is required on an academic level, and there are usually special requirements that must be completed at the end of the student's program. UMUC requires students to complete comprehensive exams and a dissertation only at the doctoral level. While many traditional master's degree programs may culminate with the completion of a thesis, most UMUC programs require an integrative end-of-program capstone course instead.

Students who remain in continuous enrollment should refer to the catalog of the year in which they began graduate study for the specific requirements related to their program of study. Continuous enrollment is defined on p. 141.

All graduate students must maintain a cumulative grade point average (GPA) of 3.0 and receive no grade of F to remain in good academic standing. Academic progress is assessed at the end of each session. Other requirements, such as time limits to degree completion, also apply; details are provided on p. 140.

While UMUC's course formats offer considerable flexibility, students entering graduate-level programs should know that graduate study requires a significant time commitment. Each week, graduate students should expect to devote at least 3 hours of outside study for every credit in which they are enrolled. According to that calculation, graduate students need to devote to outside study, research, and reading a minimum of 9 to 12 hours per week, per 3-credit course.

NONPROGRAM COURSES

Because UMUC graduate students often enter graduate study with academic backgrounds in very different fields and return to study after a gap of many years, UMUC offers a number of courses outside the usual required program courses that are designed to help students succeed in their graduate studies. Most of these courses are noncredit and optional; the course in library research skills, however, is required for all students entering graduate study at UMUC. Complete course descriptions are provided on pp. 86–126.

Required Course in Library Research Skills
UCSP 611 Introduction to Graduate Library Research Skills is designed to familiarize students with online library and information resources—material that is critical for 21st-century managers.

This noncredit course is required for all new graduate students and all inactive students who reapply for admission. The grading method is pass/fail. UCSP 611 must be completed within the first 6 credits of graduate study.

Optional Credit Course in Writing
Students who have been out of academia for a period of time or who do not write often in their professions are encouraged to enroll in COMM 600 Academic Writing for Graduate Students in their first session. COMM 600 is specially designed to reinforce and strengthen the writing skills necessary for success in UMUC's graduate degree programs. Although the course does not apply to any individual program requirements, it does earn 3 credits.

Optional Noncredit Courses
Noncredit courses (designated UCSP) are available in economics, financial accounting, graduate writing basics, and research methods and generally last 5 to 12 weeks. Although these courses carry no UMUC credit, they appear on the stu-

dents' official academic transcript. At the successful conclusion of the course, a grade of P (Pass) is posted. UMUC graduate students must be admitted or have an application on file before registering for noncredit courses.

Current information about fees for noncredit courses is available at *www.umuc.edu/gradtuition.*

COURSE FORMATS

UMUC offers courses online, on-site at a number of Maryland locations, and in a hybrid format that combines on-site and online instruction.

Hybrid classes meet on-site at a UMUC location for about half the class sessions; the remainder of the course material is covered online in the WebTycho classroom. The schedule of on-site sessions is provided by the faculty member at the beginning of the term. Hybrid courses are identified in the most current graduate schedule of classes.

Online courses maintain the same academic standards as on-site courses. Course content, texts, requirements, assignments, and class participation are comparable for online and on-site courses; for example, students need to adhere to a course schedule for assignment deadlines and exam times.

Computer and Internet Access
UMUC is committed to ensuring that students acquire the level of technological fluency needed for active participation in contemporary society and access to up-to-date resources.

All UMUC students must be prepared to participate in asynchronous, computer-based class discussions, study groups, online database searches, course evaluations, and other online activities. This policy applies to students in both classroom-based and online courses.

All UMUC students must therefore ensure that they have some type of Internet access. This access may be through use of a UMUC computer lab, university or public library, or other readily available source if the student does not have home access. However, it should be regularly available, and the student must have a current e-mail address.

All students currently enrolled at UMUC are eligible for a university computer account on the UNIX system Polaris. The computer account provides students an e-mail address and access to many text-based services such as Internet newsgroups, mailing lists, and programming languages. This computer account remains active as long as the student is registered for classes at UMUC.

Some academic programs may have specific technical requirements.

Taking Online Classes
Before registering for an online course, students may want to consider the following:

1. Online students need to be prepared to write extensively, because nearly all communication is written. Online students need strong English reading and writing skills.
2. Online students need to be competent in the use of computers and commonly used software programs.
3. Since WebTycho is asynchronous and students are expected to be active participants online, students are encouraged to log in frequently to check what has transpired in their online classroom (in lieu of classroom meetings).
4. Online students need disciplined work habits, effective time management skills, and the ability to work both alone and collaboratively.

Technical Requirements
Minimum technical requirements are subject to change. Current information about technical requirements is available online at *tychousa.umuc.edu/tech/min_tech.html.* Students are responsible for their own phone line and Internet access costs.

Technical requirements for students taking graduate courses include

- A PC running Windows 2000 or higher or a Macintosh running OS X*
- A compatible Web browser (Internet Explorer 7.0 or higher for PC, Firefox 3.0 for PC and Macintosh)
- A connection to the Internet (broadband preferred)
- An e-mail account
- A sound card with speakers or headphones and a microphone
- Sun Java VM (can be downloaded for free)
- Virus protection software (updated regularly)
- Control of the desktop to allow software downloads

Some academic programs may have additional technical requirements.

Mandatory Course Evaluations
UMUC uses student feedback to make decisions about future courses. The online evaluation is required to ensure complete information from every student. Individual responses are kept confidential. The evaluation notice for online courses appears on the class screen when three-quarters of the session has finished. Once the notice appears, students have approximately one week to complete the evaluation before access to the Class Menu is locked. If students do not open the file and either respond to the questions or click on "no response," they are "locked out" of the Class Menu until they complete the evaluation. After completing the evaluation, access to the classroom resumes.

* Certain project management courses require the use of a PC.

Program Overview

DOCTORAL PROGRAMS

Doctor of Management ✱

Doctor of Management in Community College Policy and Administration ✱

MASTER'S DEGREE PROGRAMS

Master of Arts in Teaching ✱✱

Master of Business Administration

Master of Business Administration—One-Year Program

Master of Distance Education and E-Learning

- Distance education policy and management
- Distance education teaching and training
- Distance education technology

Master of Education in instructional technology

Master of International Management

- International emergency management
- International enterprise management
- International financial management
- International marketing management

Master of Science in accounting and financial management

Master of Science in accounting and information systems

Master of Science in biotechnology

- Bioinformatics
- Biosecurity and biodefense
- Biotechnology management

Master of Science in cybersecurity

Master of Science in cybersecurity policy

Master of Science in environmental management

Master of Science in financial management and information systems

Master of Science in health administration informatics

Master of Science in health care administration

Master of Science in information technology

- Database systems technology
- Homeland security management
- Informatics
- Information assurance
- Project management
- Software engineering
- Telecommunications management

Master of Science in management

- Accounting
- Acquisition and supply chain management
- Criminal justice management
- Emergency management
- Financial management
- Health care administration
- Homeland security management
- Human resource management
- Information systems and services
- Intelligence management
- Interdisciplinary studies in management
- Marketing
- Nonprofit and association management
- Project management
- Public relations

Master of Science in technology management

- Emergency management
- Homeland security management
- Information systems and services
- Project management

NONDEGREE TEACHER EDUCATION PROGRAM

Teacher Education Reading Strand: Reading Courses in Elementary and Secondary Education

DUAL DEGREE PROGRAMS

Either degree may be earned first:

Master of Business Administration with

Master of Distance Education and E-Learning

Master of International Management

Master of Science in biotechnology

Master of Science in cybersecurity policy

Master of Science in environmental management

Master of Science in financial management and information systems

Master of Science in health care administration

Master of Science in information technology

Master of Science in management

Master of Science in technology management

✱ Offered online with mandatory residencies or course meetings at UMUC headquarters in Adelphi, Maryland.

✱✱ Requires on-site teaching practicum.

Other Dual Degree Combinations

Master of Distance Education and E-Learning/Master of Science in management

Master of Distance Education and E-Learning/Master of Science in technology management

Master of Education in instructional technology/Master of Distance Education and E-Learning

Master of Science in accounting and financial management/ Master of Science in accounting and information systems

Master of Science in accounting and financial management/ Master of Science in financial management and information systems

Degrees must be earned in order listed:

Master of Arts in Teaching/Master of Education in instructional technology

Master of Science in cybersecurity/ Master of Business Administration

Master of Science in information technology/Master of Science in cybersecurity policy

CERTIFICATE PROGRAMS

Accounting

Accounting and Information Systems

Acquisition and Supply Chain Management

Bioinformatics

Biosecurity and Biodefense

Biotechnology Management

Criminal Justice Management

Cybersecurity Policy

Cybersecurity Technology

Database Systems Technology

Distance Education, Globalization, and Development

E-Learning and Instructional Systems Design

Environmental Management

Financial Management in Organizations

Foundations of Cybersecurity

Foundations of Distance Education and E-Learning

Foundations of Human Resource Management

Foundations of Information Technology

Health Care Administration

Homeland Security Management

Informatics

Information Assurance

Instructional Technology Integration

Integrated Direct Marketing

Intelligence Management

International Marketing

International Trade

Leadership and Management

Leadership and Management in Distance Education and E-Learning

Library and Intellectual Property in Distance Education and E-Learning

The following pages provide descriptions of the degree and certificate programs available through the UMUC Graduate School of Management and Technology, including all course requirements and any academic or professional preparation required or recommended beyond general graduate admission requirements.

Degree and certificate programs follow a very specific curriculum with no elective choices. However, in some cases students may substitute a single 6-credit course that covers the same content as two required 3-credit courses. These options are listed in the course requirements.

Nonprofit and Association Financial Management

Policy and Management in Distance Education and E-Learning

Project Management

Public Relations

Software Engineering

Systems Analysis

Teaching and Training at a Distance

Technology in Distance Education and E-Learning

Telecommunications Management

EXECUTIVE CERTIFICATE PROGRAM

Chief Information Officer

A joint program with University of Maryland, Baltimore County.

More information about certificate programs, including gainful employment disclosures, is available at *www.umuc.edu/grad/gradcertificates.*

DOCTORAL DEGREE PROGRAMS

DOCTOR OF MANAGEMENT

Program Description

Today's leaders require a sophisticated level of knowledge and analysis to guide their organizations through the complexities of a rapidly changing global environment. The Doctor of Management Program (DM) is a scholar-practitioner-based doctorate designed for full-time, experienced working professionals who wish to integrate their scholarly work with their real-world professional experience, expand their leadership, and apply their research in the field of management. The program addresses leadership concerns of the business world and of global public and private organizations.

Program Objectives

Graduates of this program will be able to

- Function as organizational leaders to translate explanations of management concepts into practice.
- Understand management research methods and assess the quality and reliability of published research.
- Interpret critically and express management theories in both scholarly and professional practice communities.
- Understand the nature and influence of key trends, such as globalization, sustainability, and technology, as they shape management activities in public- and private-sector organizations.

Program Overview

The Doctor of Management program requires the completion of 48 credits of coursework, including comprehensive examinations and a practitioner dissertation. DMGT 600 is prerequisite to the program but may be waived for applicants who submit recent (within the last five years) GMAT or GRE verbal and quantitative scores in the 75th percentile or higher. Residencies of two or three days are required each term.

Application Procedures

In addition to a completed application, DM applicants must submit

- An official transcript indicating a master's degree or higher from an approved university (students educated abroad should see *www.umuc.edu/internationalstudent* for additional requirements)
- An up-to-date résumé indicating professional management experience
- Two letters of reference, including one professional and one academic reference
- A personal statement that outlines the reasons for enrolling in the program
- Five reviews of scholarly research articles

Details on supplemental documents are available online at *www.umuc.edu/applydm.* The completed admission application must be submitted and reviewed before the applicant can enroll in DMGT 600. Applicants must earn a grade of B or higher in DMGT 600 for full admission to the program. Admission criteria are provided on p. 133.

Career Paths

- Management/expertise consultant
- Management analyst
- Higher education faculty member
- Senior manager

REQUIRED COURSES: DOCTOR OF MANAGEMENT		
Initial Requirements *to be taken within the first 6 credits of study*	UCSP 611D	Introduction to Graduate Library Research Skills (0)
	DMGT 600	Foundations of Doctoral Studies (3)
Core Courses	DMGT 800	Foundations of Management Theory and Strategic Thinking (6)
	DMGT 810	Leadership and Change (6)
	DMGT 890	Dissertation Part I (4)
	DMGT 830	Research Methods I (6)
	DMGT 835	Research Methods II (6)
	DMGT 891	Dissertation Part II (4)
	DMGT 845	Global Business (6)
	DMGT 850	Innovation and Sustainable Development (6)
	DMGT 892	Dissertation Part III (4)

Course descriptions are found on pp. 86–126.

DOCTOR OF MANAGEMENT IN COMMUNITY COLLEGE POLICY AND ADMINISTRATION

Program Description

The rapid growth of enrollment in community colleges and an expectation that large numbers of administrators from the baby boom generation will soon retire are creating vast opportunities within community college leadership. The Doctor of Management (DM) in community college policy and administration is designed for community college faculty and administrators who aspire to progress and advance in administrative careers. It focuses on practical leadership and management tools and the development of the skills necessary to lead effectively in the community college environment. Emerging issues that affect today's community college and the students who choose to pursue their education in that environment are examined.

Program Objectives

Graduates of this program will be able to

- Synthesize management theory and practice and their applications to the community college environment.
- Articulate and advocate the community college mission.
- Outline the processes of educational policy formulation and academic governance.
- Develop skills that enable the development of plans and the assessment of institutional and student learning outcomes.
- Articulate the major challenges and opportunities facing community colleges and propose strategies to address those challenges.
- Function effectively in progressively more senior leadership positions in community colleges.

Program Overview

The Doctor of Management program in community college policy and administration requires the completion of 48 credits of coursework, including comprehensive examinations and a practitioner dissertation. DMGT 600 is prerequisite to the program but may be waived for applicants who meet certain academic or professional criteria (detailed online at *www.umuc.edu/graddmccpa)*. A comprehensive leadership development program, which includes a battery of individual assessments and executive coaching, is an integral part of the program. Each course requires a brief residency.

Application Procedures

The DM in community college policy and administration is not available to Maryland residents. In addition to a completed application, DM applicants must submit

- An official transcript indicating a master's degree or higher from a regionally accredited university (students educated abroad should see *www.umuc.edu/internationalstudent* for additional requirements)
- A current and up-to-date résumé
- A personal statement
- Two letters of reference, including one professional and one academic

Admission criteria are provided on p. 133.

Career Path

- Leadership position in a community college

REQUIRED COURSES: DOCTOR OF MANAGEMENT IN COMMUNITY COLLEGE POLICY AND ADMINISTRATION

Initial Requirements *to be taken within the first 6 credits of study*	UCSP 611D	Introduction to Graduate Library Research Skills (0)
	DMGT 600	Foundations of Doctoral Studies (3)
Core Courses	DMCC 810	Leadership and Change (6)
	DMCC 800	Foundations of Management Theory and Strategic Thinking (6)
	DMCC 821	Higher Education Policy (6)
	DMGT 890	Dissertation Part I (4)
	DMCC 830	Research Methods (6)
	DMGT 891	Dissertation Part II (4)
	DMCC 841	Institutional Assessment in the Community College Environment (6)
	DMCC 851	Community College Advocacy and Accountability (6)
	DMGT 892	Dissertation Part III (4)

Course descriptions are found on pp. 86–126.

MASTER'S DEGREE AND CERTIFICATE PROGRAMS

MASTER OF ARTS IN TEACHING

DUAL DEGREE
MAT

SEE P. 71 FOR DETAILS ABOUT DUAL DEGREES.

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Master of Education
in instructional technology

Program Description

For those who want to make a mark on the future, teaching today's young people is a sure route. The Master of Arts in Teaching (MAT) program is designed for individuals with a bachelor's (or higher) degree with sufficient content discipline preparation who seek to become outstanding teachers and leaders in today's and tomorrow's classrooms. The program is approved by the Maryland State Department of Education and leads to eligibility for initial teacher certification in Maryland and provides enhanced opportunities for interstate reciprocity. Graduates are prepared to teach in secondary schools (grades 7–12) in a specific subject discipline (biology, chemistry, computer science, earth/space science, English, foreign languages*, history, mathematics, physics, and social studies).

Program Objectives

Graduates of the program will be able to

- Develop, implement, and evaluate a variety of instructional methods, strategies, and technologies.
- Demonstrate knowledge of diverse learners and learning theories through personalized instruction.
- Demonstrate mastery of content knowledge and apply instructional theory, research, and practice to facilitate students' understanding of content and integration of higher-order thinking skills.
- Design and implement formative and summative assessments and interpret and apply data for instructional decision making.
- Collaborate with and advocate for students, staff, families, and the local, global, and professional communities to strengthen teaching and learning based on critical application of legal, ethical, and professional standards.
- Develop and continually refine skills of reflective practice through thoughtful analysis, self-assessment, and iterative cycles of research.

Program Overview

The curriculum requires 30 credits of coursework, including a 6-credit professional internship that requires full-time presence at an approved secondary school site. Graduates must also pass the Praxis II test parts 1 and 2 (Content Knowledge and Pedagogy) and successfully complete a performance-based teaching portfolio and action research project.

Academic Preparation

All students—including those entering the program from an articulated undergraduate program at UMUC—must have completed a major in the content area for which certification will be sought; earned a GPA of 2.75 in the major; and present Maryland-specified passing scores on the ACT, GRE, SAT, or Praxis I exam. Alternatively, and subject to faculty approval, students must have completed 30 credits in content-related coursework and maintained a GPA of 2.75 in these courses. Qualifying scores for the aforementioned exams can be found on the Maryland State Department of Education Web site.

Technology Requirements

MAT students are required to purchase a one-time $100 subscription to Tk20 HigherEd before their first class. The subscription is good for seven years. Tk20 is a comprehensive assessment and management system that supports all education students at UMUC. Students may also need to access a webcam/microphone for certain assignments. More information is available online at *www.umuc.edu/tk20.*

Field Experience/Student Teaching

Each student is responsible for arranging field experience, student teaching internships, and classroom observations with the school district of his or her choice during the regular school year (fall or spring). While UMUC is able to provide support and assistance in securing field experience, the university can-

* Foreign languages include Spanish, French, German, Chinese, Japanese, Russian, Italian, and Arabic.

More information about certificates, including gainful employment disclosures, is available at *www.umuc.edu/grad/gradcertificates.*

Course descriptions are found on pp. 86–126.

not guarantee that all school districts will grant MAT students permission to enter the classroom. Also, states and local school districts have varying regulations and policies regarding student teaching. Students are advised to remain informed about the student teaching requirements for their state, locality, and/or the Department of Defense.

Professional Certification

Fulfilling the requirements of the MAT provides eligibility for the Maryland Standard Professional Certificate I (SPC I), which is granted by the Maryland State Department of Education (MSDE). The Maryland certification enables the graduate to teach in the state of Maryland and provides enhanced opportunities for interstate reciprocity.

Teacher certification requirements are constantly evolving in many states. Students are responsible for remaining informed about the teacher certification requirements of the state in which they seek to become certified. They should also confirm requirements and any reciprocity arrangements with the state's certifying agency. State-specific information is available through the National Association of State Directors of Teacher Education and Certification's Web site at *www.nasdtec.org/agreement.php*.

Career Path

- Secondary school teacher in the state of Maryland

Partnership

An articulation agreement between the Graduate School of Management and Technology and UMUC's School of Undergraduate Studies allows students who completed their undergraduate degree at UMUC with an appropriate major (i.e., computer science, English, history, or social science) or who have appropriate coursework in biology, mathematics, or a foreign language to reduce their total coursework for the MAT by 12 credits (two courses) and complete both degrees with a total of 138 credits.

REQUIRED COURSES: MASTER OF ARTS IN TEACHING		
Initial Requirements *to be taken within the first 6 credits of study*	UCSP 611	Introduction to Graduate Library Research Skills (0)
Course Sequencing	• Courses should be taken in order. • EDTP 600 and 635 must be taken first and may be taken together. • EDRS 610 and EDTP 645 must be completed before EDTP 650 and may be taken together.	
Core Courses	EDTP 600	Professional Fundamentals of Teaching and Learning (6)
	EDTP 635	Adolescent Development and Learning Needs (6)
	EDRS 610	Reading and Multiple Literacies (6)
	EDTP 645	Subject Methods and Assessment (6)
Internship	EDTP 650	Professional Internship and Seminar (6)

More information about certificates, including gainful employment disclosures, is available at *www.umuc.edu/grad/gradcertificates.*

Course descriptions are found on pp. 86–126.

MASTER'S DEGREE AND CERTIFICATE PROGRAMS

MASTER OF BUSINESS ADMINISTRATION

DUAL DEGREE
MBA

+

- Master of Distance Education and E-Learning
- Master of International Management
- Master of Science in Biotechnology
- Master of Science in Cybersecurity Policy
- Master of Science in Environmental Management
- Master of Science in Financial Management and Information Systems
- Master of Science in Health Care Administration
- Master of Science in Information Technology
- Master of Science in Management
- Master of Science in Technology Management

SEE P. 71 FOR DETAILS ABOUT DUAL DEGREES.

Program Description

Management responsibilities in today's complex multinational business organizations transcend a single functional specialty and require a broad array of specialized knowledge. The Master of Business Administration (MBA) is designed for midcareer professionals whose careers and management responsibilities transcend a single functional specialty and require a broad array of specialized knowledge and skills. The emphasis of this interdisciplinary, integrated, and applied degree program is on the significant organizational and management processes that take place in the context of large public or private institutions doing business on a global scale. The goal is to prepare students for upper management and executive-level positions by developing key managerial competencies—including critical thinking, systems thinking, team building, decision making, and ethical leadership—that can be applied in any type of business enterprise.

Students who already have a graduate degree or who meet certain academic or professional certification qualifications may want to consider the one-year program for the MBA, described on p. 16.

Program Objectives

Graduates of this program will be able to

- Make effective management decisions that exhibit high ethical standards in a global and culturally diverse environment.
- Use oral and written communication skills to express ideas effectively and persuasively with all organizational stakeholders using a variety of tools, including synchronous and asynchronous technologies.
- Develop comprehensive solutions to business problems by synthesizing and evaluating information using qualitative and quantitative analytical reasoning.
- Manage the effective use of technology in an organization to achieve superior performance and operational effectiveness.
- Apply proven management theories and practices to resolve a wide range of organizational issues.

More information about certificates, including gainful employment disclosures, is available at *www.umuc.edu/grad/gradcertificates.*

Course descriptions are found on pp. 86–126.

Program Overview

The Master of Business Administration degree program requires 42 credits of coursework. Courses must be taken sequentially; five 10-week sessions are offered each year. An introductory course is prerequisite to the program.

Program Accreditation

UMUC's Master of Business Administration program has received specialized accreditation through the International Assembly for Collegiate Business Education (IACBE).

Career Paths

- Mid- to upper-level manager in corporate, government, or non-profit organizations
- Business/organizational consultant
- Corporate planner
- Business owner/entrepreneur

Partnerships

UMUC has established academic partnerships with universities in Canada, Mexico, and China. The participation of students from these universities in MBA classes provides an international perspective and contributes to class diversity.

Students who complete their undergraduate degree at UMUC with a major in business administration and a grade point average of 3.0, overall and in the major, may waive the pre-requisite course, AMBA 600. Admission requirements apply to all applicants.

REQUIRED COURSES: MASTER OF BUSINESS ADMINISTRATION		
Initial Requirements *to be taken before core coursework*	UCSP 611 AMBA 600	Introduction to Graduate Library Research Skills (0) MBA Fundamentals (3)
Course Sequencing	All seminars must be taken in the order listed.	
Core Courses	AMBA 610 AMBA 620 AMBA 630 AMBA 640 AMBA 650 AMBA 660 AMBA 670	The Manager in Organizations and Society (6) Managing People and Groups in the Global Workplace (6) The Economics of Management Decisions (6) Managing Projects, Operations, and Information Systems (6) Marketing Management and Innovation (6) Managing Global Business (6) Managing Strategy in the Global Marketplace (6)

More information about certificates, including gainful employment disclosures, is available at *www.umuc.edu/grad/gradcertificates.*

Course descriptions are found on pp. 86–126.

MASTER OF BUSINESS ADMINISTRATION—ONE-YEAR PROGRAM

DUAL DEGREE
MBA

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- Master of Distance Education and E-Learning
- Master of International Management
- Master of Science in Biotechnology
- Master of Science in Cybersecurity Policy
- Master of Science in Environmental Management
- Master of Science in Financial Management and Information Systems
- Master of Science in Health Care Administration
- Master of Science in Information Technology
- Master of Science in Management
- Master of Science in Technology Management

SEE P. 71 FOR DETAILS ABOUT DUAL DEGREES.

Program Description

People entering the world of business, as well as those assuming greater management responsibilities in their organizations, require a broad array of specialized knowledge. The one-year Master of Business Administration offers an accelerated format that provides this knowledge in a highly concentrated curriculum. The one-year format offers an interdisciplinary, integrated, and applied degree program that is designed to prepare graduates for greater management and executive-level positions by developing key managerial competencies—including critical thinking, systems thinking, team building, decision making, and ethical leadership—that can be applied in any type of organization.

Program Objectives

Graduates of this program will be able to

- Make effective management decisions that exhibit high ethical standards in a global and culturally diverse environment.
- Use oral and written communication skills to express ideas effectively and persuasively with all organizational stakeholders by using a variety of tools, including synchronous and asynchronous technologies.
- Develop comprehensive solutions to business problems by synthesizing and evaluating information using qualitative and quantitative analytical reasoning.
- Manage the effective use of technology in an organization to achieve superior performance and operational effectiveness.
- Apply proven management theories and practices to resolve a wide range of organizational issues.

More information about certificates, including gainful employment disclosures, is available at *www.umuc.edu/grad/gradcertificates.*

Course descriptions are found on pp. 86–126.

Program Overview

The one-year program for the Master of Business Administration degree requires 42 credits of coursework. Academic content courses are offered in 5-week sessions; practicum courses, designed to be taken concurrently with the content courses, are offered in three 11-week sessions. To complete the program in one year, students must complete 15.5 credits in the fall and spring and 11 credits in the summer session. Cohorts begin in the fall and spring.

Career Paths

- Mid- to upper-level manager in corporate, government, or nonprofit organizations
- Business/organizational consultant
- Corporate planner
- Business owner/entrepreneur

Admission Requirements

Admission to this program is competitive and is granted to students who meet one of the following criteria:

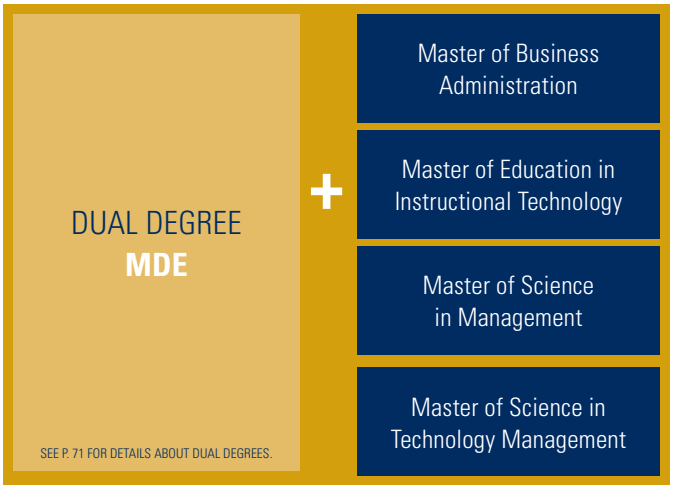
- Possess a graduate degree from a regionally accredited university
- Possess an undergraduate degree and certain professional certifications (qualifying certifications are listed online at *www.umuc.edu/oneyearmba)*
- Have an undergraduate GPA of 3.5 or above and a GMAT score in the 80th percentile or higher

REQUIRED COURSES: MASTER OF BUSINESS ADMINISTRATION		
Initial Requirements *to be taken before core coursework*	UCSP 611	Introduction to Graduate Library Research Skills (0)
Course Sequencing	• Students who start in the fall take CMBA 610, 620, 630, and 690 in the first term; CMBA 640, 650, 660, and 691 in the second (spring); and CMBA 670, 680, and 692 in the third (summer). • Students who start in the spring take CMBA 610, 620, 630, and 690 in the first term; CMBA 640, 650, and 691 in the second (summer); and CMBA 660, 670, 680, and 692 in the third (fall). • Practicum courses are taken concurrently with content courses. • CMBA 610 is prerequisite to CMBA 690. • CMBA 630 and 690 are prequisite to CMBA 691. • CMBA 660 and 691 are prerequisite to CMBA 692.	
Content and Practicum Courses	CMBA 610	The Role of Managers in Organizations (4.5)
	CMBA 620	Legal and Ethical Issues in Business (4.5)
	CMBA 630	Leading People and Groups in the Workplace (4.5)
	CMBA 690	Business Practicum Part 1 (2)
	CMBA 640	Measuring Financial Performance (4.5)
	CMBA 650	Financial Decision Making (4.5)
	CMBA 660	Marketing Management (4.5)
	CMBA 691	Business Practicum Part 2 (2)
	CMBA 670	Managing Projects and Operations (4.5)
	CMBA 680	Business Strategy in the Global Marketplace (4.5)
	CMBA 692	Business Practicum Part 3 (2)

More information about certificates, including gainful employment disclosures, is available at *www.umuc.edu/grad/gradcertificates.*

Course descriptions are found on pp. 86–126.

MASTER OF DISTANCE EDUCATION AND E-LEARNING



Program Description

Distance education and e-learning have expanded rapidly in the past few years, not just in the public and private education sectors, but also in the training sectors of the government, the military, and for-profit and nonprofit businesses. The demand for qualified managers and leaders in the field will create many new career opportunities. The Master of Distance Education and E-Learning (MDE) is designed to develop general knowledge and competencies in all aspects of both the business and technical issues related to distance education. The goal of the program is to produce individuals who are capable of managing distance education and e-learning enterprises within a wide variety of organizational structures.

Program Objectives

Graduates of the program will be able to

- Develop and communicate a mission and vision for the implementation of distance education and e-learning within an organization.
- Function effectively as leaders, managers, and team members within a distance education or training organization.
- Develop strategic goals and business plans for distance education and e-learning within an organization.
- Analyze and recommend an organizational distance education technology plan and manage the implementation of that technology in distance delivery.
- Design, implement, and assess the necessary support services for a distance education or e-learning program.
- Demonstrate competency in organizational and management processes, leadership and change management, information technology, business development, strategic action planning, problem solving, ethics, and social responsibility.

Program Overview

The curriculum requires 36 credits of coursework, including 12 credits of core coursework, 21 credits of specialization coursework, and a 3-credit capstone course.

Program Accreditation

UMUC's Master of Distance Education and E-Learning program is accredited by the European Foundation for Management Development–Technology-Enhanced Learning (EFMD CEL). EFMD CEL is the highest international standard of technology-enhanced learning programs in the field of management education.

More information about certificates, including gainful employment disclosures, is available at *www.umuc.edu/grad/gradcertificates.*

Course descriptions are found on pp. 86–126.

Specializations

The Master of Distance Education and E-Learning offers three specializations, each covering subject areas relevant to today's career fields. Each specialization prepares students for one of several possible career paths, depending on the student's background and employer criteria.

Distance Education Policy and Management

The policy and management specialization focuses on the reasons why investment in education is so highly valued by governments and individuals and how distance education programs are budgeted and their costs evaluated. The core of this specialization examines the technology costs and economics of distance learning and other management competencies.

CAREER PATHS

- Director of distance learning, director of extended education, access director, or director of continuing education
- Project/program manager/director
- Coordinator of online instruction
- Financial advisor/account manager or financial analyst/financial manager
- Distance learning librarian

Distance Education Teaching and Training

The objective of the teaching and training specialization is to educate managers about the demands placed on teaching personnel and trainers by emerging information and communications technologies. To deal with the specific teaching-related aspects of distance education, this specialization examines the instructional design process, as well as the integration of the appropriate selection of media. The specialization examines the technology-related aspects of distance learning and specific management-related issues such as intellectual property, accreditation, and quality assurance.

CAREER PATHS

- Manager of online teaching/tutoring/training
- Online pedagogy expert
- Coordinator of online instruction
- Online librarian/resource manager
- Program evaluator/educational consultant
- Subject matter expert for distance education

Distance Education Technology

The distance education technology specialization is designed to train managers in the technology-related aspects of distance education program development, including setting up appropriate technology configurations, selecting tools, and managing the aspects of media integration and course design and development affected by technology. Managers are also made critically aware of the relationship of globalization and communication technologies, which influence distance education. The specialization provides a foundation in the history of media and technology in distance education, sets a framework for guiding appropriate technology choices, and provides an in-depth understanding of both asynchronous and synchronous technologies.

CAREER PATHS

- Technical director
- Production manager
- Technical expert/advisor/consultant
- Coordinator of online instruction
- Online course support specialist

Partnership

The Master of Distance Education and E-Learning program is offered in partnership with Carl von Ossietzky University of Oldenburg, Germany, a leading German institution with extensive experience in distance education. More information is available on p. 6.

More information about certificates, including gainful employment disclosures, is available at *www.umuc.edu/grad/gradcertificates.*

Course descriptions are found on pp. 86–126.

MASTER'S DEGREE AND CERTIFICATE PROGRAMS

REQUIRED COURSES: MASTER OF DISTANCE EDUCATION AND E-LEARNING		
Initial Requirements *to be taken within the first 6 credits of study*	UCSP 611	Introduction to Graduate Library Research Skills (0)
Course Sequencing	OMDE 601 must be taken as the first course.	
Core Courses	OMDE 601	Foundations of Distance Education and E-Learning (3)
	OMDE 603	Technology in Distance Education and E-Learning (3)
	OMDE 610	Teaching and Learning in Online Distance Education (3)
	OMDE 606	Costs and Economics of Distance Education and E-Learning (3)
	OMDE 608	Learner Support in Distance Education and Training (3)
Capstone Course	OMDE 670	Portfolio and Project in Distance Education and E-Learning (3)
SPECIALIZATIONS		
Distance Education Policy and Management		
Specialization Courses	DEPM 604	Management and Leadership in Distance Education and E-Learning (3)
	DEPM 609	Distance Education and E-Learning Systems (3)
	DETT 611	Library and Intellectual Property Issues in Distance Education and E-Learning (3)
	DEPM 650	Practitioner Research in Distance Education and E-Learning (3)
	DEPM 622	The Business of Distance Education and E-Learning (3)
	DEPM 625	Distance Education, Globalization, and Development (3)
Distance Education Teaching and Training		
Course Sequencing	DETC 620 is a prerequisite to EDTC 650.	
Specialization Courses	DETT 607	Instructional Design and Course Development in Distance Education and E-Learning (3)
	DETC 620	Training and Learning with Multimedia (3)
	DETT 611	Library and Intellectual Property Issues in Distance Education and E-Learning (3)
	EDTC 650	Teaching and Learning in K–12 Virtual Schools (3)
	DETT 621	Training at a Distance (3)
	DEPM 604	Management and Leadership in Distance Education and E-Learning (3)
Distance Education Technology		
Specialization Courses	DETT 607	Instructional Design and Course Development in Distance Education and E-Learning (3)
	DETC 630	Emerging Technology Trends and Issues in Distance Education and E-Learning (3)
	DETC 620	Training and Learning with Multimedia (3)
	DEPM 604	Management and Leadership in Distance Education and E-Learning (3)
	DEPM 625	Distance Education, Globalization, and Development (3)
	IMAT 639	Internet Multimedia Applications (3)

RELATED CERTIFICATE PROGRAMS		
Initial Requirements *to be taken within the first 6 credits of study*	UCSP 611	Introduction to Graduate Library Research Skills (0)
Distance Education, Globalization, and Development		
Required Courses	OMDE 601	Foundations of Distance Education and E-Learning (3)
	OMDE 606	Costs and Economics of Distance Education and E-Learning (3)
	DEPM 625	Distance Education, Globalization, and Development (3)
	DETC 630	Emerging Technology Trends and Issues in Distance Education and E-Learning (3)

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Course descriptions are found on pp. 86–126.

RELATED CERTIFICATE PROGRAMS		
E-Learning and Instructional Systems Design ◆		
Required Courses	EDUC 602	Instructional Systems Development I (3)◆
	EDUC 603	Instructional Systems Development II (3)◆
	OMDE 603	Technology in Distance Education and E-Learning (3)
	DETT 621	Training at a Distance (3)
Foundations of Distance Education and E-Learning		
Required Courses	OMDE 601	Foundations of Distance Education and E-Learning (3)
	OMDE 603	Technology in Distance Education and E-Learning (3)
	OMDE 606	Costs and Economics of Distance Education and E-Learning (3)
	OMDE 608	Learner Support in Distance Education and Training (3)
Leadership and Management in Distance Education and E-Learning		
Required Courses	OMDE 601	Foundations of Distance Education and E-Learning (3)
	OMDE 603	Technology in Distance Education and E-Learning (3)
	OMDE 610	Teaching and Learning in Online Distance Education (3)
	DEPM 604	Management and Leadership in Distance Education and E-Learning (3)
Library and Intellectual Property in Distance Education and E-Learning		
Required Courses	OMDE 601	Foundations of Distance Education and E-Learning (3)
	OMDE 603	Technology in Distance Education and E-Learning (3)
	OMDE 610	Teaching and Learning in Online Distance Education (3)
	DETT 611	Library and Intellectual Property Issues in Distance Education and E-Learning (3)
Policy and Management in Distance Education and E-Learning		
Required Courses	OMDE 601	Foundations of Distance Education and E-Learning (3)
	OMDE 606	Costs and Economics of Distance Education and E-Learning (3)
	DEPM 622	The Business of Distance Education and E-Learning (3)
	DEPM 604	Management and Leadership in Distance Education and E-Learning (3)
Teaching and Training at a Distance		
Required Courses	OMDE 610	Teaching and Learning in Online Distance Education (3)
	DETT 607	Instructional Design and Course Development in Distance Education and E-Learning (3)
	DETC 620	Training and Learning with Multimedia (3)
	DETT 621	Training at a Distance (3)
Technology in Distance Education and E-Learning		
Required Courses	OMDE 603	Technology in Distance Education and E-Learning (3)
	DETC 630	Emerging Technology Trends and Issues in Distance Education and E-Learning (3)
	IMAT 639	Internet Multimedia Applications (3)
	DETC 620	Training and Learning with Multimedia (3)

◆ This certificate is offered in partnership with University of Maryland, Baltimore County (UMBC). EDUC 602 and 603 are UMBC courses; UMUC students must register for these courses through UMBC as visiting students.

More information about certificates, including gainful employment disclosures, is available at *www.umuc.edu/grad/gradcertificates.*

Course descriptions are found on pp. 86–126.

MASTER OF EDUCATION IN INSTRUCTIONAL TECHNOLOGY

DUAL DEGREE
MEd in Instructional Technology
SEE P. 71 FOR DETAILS ABOUT DUAL DEGREES.

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Master of Distance Education and E-Learning

Program Description

As technology advances more quickly than ever before, increasing numbers of pre-K–12 educators are looking for ways to strengthen teaching and learning through technology integration. The Master of Education (MEd) in instructional technology is designed for pre-K–12 teachers, technology integration specialists, staff developers, and administrators seeking to develop expertise in instructional technology for teaching and learning, as well as for other educators and potential career changers interested in technology integration in pre-K–12 schools. The curriculum focuses on three interrelated areas of study: curriculum and instruction, instructional technology integration, and leadership. The program seeks to produce graduates who have the knowledge and skills needed to incorporate technology effectively into pre-K–12 curricula, instruction, and assessment; demonstrate expertise in current and emerging instructional technologies; understand the role of technology in the contemporary school; and lead change efforts at the classroom, school, and district levels.

Note: The MEd is not an initial teacher preparation program. Graduates who wish to become K–12 teachers in the public schools and who do not yet have state licensure to teach may need to pursue an initial teacher certification program, based on state or national requirements.

Students interested in coursework related to teacher certification should refer to UMUC's Master of Arts in Teaching (p. 12) and Teacher Education Reading Strand (p. 84).

Program Objectives

Graduates of the program will be able to

- Integrate current and emerging technologies into curricula, instruction, and assessment to strengthen and transform teaching and student learning.
- Use a range of technologies to communicate and collaborate with students, colleagues, parents, and other audiences.
- Apply technology to meet the needs of a diverse school population.
- Create multimedia and Web-based products that support instruction.
- Develop standards-based, technology-supported lessons that promote global perspectives.
- Provide professional development for teachers and other educators in integrating technology to promote student learning.
- Lead and work with others to develop a vision for technology integration in schools, including designing technology plans and budgets, ensuring access, and acquiring resources.
- Apply classroom and school-based data, research, and reflection to make sound instructional decisions, advocate for change, and build program support.

Program Overview

The Master of Education degree program requires 33 credits of coursework, including 30 credits of core courses and a 3-credit integrative capstone project.

Technology Requirements

Students in the MEd and Technology Integration certificate programs are required to purchase a one-time $100 subscription to Tk20 HigherEd before their first class. The subscription is good for seven years. Tk20 is a comprehensive assessment and management system that supports all education students at UMUC. Students may also need to access a webcam/microphone for certain assignments. More information is available online at *www.umuc.edu/tk20.*

More information about certificates, including gainful employment disclosures, is available at *www.umuc.edu/grad/gradcertificates.*

Course descriptions are found on pp. 86–126.

Career Paths

- Teacher leader in a school, especially related to technology integration
- Staff developer or technology integration specialist at the school, district, or state level
- Developer of multimedia for education or training
- Distance education teacher for virtual K–12 schools

Partnerships

UMUC currently offers programs in collaboration with public school districts, including Anne Arundel and Montgomery County Public Schools in Maryland.

Note: School or district administrators who are interested in developing a cohort program for their school(s) are encouraged to contact the department at 240-684-2488.

REQUIRED COURSES: MASTER OF EDUCATION IN INSTRUCTIONAL TECHNOLOGY		
Initial Requirements *to be taken within the first 6 credits of study*	UCSP 611	Introduction to Graduate Library Research Skills (0)
Course Sequencing	• The first eight courses must be taken in the order listed; sequential courses may be taken concurrently. • Students must have completed 24 credits of coursework before taking EDTC 670. • It is recommended that students take EDTC 670 as the last course.	
Core Courses	EDTC 600	Foundations of Technology in Teaching and Learning (3)
	EDTC 605	Teaching Information and Media Literacies in the Digital World (3)
	EDTC 610	Web-Based Teaching and Learning: Design and Pedagogy (3)
	EDTC 615	Using Technology for Instructional Improvement: Research, Data, and Best Practices (3)
	EDTC 620	Technology in K–12 Education: Synchronous, Asynchronous, and Multimedia Technologies (3)
	EDTC 625	Hardware and Software in Instructional Development (3)
	EDTC 630	Administration of Technology Initiatives: Planning, Budgeting, and Evaluation (3)
	EDTC 640	Leading Technology Change in Schools (3)
	EDTC 645	Integration of Technology: Global Perspectives (3)
	EDTC 650	Teaching and Learning in K–12 Virtual Schools (3)
Capstone Course	EDTC 670	Integrative Capstone Project (3)

RELATED CERTIFICATE PROGRAM		
Initial Requirements *to be taken within the first 6 credits of study*	UCSP 611	Introduction to Graduate Library Research Skills (0)
Instructional Technology Integration		
Course Sequencing	Courses must be taken in the order listed; sequential courses may be taken at the same time.	
Required Courses	EDTC 600	Foundations of Technology in Teaching and Learning (3)
	EDTC 605	Teaching Information and Media Literacies in the Digital World (3)
	EDTC 610	Web-Based Teaching and Learning: Design and Pedagogy (3)
	EDTC 615	Using Technology for Instructional Improvement: Research, Data, and Best Practices (3)

More information about certificates, including gainful employment disclosures, is available at *www.umuc.edu/grad/gradcertificates.*

Course descriptions are found on pp. 86–126.

MASTER OF INTERNATIONAL MANAGEMENT

Program Description

In our increasingly globalized world, business leaders cannot ignore what goes on beyond U.S. borders. The Master of International Management (MIM) is designed for midcareer professionals who want to delve more deeply into international business and commerce and learn how to overcome obstacles to succeed in the field. The curriculum emphasizes developing skills for assessing the international competitive structure of industries, building marketing and business plans, formulating market-entry strategies, and managing country and global business risk. The goal is to help students develop a working knowledge of transnational business operations and the global environment and an understanding of how both affect their own organization and management.

Program Objectives

Graduates of the program will be able to

- Demonstrate a global perspective in business operations/processes.
- Increase the competitiveness of their organizations.

Program Overview

The curriculum requires 36 credits of coursework and consists of 12 credits of core courses, 21 credits of specialization courses, and a 3-credit capstone course.

Specializations

The Master of International Management degree program offers four specializations, each covering subject areas relevant to today's career fields. Each specialization prepares students for one of several possible career paths, depending on the student's background and employer criteria.

International Emergency Management

The international emergency management specialization is designed for individuals who intend to assume greater management responsibility in helping global communities reduce vulnerability to hazards and cope with international disasters in both private and public settings. Students gain an essential understanding of the entire vision, mission, and principles of emergency management, with an emphasis on leadership, management, use of technology, and cross-agency collaboration. The curriculum covers management theories and their application, emergency management–related research (including hazard, vulnerability, and risk-related data and literature), and major principles of this cross-disciplinary field.

PARTNERSHIP

An articulation agreement between the Graduate School of Management and Technology and UMUC's School of Undergraduate Studies allows students who completed their undergraduate degree at UMUC with a major in emergency management to reduce their total coursework for the graduate degree by up to 12 credits (four courses) and complete both degrees with a total of 144 credits of coursework.

The Graduate School will accept the following courses toward the completion of a specialization in emergency management within the MIM or the MS in management or in technology management for a maximum of 12 credits:

More information about certificates, including gainful employment disclosures, is available at *www.umuc.edu/grad/gradcertificates.*

Course descriptions are found on pp. 86–126.

- EMGT 302 Concepts in Emergency Management in lieu of EMAN 600 Comprehensive Crisis and Emergency Management
- EMGT 310 Continuity of Operations Planning and Implementation in lieu of HSMN 630 Business Continuity: Disaster Recovery, Planning, and Response
- EMGT 312 Social Dimensions of Disaster in lieu of EMAN 610 Hazard, Risk, and Vulnerability Assessment
- HMLS 302 Introduction to Homeland Security in lieu of HSMN 610 Concepts in Homeland Security

The substitutions listed above are the only ones possible. Credits eligible for sharing must have been completed no earlier than four years before the beginning of graduate studies. A minimum grade of B must be earned in the undergraduate class for the credits to be accepted at the graduate level. Admission requirements apply to all applicants.

CAREER PATHS

- Disaster response/recovery specialist
- Emergency management director
- Emergency management coordinating officer
- Emergency management program analyst
- Emergency planner
- Emergency response manager
- Emergency services coordinator
- Hazard or risk management specialist
- Humanitarian assistance specialist

International Enterprise Management

The international enterprise management specialization prepares managers to plan and execute strategies in a global environment, as well as to identify and take advantage of global business opportunities. The specialization covers international trade and economic policy, strategic investment and partnering, issues and practices in human resource management, financial management in organizations, multinational financial management, information systems for managers, and international marketing management.

CAREER PATHS

- Senior-level manager in a multinational enterprise
- International business generalist
- International business consultant
- Director of an international business unit
- Senior policy analyst for multinational enterprise

International Financial Management

The international financial management specialization prepares managers to deal with an organization's financial operations in a global context. The specialization covers international trade and economic policy; strategic investment and partnering; financial management in organizations; capital markets, institutions, and long-term financing; investment valuation; strategic financial management; and multinational financial management. The program emphasizes development of management skills and the use of financial analysis in decision making and performance management in global organizations.

CAREER PATHS

- Controller or treasurer for an international company/organization
- International financial manager
- Capital investment analyst
- Financial liaison with international business units
- Credit or cash manager
- International financial consultant or advisor
- International financial, budget, or management analyst

International Marketing Management

The international marketing management specialization creates a solid foundation for marketing management, with a particular focus on marketing in a global environment. It is designed for managers in the public, private, or nonprofit sectors who need to market their organization's products and services to consumers or other businesses domestically and internationally. The specialization focuses on the knowledge and skills that managers need to attract customers. Coursework covers defining the scope of 21st-century marketing, developing and executing effective marketing strategies, adapting to rapidly changing technologies, building customer satisfaction and retention, and facilitating communications successfully (from the international organization to the customer as well as from the international customer to the organization).

CAREER PATHS

- International marketing manager
- Internet marketing manager
- Direct marketing manager
- International product/brand manager
- International manufacturer's representative
- International account executive (business or consumer products)
- International market research analyst
- International promotions manager

More information about certificates, including gainful employment disclosures, is available at *www.umuc.edu/grad/gradcertificates.*

Course descriptions are found on pp. 86–126.

MASTER'S DEGREE AND CERTIFICATE PROGRAMS

REQUIRED COURSES: MASTER OF INTERNATIONAL MANAGEMENT		
Initial Requirements *to be taken within the first 6 credits of study*	UCSP 611	Introduction to Graduate Library Research Skills (0)
Course Sequencing	• IMAN 601 must be completed during the first session of enrollment. • Students must complete all program coursework except IMAN 670 before enrolling in IMAN 670.	
Core Courses	IMAN 601 MGMT 615 MGMT 640 IMAN 635	Strategic Management in a Global Environment (3) Intercultural Communication and Leadership (3) Financial Decision Making (3) Managing Country Risk (3)
Capstone Course	IMAN 670	Managing Overseas Operations (3)
SPECIALIZATIONS		
International Emergency Management		
Course Sequencing	• EMAN 600 must be taken as one of the first two specialization courses. • EMAN 670 must be taken after all courses except IMAN 670.	
Specialization Courses	EMAN 600 EMAN 610 EMAN 620 HSMN 610 HSMN 630 EMAN 630 EMAN 670	Comprehensive Crisis and Emergency Management (3) Hazard Risk and Vulnerability Assessment (3) Information Technology in Emergency Management (3) Concepts in Homeland Security (3) Business Continuity: Disaster Recovery, Planning, and Response (3) Crisis Communication for Emergency Managers (3) Seminar in Emergency Management Leadership (3)
International Enterprise Management		
Course Sequencing	• MGMT 640 (core course) is prerequisite to FIN 610. • FIN 610 is prerequisite to FIN 640.	
Specialization Courses	IMAN 615 IMAN 625 HRMD 610 FIN 610 FIN 640 ISAS 600 MRKT 605	Strategic Investment and Partnering (3) International Trade and Economic Policy (3) Issues and Practices in Human Resource Management (3) Financial Management in Organizations (3) Multinational Financial Management (3) Information Systems for Managers (3) International Marketing Management (3)
International Financial Management		
Course Sequencing	• MGMT 640 (core course) is prerequisite to FIN 610. • FIN 610 is prerequisite to all other FIN courses. • FIN 610, 620, and 630 are prerequisite to FIN 660.	
Specialization Courses	IMAN 615 IMAN 625 FIN 610 FIN 620 FIN 630 FIN 640 FIN 660	Strategic Investment and Partnering (3) International Trade and Economic Policy (3) Financial Management in Organizations (3) Long-Term Financial Management (3) Investment Valuation (3) Multinational Financial Management (3) Strategic Financial Management (3)

More information about certificates, including gainful employment disclosures, is available at *www.umuc.edu/grad/gradcertificates.*

Course descriptions are found on pp. 86–126.