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## DEPARTMENT OF CRIMINAL JUSTICE

<http://www.umes.edu/SAPS>

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**Dr. David Spinner, Chairperson**

### MISSION

The mission of the Department of Criminal Justice is to prepare students for careers in a variety of criminal justice-related settings. The program is also designed to prepare its graduates to enter master's programs in criminology and criminal justice.

### OBJECTIVES

The objectives of the Criminal Justice Department are to:

1. Prepare students for careers in a variety of Criminal Justice related settings; and,
2. Prepare its graduates to enter master's level programs in criminology and criminal justice.

The specific objectives of the Criminal Justice program are to develop in each student:

1. an understanding of the principles underlying the functions of the criminal justice system and its relationship to the larger society in which it is embedded;
2. the ability to think clearly, independently, and critically about the fundamental issues in criminal justice;
3. the ability to do research, analysis and writing about criminal justice issues;
4. the foundations necessary for graduate study, and for careers in the field of criminal justice.

### DEGREES OFFERED

Criminal Justice – Bachelor of Science

Criminology and Criminal Justice – Master of Science<sup>1</sup>

### DEPARTMENT GENERAL PROGRAM REQUIREMENTS

The admission of students to the undergraduate program in the Department of Criminal Justice is based upon the general admission requirements of the University.

**The Criminal Justice Major** – Students majoring in Criminal Justice must complete 120 semester hours of University coursework. Included in the 120 hours are a minimum of 41 semester hours of General Education Requirements, 24 hours of major Criminal Justice core courses, 21 semester hours of major elective courses, 15 semester hours of Supportive courses, and 19 semester hours of free elective courses. Major electives are criminal justice courses at the 300-400 level which are applicable to one or more of the three strand options available for the degree program. The Strands are Corrections, Law Enforcement or Pre-Law.

A minimum grade of “C” must be achieved in the core and the major elective courses. Students must maintain a grade point average of “C” or better for the supportive courses and for courses completed for graduation that are outside the major or minor such as the General Education Requirements and the free electives.

### CAREER OPPORTUNITIES

A degree in Criminal Justice prepares students to work in any of the Criminal Justice systems' component areas at local, state or national levels, i.e. law enforcement, corrections, parole and probation, the courts and juvenile services. It also prepares students to pursue graduate and law degrees.

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<sup>1</sup> See *Graduate Catalog*

<sup>2</sup>A minimum grade of “C” is required for each course.

**REQUIRED MAJOR COURSES**

CRJS 101	CRJS 200	CRJS 300
	CRJS 201	CRJS 312
	CRJS 204	CRJS 336
	CRJS 290	CRJS 370

**CURRICULUM GUIDE FOR CRIMINAL JUSTICE**

**FRESHMAN YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credits</i>
CRJS 101	3	CRJS 200	3
EXSC 111 <sup>1</sup>	3	ENGL 102	3
ENGL 101	3	GEN ED CURR AREA III	4
CRJS 100	1	PSYC 200 <sup>2</sup>	3
MATH 102	3	SOCI 201 <sup>2</sup> or	
SOCI 101 <sup>2</sup>	<u>3</u>	SOCI 202 <sup>2</sup>	<u>3</u>
	16		16

**SOPHOMORE YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credits</i>
CRJS 370	3	BUED 212 <sup>2</sup> or	3
ENGL 203	3	CSDP 220 <sup>2</sup>	4
GEN ED CURR AREA I	3	CRJS 204	3
GEN ED CURR AREA II	3	CRJS 201	3
GEN ED CURR AREA III	<u>3</u>	ENGL 305 or	3
	15	ENGL 310	3
		Free Elective <sup>3</sup>	<u>3</u>
			15/16

**JUNIOR YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credits</i>
CRJS Elective <sup>4</sup>	3	CRJS Elective <sup>4</sup>	3
CRJS Elective <sup>4</sup>	3	CRJS 326	3
CRJS 312	3	GEN ED CURR AREA I	3
CRJS 401	3	GEN ED CURR AREA II	3
GEN ED CURR AREA VI	<u>3</u>	PSYC 371 <sup>2</sup>	<u>3</u>
	15		15

**SENIOR YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credits</i>
CRJS Elective <sup>4</sup>	3	CRJS Elective <sup>4</sup>	3
CRJS Elective <sup>4</sup>	3	Free Elective <sup>3</sup>	3
CRJS Elective <sup>4</sup>	3	Free Elective <sup>3</sup>	3
Free Elective <sup>3</sup>	3	Free Elective <sup>3</sup>	<u>3/4</u>
Free Elective <sup>3</sup>	<u>3</u>		12/13
	15		

Total Credit Hours: 120

<sup>1</sup>EXSC 111 cannot be repeated for credit

<sup>2</sup>Students must select a minimum of 15 credit hours from the Supportive courses listed: BUED 212, CSDP 220, PSYC 200, PSYC 371, SOCI 101, SOCI 201, SOCI 202.

<sup>3</sup>Students may take any course at the University for which they meet the prerequisites.

<sup>4</sup>Students may select any 300 or 400 Level CRJS course.

### **MINOR PROGRAM**

The Minor program in Criminal Justice is designed to provide a secondary concentration for students majoring in other disciplines. The program objectives are to (1) promote informed understanding of the manner in which the criminal justice system functions, (2) closely examine the fundamental issues in criminal justice, and (3) explore criminological theory. The program consists of eighteen (18) credit hours in the following Criminal Justice courses:

#### **REQUIRED MINOR<sup>1</sup> COURSES**

CRJS 101	CRJS 200	CRJS 312	CRJS 430
	CRJS 201		
	CRJS 235		

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<sup>1</sup>A minimum grade of “C” is required for each course.

**RECOMMENDED MAJOR AND FREE ELECTIVES BY STRAND OPTIONS**

	<b>CORRECTIONS (Major Electives)</b>		
CRJS 350	CRJS 406	CRJS 489	SOWK 455
	CRJS 430	CRJS 492B	SOWK 460
	CRJS 435		
	CRJS 450		
	CRJS 465		

**Free Elective**  
CRJS 234

	<b>PRE-LAW (Major Electives)</b>		
CRJS 300	CRJS 432	SOCI 305	SOWK 484
CRJS 302	CRJS 492D		
CRJS 323	CRJS 492F		
CRJS 375			

	<b>Free Electives</b>		
CRJS 234	ECON 201	ENGL 318	PHIL 101 <sup>1</sup>
			POLI 311

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<sup>1</sup>Course offered at Salisbury University.

## COURSE DESCRIPTIONS IN CRIMINAL JUSTICE

- CRJS 100 First Year Experience Credit 3**  
This course is to provide an opportunity for students to make a seamless transition from high school to college. Essential skill for transition will be explored and discussed. This course will assist students in developing cognitive skills and will assist them in adjusting personally and socially to the college environment. This course will enable first-year students to develop creative and critical thinking skills, and information literacy skills needed to facilitate a successful transition from high school to university.
- CRJS 101 Introduction to Criminal Justice Credit 3**  
This course presents an overview of the functioning of the criminal justice system and its relationship to society.
- CRJS 200 Law Enforcement Credit 3**  
This course is an introduction to law enforcement, with emphasis on police organizations and functions. It covers the recruitment, training, and socialization of police officers, the use of deadly force and selective enforcement of the law, and other critical issues in policing. Prerequisite: CRJS 101
- CRJS 201 Introduction to Corrections Credit 3**  
Philosophical foundations of punishment, historical developments in the American penology. Corrections in contemporary American. Prerequisite: CRJS 101.
- CRJS 204 Courts Credit 3**  
This course presents an introduction to the structure, jurisdiction, policies, procedures, and processes of local, state, and federal courts and the role of the defense attorney, prosecutor, and judge. Special focus on adjudication, sentencing, and the jury. Prerequisite: CRJS 101.
- CRJS 234 Law of Evidence/Honors Credit 3**  
This course involves the study and evaluation of evidence and proof. Prerequisite: CRJS 101.
- CRJS 300 Criminal Law/Honors Credit 3**  
An examination of the central principles of criminal law, which includes the substantive elements defining criminal conduct for specific crimes and various exculpatory conditions for criminal liability. Prerequisite: CRJS 101.
- CRJS 302 Criminal Procedure Credit 3**  
General application of U.S. constitution principles to investigate and prosecutorial process of the criminal justice system. Emphasis will be placed on the Bill of Rights and its application in justice administration. Prerequisites: CRJS 204, Sophomore, Junior or Senior standing.
- CRJS 306 Victimology**  
This course examines the impact of victimization upon the victim; new emphasis of the role of the victim in criminal justice practice and victim impact statement, assistance, and restitution. Prerequisite: CRJS101 for CRJS majors or permission from instructor for non-majors, and Sophomore, Junior or Senior standing.
- CRJS 312 Criminology/Honors Credit 3**  
Theoretical explanations of crime: the nature and extent of crime, historical development of criminological theory; and analysis of crime control and implications. Prerequisite: CRJS 101, SOCI 201, or SOCI 202 and Sophomore, Junior, or Senior standing.
- CRJS 320 Introduction to Forensics and Criminalistics Credit 3**  
A study in crime scene investigation including procedures for preservation, processing, and analysis of physical, chemical, biological, and forensic evidence to determine association to crime. Prerequisites: Sophomore, Junior or Senior standing, CRJS 204; and 3 to 4 credit hour science course with labs such as BOIL 101, CHEM 101, ENVS 101, PHYS 101 or equivalent course applicable to forensic evidence.
- CRJS 323 Organizational and Governmental Deviance/Honors Credit 3**  
Analysis of internal (pilfering, embezzlement, corruption, violence, drug abuse, etc.) and external (chemical dumping, hazardous product sales, etc.) forms of state-sponsored terrorism and organizational deviance and control. Prerequisites: Sophomore, Junior or Senior standing.
- CRJS 325 Economics and Crime Credit 3**  
This course will provide students with the fundamentals of economics particularly as it pertains to crime in society. Theory and cost analysis will be emphasized. Prerequisites: Sophomore, Junior or Senior standing.

- CRJS 326 Juvenile Delinquency/Honors Credit 3**  
This course is an analysis of historical and contemporary factors underlying juvenile delinquency, its treatment, and its prevention. Prerequisites: Sophomore, Junior or Senior standing.
- CRJS 333 Law Enforcement Community Relations Credit 3**  
Factors affecting the relationship between law enforcement agencies and the communities in which they are embedded. Police strength, use of deadly force, assaults on police, and other indices of community/police distance will be analyzed. Prerequisites: CRJS 200 and Sophomore, Junior, or Senior standing.
- CRJS 347 Terrorism and Contemporary Society Credit 3**  
This course focuses on the history of terrorism, the dynamics of terrorism and society's reaction to terrorism. It includes world view of terrorism, the cause, typologies (including environmental/ecological, economic, industrial, and state-sponsored terrorism), proliferation, and global initiatives in combating terror. It also covers the definitional dilemma of the US laws on terrorism in relation to contemporary terror. It also covers the definitional dilemma of the US laws on terrorism in relation to contemporary society. Prerequisites: Sophomore, Junior or Senior standing.
- CRJS 350 Parole and Probation/Honors Credit 3**  
An examination of historical development, decision-making processes, management, and supervision of Probation and Parole. The course discusses judicial diversion to community intervention and treatment programs as a rational alternative to prison overcrowding quagmire. Prerequisite: CRJS 201 and Sophomore, Junior or Senior standing.
- CRJS 359 Field Training in Criminology and Criminal Justice Credit 1-6**  
This is a service-learning course which requires students to serve as mentors to juvenile delinquents.
- CRJS 360 Field Training in Criminology and Criminal Justice (with Juvenile Services) Credit 3**  
This course entails a supervised research project in a criminal justice agency. Prerequisite: Junior or Senior Standing.
- CRJS 370 Statistical Methods in Criminal Justice and Criminology Credit 3**  
Management philosophies for administration of criminal justice agencies; focus on organizational behavior, theories of management, planning and budgeting, administrative legal issues, and administrative problems unique to the criminal justice system. This course deals with the principles of structure, process, and procedure in criminal justice administration. Prerequisite: Sophomore, Junior and Senior standing.
- CRJS 373 Criminal Justice Administration/Online Credit 3**  
Management philosophies for administration of criminal justice agencies; focus on organizational behavior, theories of management, planning and budgeting, administrative legal issues, and administrative problems unique to the criminal justice system. This course deals with the principles of structure, process, and procedure in criminal justice administration. Prerequisite: Sophomore, Junior and Senior standing
- CRJS 375 Judicial Process Credit 3**  
This course examines the impact of judicial decision on social policy as it relates to criminology and criminal justice administration. Emphasis is placed on the federal constitutional courts, the growth of law, and the law making of the courts. Prerequisite: CRJS 204, Sophomore, Junior or Senior standing.
- CRJS 401 Research Methods in Criminology and Criminal Justice Credit 3**  
Basic methodological and statistical (applied) issues in Criminology and Criminal Justice. Designed to provide students with a foundation in social science research methods. Prerequisite: CRJS 370, Junior or Senior standing.
- CRJS 406 Law of Corrections/Honors Credit 3**  
This course examines the evolution and current status of the law governing correctional institutions, prisoners' rights, and their relationship to society. Prerequisites: Junior or Senior Standing
- CRJS 415 Dynamics of Planned Change in Criminal Justice Credit 3**  
This course deals with the use of research, social science, and management theory as tools in the planning and evaluation of change in the criminal justice system. Prerequisites: Junior or Senior Standing.
- CRJS 430 Contemporary Criminological Theory/Honors Credit 3**  
This course examines advances in criminological theory and research from biological, psychological, and sociological perspectives. Prerequisites: Junior or Senior Standing, CRJS 312.

- CRJS 435 Psychology of Criminal Behavior Credit 3**  
 This course entails an in-depth examination of psychological factors in criminal behavior, the role of the psychologist in constructing profiles of different types of criminals, and problems in validation. Prerequisites: Junior or Senior Standing, CRJS 312.
- CRJS 450 Treatment of Control of Criminals and Delinquents/Honors Credit 3**  
 This course examines alternative institutional and non-institutional approaches to treatment and control of criminal and delinquent populations. Prerequisites: Junior Standing, CRJS 312
- CRJS 451 Crime and Delinquency Prevention/Honors/Online Credit 3**  
 In-depth history and typologies of crime and delinquency prevention strategies in the United States. Theoretical and practical strategies for crime prevention through mechanical construction, social engineering or environmental designs. The role of the agencies of the Criminal Justice System is analyzed in terms of current effectiveness and future potential for crime prevention. Prerequisite: Junior or Senior Standing, CRJS 401.
- CRJS 460 Minority Groups and the Criminal Justice System Credit 3**  
 The involvement of minorities, especially African Americans and Hispanics, in crime and in the criminal justice system will be analyzed. Special attention will be paid to the role of racism in theories of crime and in American law and to the treatment of minorities by various components of the criminal justice system. Prerequisite: Junior or Senior Standing.
- CRJS 465 Comparative Criminal Justice System Credit 3**  
 An examination, in comparative analysis, of the criminal justice and penal methods of pertinent countries and the United States. Major emphasis will be given to the issues of intent, criminal responsibility, individual and public interests, purposes, and modes of prevention, repression and punishment, methods of trial, punishment and pardon. *Prerequisite:* Junior or Senior Standing.
- CRJS 470 Independent Study Credit 3**  
 An individualized approach to selected topics by guided reading and critical evaluation. A student registered for this course must submit a prospectus, outline, and bibliography and meet with the professor on weekly basis. *Prerequisite* Junior or Senior Standing, CRJS 401.
- CRJS 489 Internship in Criminology and Criminal Justice Credit 3-9**  
 Field placement in an approved criminal justice or social service agency for integration of theory and practice through participant observation study. Prerequisite: Junior or Senior standing.
- CRJS 492<sup>1</sup> Special Topics in Criminology and Criminal Justice Credit 3**  
 Special topics in criminology and criminal justice. Topic to be explored is determined by the professor. Each professor will have special designation pertaining to their course when offered. Prerequisite: Junior or Senior and CRJS 312.
- CRJS 492A Special Topics: Criminology & Corrections**  
**CRJS 492B Special Topics: Women in Corrections**  
**CRJS 492C Special Topics: Crime, Class, and Ideology**  
**CRJS 492D Special Topics: Unequal Justice**  
**CRJS 492E Special Topics: Drugs and Crime**  
**CRJS 492F Special Topics: Police, Law and Society**  
**CRJS 492G Special Topics: Variable**

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<sup>1</sup>All CRJS 492 courses are three credits.



**DIRECTORY OF FACULTY**

**Brockett, Ramona** ..... **Associate Professor**  
B.A. College of Saint Elizabeth; Ph.D. Rutgers University; J.D., Boston College Law School

**Bynum, Evita G.** ..... **Assistant Professor**  
B.S. Xavier University of Louisiana; M.S. American University; Ph.D. American University

**Dahlgren, Daniel C.** ..... **Assistant Professor**  
B.A., B.A., M.A., Kent State University; Ph.D., Kent State University/University of Akron

**Mosley, Thomas S.** ..... **Associate Professor**  
B.A., University of Memphis; M.A., University of Memphis; Ph.D., Howard University

**Onyeozili, Emmanuel C.** ..... **Associate Professor**  
B.A., University of Ibadan; M.A., Clark-Atlanta University; Ph.D., Florida State University

**Spinner, David** ..... **Chair and Associate Professor**  
Ph.D., University of Maryland, College Park

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## DEPARTMENT OF EDUCATION

<http://www.umes.edu/SAPS>

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**Dr. Karen A. Verbeke, Chairperson**

### MISSION

The mission of the Department of Education and Professional Education Unit is to advance the science and practice of education, and to promote related careers in counseling and mental health. Toward this end, the Department and Unit offer state-of-the-art undergraduate and graduate teacher education programs, a Master of Arts in Teaching and a graduate counselor education program. The Department of Education and Professional Education Unit seek to nurture minds, advance knowledge, promote life-long learning and adjustment, and elevate the human spirit.

### OBJECTIVES

The objectives of the Department of Education are to:

1. Equip teacher candidates with the professional knowledge base of change strategies that enables them to participate in school restructuring;
2. Prepare teacher candidates to become engaged critical and creative thinkers, problem solvers, and reflective professionals;
3. Enable teacher candidates to review and embrace their personal heritage in order to facilitate learning for individuals from diverse ethnic and cultural backgrounds;
4. Develop teachers who are consumers, brokers, and generators of school-based research;
5. Prepare teacher candidates who are innovative users of and advocates for content technology-based instruction including internet resources and interactive dialogue;
6. Produce educational and community leaders who integrate state, national, and international priorities into instructional and assessment strategies;
7. Prepare teacher candidates who incorporate national and state professional standards, including INTASC principles, into their practice;
8. Prepare teacher candidates who incorporate the Professional Education Unit's Conceptual Framework into their practice;
9. Demonstrate appropriate human, conceptual, and technical skills when working with students and other educational stakeholders; and
10. Prepare teacher candidates with a commitment to the moral obligations of teaching so as to ensure equitable access to and engagement in the best possible P-12 education for all children and youth including those with disabilities, those for whom English is a second language, and those who are gifted and talented.

### DEGREES OFFERED

Bachelor of Science - Special Education

Master of Arts in Teaching<sup>1</sup> (Agriculture, Art, Biology, Business, Chemistry, English, Family and Consumer Sciences, Mathematics, Music, Social Studies, Technology) – Master of Arts in Teaching<sup>1</sup>

Master of Education – Counselor Education<sup>1</sup>

Master of Education – Special Education<sup>1</sup>

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<sup>1</sup>Consult the UMES Graduate Catalog for details.

## GENERAL PROGRAM REQUIREMENTS

The initial admission of students to the undergraduate programs in the Department of Education and Teacher Education is based upon the general admission requirements of the University. The program requirements increase as students move through their teacher education program. The only teacher education program housed in the Department of Education is Special Education. However, all 12 undergraduate teacher education programs (i.e., Agriculture, Art, Biology, Business, Chemistry, English, Family and Consumer Sciences, Mathematics, Music, Social Studies, Special Education, and Technology) are administered in collaboration with the Department of Education.

The undergraduate teacher education programs lead to the Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree in a variety of areas. The course of study prepares students to become qualified teachers, and to assume the complex role of a teacher in the classrooms of the twenty-first century. The primary goal of the undergraduate teacher education program is to ensure success within the teaching profession by: 1) providing a comprehensive knowledge base that ensures competency in the subject matter and in the processes of education; and 2) providing the opportunity to develop sophisticated clinical skills. This program reflects current trends in the field of education and emphasizes excellence in both the theoretical and applied domains.

## DEPARTMENTAL AND TEACHER EDUCATION REQUIREMENTS

The course of study prescribed for all Education majors (SPECIALTY AND SECONDARY) is composed of four major phases. These four (4) phases of study constitute the standardized curriculum that all Education majors should complete. The teacher education program includes the following designated phases of study. Each program has an approved scope and sequence of courses listed in the most current edition of the *Teacher Education Handbook*. Students who wish to become teacher education majors will need to successfully complete a background check prior to any field placements in a school setting.

### PHASE ONE

#### **GENERAL EDUCATION REQUIREMENTS**

The student completes the general education requirements established by the university. These courses are usually taken during the first two years of enrollment. All students at UMES are expected to complete a common body of academic course work. Teacher education majors should consult their academic advisors and the *Teacher Education Handbook* for the specific courses in their majors. **TOTAL NUMBER OF SEMESTER HOURS REQUIRED: 40-47 Hours**

### PHASE TWO

#### **PROFESSIONAL EDUCATION FOUNDATION**

A series of core education courses and integrated clinical experiences, are carefully designed to provide all education majors with a critical foundation of knowledge. This knowledge-base is an essential prerequisite to advanced study in the specialization phase. **All education majors are required to complete this standardized core curriculum.** Additional courses may be required by specific programs. A total of 16 credits is required. Students must also pass a criminal background check at this phase in the program and purchase Tk20, the Unit's electronic assessment system. Professional education courses in phases two, three, and four may be repeated only once.

**EDCI 200**  
**PSYC 303<sup>4</sup>**

**EDCI 201<sup>1</sup>**  
**PSYC 305<sup>5</sup>**

**EDCI 306<sup>2</sup>**  
**PSYC 307**

**EDSP 200<sup>3</sup>**

### PHASE THREE

**MAJOR/SPECIALIZATION FOUNDATION** - Only students who have formally advanced to Teacher Candidate status are eligible to enroll in the major/specialization phase. Standards have been established for advancement and are published by the Department of Education in the *Teacher Education Handbook*. Students are selectively admitted to this phase of the program. **They must have a grade point average of 2.75 and passing PRAXIS I scores (or passing scores on other Maryland State approved tests) for program entry, in addition to meeting other requirements.** Students must complete and submit a **Teacher Education Application** which can be obtained from the online or from the Department of Education.

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<sup>1</sup>Does not count toward graduation

<sup>2</sup>Or approved substitute course

<sup>3</sup>Special Education majors only

<sup>4</sup>Secondary Majors only

<sup>5</sup>Special Education and Specialty Education majors only

In this phase of study, each student must complete the specific courses required in their major/specialization area. This third phase of study and preparation includes coursework and integrated field work in the student's major area of specialization or concentration.

The courses which comprise the specialization phase organize and structure an in-depth study of a content/specialty area. Prospective teachers are thoroughly trained in both the content area and effective instructional delivery. Once admitted to Teacher Education, teacher candidates must maintain a minimum overall grade point average of 2.75 as well as a minimum 2.75 grade point average in their major.

The curriculum in this phase of study is established jointly by the Department of Education and the respective academic department. The number of required semester hours in the specialization phase of the teacher education program will vary depending on the specialty area. A total of 18 semester hours is required in specialization courses for Specialty majors. A total of 36 semester hours is required for specialization courses for Special Education Majors. These requirements are listed in the *Teacher Education Handbook*.

**COMMON REQUIRED SPECIALIZATION COURSES FOR SPECIALTY<sup>1</sup>  
(Except Special Education and Secondary Majors)**

	EDCI 311	EDCI 406	EDCI 409
EDCI 410	EDCI 4XX	EDSP 428	

**COMMON REQUIRED SPECIALIZATION COURSES FOR  
SPECIAL EDUCATION MAJORS**

A total of 36 semester hours is required for specialization courses for Special Education Majors. These requirements are listed in the *Teacher Education Handbook*.

EDSP 401	EDSP 402	EDSP 403	EDSP 404
EDSP 414	EDSP 416	EDSP 422	EDSP 426
EDSP 428	EDSP 430	EDSP 431	PSYC 406

***CLINICAL AND FIELD EXPERIENCES***

The Department of Education requires a variety of clinical and field experiences during which students work in the field, including a full-time teaching internship. Students must be fully prepared to assume the responsibility associated with these experiences. The clinical and field experiences are a critical part of the teacher preparation programs. The *Clinical and Field Experiences Handbook* outlines all expectations and requirements. Students who wish to become teacher education majors will need to successfully complete a background check prior to any field placements in a school setting.

**PHASE FOUR**

**TEACHING INTERNSHIP (SUPERVISED CLASSROOM TEACHING)** - The internship is the culmination of the teacher education program. The Teaching Internship consists of two full-time placements in two (2) different classroom settings, in Professional Development Schools. Each setting exposes students to a different age group or level. Students will be assigned to the Teaching Internship based on program requirements and school system availability. In order to be eligible for admission to the Teaching Internship, students must meet the following requirements:

- 1) Minimum 2.75 overall grade point average. Any courses transferred into UMES will be counted as part of the cumulative grade point average.
- 2) Minimum 2.75 grade point average in major.
- 3) Successful completion of the PRAXIS II-Specialty Area Tests. Students must take and pass the PRAXIS II in their content area before being eligible for their Teaching Internship. Cut-off scores are determined by the Maryland State Department of Education. Registration for the PRAXIS II should be completed as early as possible but no later than the semester before the Teaching Internship. Passing scores must be reported to UMES from ETS before the internship begins.
- 4) All courses, with the exception of the Teaching Internship, and Senior Seminar must be completed (i.e., no incomplete grades).
- 5) Two recommendations from Teacher Education faculty.

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<sup>1</sup>Other Specialty courses are required by specific programs

- 6) Completion of the Application for Teaching Internship.
- 7) Interview with faculty that includes review of candidate's professional dispositions and cultural competencies.

8) The Department of Education is committed to providing a quality, supervised internship experience and to providing every student with rich and varied internship options. Every student in a degree-seeking program, who is an Education major, is assigned to an internship on a **full-time basis**. **Students must provide their transportation to all internship and field experience sites.**

<b>SPECIALTY EDUCATION</b>		
	<u><i>Art/Music (PreK-12)</i></u>	
EDCI 440	EDCI 450	EDCI 400
	<u><i>Special Education (1-8; 6-12)</i></u>	
EDSP 442 (E)	EDSP 450 (S)	EDSP 400
<b>SECONDARY EDUCATION</b>		
	<u><i>Secondary (7-12)</i></u>	
EDCI 460X/480X (Middle)	EDCI470X/490X (High)	EDCI 400

**CURRICULUM GUIDE FOR SPECIAL EDUCATION**  
 Preparing Teachers to Work with Students with  
 Mild and Moderate Disabilities (grades 1-8; 6-12)

**FRESHMAN YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
ENGL 101	3	ENGL 102	3
MATH 102	3	SOCI 101	3
ENVS 101	3	BIOL 101	3
HIST 101	3	BIOL 103	1
ARTS 101	3	EDHE 111	3
EDCI 100	<u>1</u>	PSYC 200	<u>3</u>
	16		16

**SOPHOMORE YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
ENGL 203	3	ENGL 305 <u>or</u>	
EDCI 200	3	ENGL 310	3
EDCI 201 <sup>1</sup>	1	PSYC 305	3
EDCI 306	3	PSYC 307	3
POLI 200	3	MATH 210	3
EDSP 200	<u>3</u>	ELECTIVE (I)	<u>3</u>
	16		15

**JUNIOR YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
EDSP 401	3	EDSP 402	3
EDSP 414	3	EDSP 403	3
EDSP 416	3	EDSP 422	3
EDSP 426	3	PSYC 406	3
PSYC 371	<u>3</u>	Elective	<u>3</u>
	15		15

**SENIOR YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
EDSP 404	3	EDSP 400	3
EDSP 428	3	EDSP 442	6
EDSP 430	3	EDSP 450	<u>6</u>
EDSP 431	3		15
Elective	<u>3</u>		
	15		

Total Hours: 122

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<sup>1</sup> Does not count towards graduation.

## COURSE DESCRIPTIONS IN EDUCATION

### **EDCI 100 First Year Experience**

**Credit 1**

This course is to provide an opportunity for students to make a seamless transition from high school to college. Essential skills for transition will be explored and discussed. This course will assist students in developing cognitive skills and will assist them in adjusting personally and socially to the college environment. This course will enable first-year students to develop creative and critical thinking skills, and information literacy skills needed to facilitate a successful transition from high school to university. Additionally this course shall facilitate self-awareness and interpersonal communication skills. In addition, to providing information needed for student success at the University, this course serve as a conduit for students entering the field of teacher education. Students will be provided with the prerequisite needed for make a successful transition into the teacher education program. It is designed for all teacher education majors: Agriculture, Art, Biology, Business Education, Chemistry, English, Family and Consumer Sciences, Mathematics, Music, Social Studies, Special Education and Technology Education.

### **EDCI 200 Introduction to Contemporary Education**

**Credit 3**

This course is a comprehensive overview of the foundations of education in the United States. It incorporates the historical, political, economic, legal, social, philosophical and curricular foundations to provide future educators with an understanding of the teaching profession and the issues and controversies confronting American education today. The topics covered in the course provide novice educators with a broad picture of P-12 education and schooling in the United States. The primary focus is the preparation of reflective teachers who will make informed decisions that will improve and enhance the learning environment for children. Students will have a required field experience in the local public schools.

### **EDCI 201 PRAXIS Preparation**

**Credit 1**

This course provides training in the content and skills assessed in Praxis I testing in the areas of Reading, Writing, and Mathematics. This course is taken concurrently with EDCI 200. Credit for this course does not count towards graduation.

### **EDCI 306 Integrating Technology into the Curriculum**

**Credit 3**

This course emphasizes the use of technologies to promote teaching and learning in the P-12 environment. Major software applications, Internet resources, and related technologies will be fully covered. Each class focuses on applications that include useful educational tools and methods for designing and delivering instruction.

### **EDCI 311 Comprehensive Assessment in Education**

**Credit 3**

This course is designed to present an in-depth study of the purposes, principles, practices, and ethics of student assessment in elementary and secondary classrooms. The course emphasizes the basic concepts and terminology of assessment, as well as classroom applications. The course addresses the purposes, goals, and strategies for developing, administering, and interpreting a variety of assessments, including performance, portfolio, and standardized assessments. An understanding of current trends and practices in state and national assessment is emphasized. Prerequisite: Teacher Candidacy Status.

### **EDCI 400 Senior Seminar in Education**

**Credit 3**

The senior seminar is designed to supplement and complement the teaching internship phase of the teacher education program. The seminar focuses on the analysis and synthesis of the internship experiences so that teacher interns may successfully integrate their experiences into future practice. Preparation of a professional portfolio, maintenance of a log book and journal, and participation in group synthesis and analysis are required. This course is intended for all secondary and P-12 specialty teacher interns. Students enroll concurrently in the teaching internship and the senior seminar. Prerequisites: Admission to the Teacher Internship. This includes passing the PRAXIS II Tests for the specific content or specialty major.

### **EDCI 406 Classroom Management**

**Credit 3**

This course introduces the basic theories, techniques, and skills necessary to successfully manage small and large groups of diverse student populations at the elementary and secondary school levels. The focus of the course is on the study and application of effective individual and group management techniques based upon behavioral, cognitive, environmental, developmental, and psychoanalytic theories. Special emphasis is placed on developing supportive learning environments that promote self-esteem and motivate success. Students will have a required field experience in the local public schools. Prerequisite: Teacher Candidacy Status.

**EDCI 408                    Multicultural Education****Credit 3**

This course is designed to introduce the theories and dynamics of multicultural education. Ethnic, racial, and cultural diversity in education is explored. Through a global perspective, the impact of changing demographics on the educational system is discussed. Sensitivity and responsiveness to different economic, social, cultural, racial, ethnic, and religious backgrounds are promoted.

**EDCI 409                    Teaching Reading in the Content Areas: I****Credit 3**

This course addresses the fundamentals of the reading process, theories, and instructional strategies. It emphasizes the development of vocabulary and comprehension skills, the assessment of student reading levels, and textbook readability, with particular emphasis on the reading of content material at the secondary level. This course is intended for all secondary and P-12 specialty area teacher candidates. This course includes a required field experience. Prerequisite: Teacher Candidacy Status.

**EDCI 410                    Teaching Reading in the Content Areas: II****Credit 3**

This course addresses the literacy needs of diverse student populations and includes training in specific strategies to facilitate reading comprehension, incorporate writing to increase reading comprehension, interpret standardized reading test scores, use collaborative learning to promote literacy and content learning, and model processes for assessing literacy growth. It builds on theories and strategies in EDCI 409. A field experience/pre-internship in the area of specialization at a Professional Development School is required. This course is intended for all secondary and P-12 specialty area teacher candidates. Prerequisites: Teacher Candidacy Status and a “C” or better in EDCI 409.

**EDCI 42X                    Curriculum and Instruction in Content Specific Areas****Credit 3**

This course is an in-depth study of current instructional methods and curricular materials used in teaching content in grades relative to the specific area (i.e., P-12 or 7-12). The focus of the course is on effective program development and instructional delivery. It includes lesson and unit planning, collecting reference and illustrative materials, observing and evaluating teaching, and applying effective strategies and techniques. Additional curricular topics include performance objectives, student outcomes, scheduling, community resources, and specialized equipment and technology. The philosophy, history, and important issues and trends related to the content specific area of education are included. A field experience/pre-internship in the content specific area at a Professional Development School is required. Refer to individual areas for specific course descriptions. Prerequisite: Teacher Candidacy Status.

**EDCI 430                    Methods and Materials for Teaching Art P-12****Credit 3**

This course is an in-depth study of current instructional methods and curricular materials used in teaching art in grades P-12. The focus of the course is on effective program development and instructional delivery and includes lesson and unit planning, collecting reference and illustrative materials, observing and evaluating teaching, and applying effective strategies and techniques. Additional curricular topics include performance objectives, student outcomes, scheduling, community resources, and specialized equipment and technology. The philosophy, history, and important issues and trends related to art education are included. A field experience/pre-internship in art at a Professional Development School is required. Prerequisite: Teacher Candidacy Status.

**EDCI 440                    Teaching Internship: Specialty Programs (P-12): Elementary****Credit 6**

The student is assigned to a seven (7) or eight (8) week teaching internship at an elementary level Professional Development School. During this directed teaching experience, the student assumes the role and responsibilities of an educator on a full-time basis in the area of specialization. The internship provides the student with the opportunity to study the application of methods and techniques in a clinical setting through extended supervised practice. The student has the opportunity, under the direction and guidance of a university supervisor and a professional mentor, to refine skills and to develop professional expertise. This course is taken concurrently with EDCI 400 and EDCI 450. Prerequisites: Admission to Teacher Internship. This includes passing the PRAXIS II Tests for the specific specialty major.

**EDCI 450 Teaching Internship: Specialty Programs (P-12): Secondary****Credit 6**

The student is assigned to a seven (7) or eight (8) week teaching internship at a secondary level Professional Development School. During this directed teaching experience, the student assumes the role and responsibilities of an educator on a full-time basis in the area of specialization. The internship provides the student with the opportunity to study the application of methods and techniques in a clinical setting through extended supervised practice. The student has the opportunity, under the direction and guidance of a university supervisor and a professional mentor, to refine skills and to develop professional expertise. This course is taken concurrently with EDCI 400 and EDCI 440. Prerequisites: Admission to Teacher Internship. This includes passing the PRAXIS II Tests for the specific specialty major.

**EDCI 460 and EDCI 480 Teaching Internship: Secondary Program (7-12): Middle School****Credit 6**

The student is assigned to a seven (7) or eight (8) week teaching internship at a Professional Development School at the middle school level. During this directed teaching experience, the student assumes the role and responsibilities of an educator on a full-time basis in the area of specialization. The internship provides the student with the opportunity to study the application of methods and techniques in a clinical setting through extended supervised practice. The student has the opportunity, under the



direction and guidance of a university supervisor and a professional mentor, to refine skills and to develop professional expertise. This course is taken concurrently with EDCI 400 and EDCI 470 or 490. Prerequisites: Admission to Teacher Internship. This includes passing the PRAXIS II Tests for the specific content major.

**EDCI 470 and EDCI 490 Teaching Internship: Secondary Programs (7-12) (High School) Credit 6**

The student is assigned to a seven (7) or eight (8) week teaching internship at a Professional Development School at the high school level. During this directed teaching experience, the student assumes the role and responsibilities of an educator on a full-time basis in the area of specialization. The internship provides the student with the opportunity to study the application of methods and techniques in a clinical setting through extended supervised practice. The student has the opportunity, under the direction and guidance of a university supervisor and a professional mentor, to refine skills and to develop professional expertise. This course is taken concurrently with EDCI 400 and EDCI 460 or 480. Prerequisites: Admission to Teacher Internship. This includes passing the PRAXIS II Tests for the specific content major.

**EDCI 498 Special Topics in Education Credit 3**

This course provides an in-depth exploration of selected topics in education based on the needs and interests of the student. Current issues, trends, and research problems structure the focus and content of the course. A comprehensive, field based, independent research or clinical project is required. Prerequisites: Teacher Candidacy Status and permission of the instructor.

**EDCI 499 Independent Study in Education Credit 1-6**

This course is designed to refine the skills and expand the knowledge base in critical areas within the field of education. This self-directed course of study is individualized to meet the student's academic and professional needs. Working closely with a faculty mentor, the student develops an independent, fully detailed plan of study including goals and objectives. Successful completion of the course requires that the student complete a significant research or clinical project. Prerequisites: Teacher Candidacy Status and permission of the instructor.

## SPECIAL EDUCATION

**EDSP 200 Introduction to Special Education Credit 3**

This course focuses on the intellectual, physical, sensory, social and emotional characteristics and needs of exceptional individuals, including those with disabilities and gifts/talents, from birth through adulthood. Emphasis is placed on a survey of the various exceptionalities as well as on an overview of historical and legislative perspectives and on current and future directions in the field of special education. Educational and supportive services appropriate for exceptional individuals are also presented, as are the roles of general and special educators in the delivery of these services. This course is designed for Teacher Education majors. Students will have a required field experience in the local public schools.

**EDSP 400 Senior Seminar in Special Education Credit 3**

The senior seminar is designed to supplement and complement the teaching internship phase of the teacher education program. The seminar focuses on the analysis and synthesis of the internship experiences so that teacher interns may successfully integrate their experiences into future practice. Preparation of a professional portfolio, maintenance of a log book and journal, and participation in group synthesis and analysis are required. This course is intended for all special education (1-12) teacher interns. Students enroll concurrently in the teaching internship (EDSP 442 and EDSP 450) and the senior seminar. Prerequisites: Admission to Teacher Internship. This includes passing the PRAXIS II Tests for special education.

**EDSP 401 Processes and Acquisition of Reading and Language for Students with Disabilities Credit 3**

This course will introduce students to the processes of language development and the relationship and role of language acquisition in reading development for students with disabilities at the elementary and secondary levels. It will analyze the relationship between oral language development, reading acquisition, and written language. In addition, the interactive nature of the reading process, including the impact of phonemic awareness will be addressed. This course is designed for students majoring in special education and includes a required clinical field experience. This course is taken concurrently with EDSP 414, EDSP 416, and EDSP 426. Prerequisite: Teacher Candidacy Status.

**EDSP 402 Instruction of Reading and Language for Students with Disabilities Credit 3**

This course introduces instruction of reading skills for students with and without disabilities at the elementary and secondary levels. Content includes the development of word attack and comprehension skills and the teaching of expository reading in the content areas. Emphasis is placed on the selection, organization, and evaluation of instructional content, strategies, and activities. This course is designed for students majoring in special education and is taught as part of a core of courses related to assessment and instructional programming. The course includes a required field experience and is course is taken concurrently with EDSP 403, EDSP 422, and PSYC 406. Prerequisites: Teacher Candidacy Status and a "C" or better in EDSP 401.

**EDSP 403 Materials for Teaching Reading and Language for Students with Disabilities Credit 3**

This course introduces various materials that can be used to provide a variety of reading and language experiences to students with disabilities at the elementary and secondary levels. Both teacher-made and commercial materials are discussed. The use of children's literature, community resources, and parental support will also be explored. Students will have a required field experience in the local public schools. This course is taken concurrently with EDSP 402, EDSP 422, and PSYC 406. Prerequisites: Teacher Candidacy Status and a "C" or better in EDSP 401.

**EDSP 404                      Assessment, Diagnosis, and Remediation of Reading Problems for Students with Disabilities                      Credit 3**

This course presents an in-depth analysis of assessment, diagnosis, and remediation of reading problems for students with disabilities at the elementary and secondary levels. A thorough understanding of the diagnostic process is explored, as well as remediation techniques for comprehension, vocabulary development, and word attack skills. Attention is given to effective reporting of these results to parents and other professionals. Students will have a required clinical experience. The course is taken concurrently with EDSP 428, EDSP 430, and EDSP 431. Prerequisites: Teacher Candidacy Status and a "C" or better in EDSP 401, EDSP 402, and EDSP 403.

**EDSP 414                      Psycho-educational Assessment I                      Credit 3**

This course is the first of two three-credit courses in assessment. It provides in-depth instruction relative to the comprehensive psycho-educational process as it is used to identify the educational strengths and deficits of students with disabilities at the elementary and secondary levels. The development, administration, interpretation, and application of psycho-educational testing batteries, using both informal and formal assessment instruments, are emphasized. Norm-referenced, criterion-referenced, and curriculum-based assessment measures are examined. Skills related to the professional reporting and presentation of results are developed. The course has an emphasis on assessment in the areas of social/emotional development, achievement/school performance, general interests, attitudes, and study skills. Students develop a comprehensive case study as part of this course, which also includes a required clinical experience. This course is taken concurrently with EDSP 401, EDSP 416, and EDSP 426. Prerequisite: Teacher Candidacy status.

**EDSP 416                      Program Development and Instructional Delivery for Students with Disabilities                      Credit 3**

This course is designed to examine the specific programs, instructional strategies, and resources that are appropriate for students with disabilities at the elementary and secondary levels. It addresses the organization and management of special education programs and prepares students to adapt and modify curriculum. Preparing students to work collaboratively as teacher consultants, academic coaches, on interdisciplinary teams, in inclusion classrooms, and in team teaching is also a course focus, as is the development and management of student records (e.g., IEP, IFSP). A required field experience in the local public schools is part of this course. The course is taken concurrently with EDSP 401, EDSP 414, and EDSP 426. Prerequisite: Teacher Candidacy Status.

**EDSP 422                      Psycho-educational Assessment II                      Credit 3**

This course is the second of two three-credit courses in assessment. It provides in-depth instruction relative to the comprehensive psycho-educational process as it is used to identify the educational strengths and deficits of students with disabilities at the elementary and secondary levels. The development, administration, interpretation, and application of psycho-educational testing batteries, using both informal and formal assessment instruments, are emphasized. Norm-referenced, criterion-referenced, and curriculum-based assessment measures are examined, with an emphasis on statewide assessment procedures. Use of the results to plan instruction is also presented. This course has an emphasis on assessment in the areas of oral language, reading, written language, and mathematics. Skills related to the professional reporting and presentation of results are developed. Students develop a comprehensive case study and an individualized education plan as part of this course, which also includes a required clinical experience. This course is taken concurrently with EDSP 402, EDSP 403, and PSYC 406. Prerequisites: Teacher Candidacy Status and a "C" or better in EDSP 414.

**EDSP 426 Instruction of Mathematics for Students with Disabilities Credit 3**  
This course addresses mathematics for students with disabilities at the elementary and secondary levels. Relevant mathematics content (i.e., early number concepts, arithmetic, consumer mathematics, algebra, and geometry) is presented. The use of technology (e.g., calculators, computers) is also included as is an emphasis on problem solving and making mathematical connections with other content areas. The curriculum standards of the National Council of Teachers of Mathematics are used as the focus of content and pedagogy. Appropriate prescriptive strategies, resources, curricular adaptations, and instructional programming for students with disabilities are emphasized. Students will have a required field experience in the local public schools. This course is taken concurrently with EDSP 401, EDSP 414, and EDSP 416. Prerequisite: Teacher Candidacy status.

**EDSP 428 Communication and Collaboration in Special Education Credit 3**  
This course focuses on the nature of oral and written communication - theories, models, and definitions; the role of the individual and groups in the communication process; and content and settings for communication; various formats and techniques of communication; and the differences in communication styles based on diverse groups. In addition, the course presents effective and ineffective strategies for communication with the opportunity to systematically analyze one's individual communication style as well as that of others. The educational setting serves as the context for developing these effective communication and collaboration skills. The focus of this course is primarily on communication and collaboration between general and special educators, parents, administrators, paraprofessionals and students. This course has a required clinical experience. This course is taken concurrently with EDSP 404, EDSP 430, and EDSP 431. Prerequisites: The student must have Teacher Candidacy status.

**EDSP 430 Technology in Special Education Credit 3**  
This course explores a wide range of assistive and instructional technology applications for students with physical, cognitive, communicative, sensory, and/or multiple disabilities. Students examine the use of technology in combination with effective instructional strategies to enhance learning and promote independence in the areas of academics, mobility, communication, socialization, and participation in home, school and community activities. Students also explore electronic and print resources for assistive and instructional technology information and review research about current practices for implementation of technology-based solutions. Students in this course have a required field experience/pre-internship at a Professional Development School. This course is taken concurrently with EDSP 404, EDSP 428, and EDSP 431. Prerequisites: Teacher Candidacy status and a "C" or better in EDCI 306.

**EDSP 431 Instruction of Prevocational/Vocational and Transition Programs for Students with Disabilities Credit 3**  
This course introduces the basic theories and practices of planning, implementing, and evaluation prevocational and vocational programs for students with disabilities at the elementary and secondary levels. Emphasis is placed on social skill development, prevocational/vocational assessment and instructional strategies, counseling techniques, and other generic skills required for transition programs. Students will have a required field experience/pre-internship at a Professional Development School. This course is taken concurrently with EDSP 404, EDSP 428, and EDSP 430. Prerequisite: Teacher Candidacy Status.

**EDSP 442 Teaching Internship in Special Education (Elementary) Credit 6**  
This seven (7) or eight (8) week clinical internship involves teaching students with disabilities in an elementary setting at a Professional Development School. Students are expected to gradually assume the duties and responsibilities of a special education teacher, which include the following: planning, instruction, assessment, curriculum adaptation, classroom management, communication, and evaluation. The student has the opportunity, under the direction and guidance of a university supervisor and a professional mentor, to refine skills and to develop professional expertise. This course is taken concurrently with EDSP 400 and EDSP 450. Prerequisites: Admission to Teacher Internship. This includes passing the PRAXIS II Tests for special education.

**EDSP 450 Teaching Internship (Secondary) Credit 6**  
This seven (7) or eight (8) week clinical internship involves teaching students with disabilities in a secondary setting at a Professional Development School. Students are expected to gradually assume the duties and responsibilities of a special education teacher, which include the following: planning, instruction, assessment, curriculum adaptation, classroom management, communication, and evaluation. The student has the opportunity, under the direction and guidance of a university supervisor and a professional mentor, to refine skills and to develop professional expertise. This course is taken concurrently with EDSP 400 and EDSP 442. Prerequisites: Admission to Teacher Internship. This includes passing the PRAXIS II Tests for special education.

**EDSP 497                      Special Topics in Special Education                      Credit 3**  
This course provides an in-depth exploration of selective topics in special education based on the needs and interests of the students. Current issues, trends and research problems structure the focus and content of the course. Prerequisites: Special Education major, Teacher Candidacy Status, and permission of the instructor.

**EDSP 499                      Independent Study in Special Education                      Credit 1-6**  
This course is designed to refine and expand the student's skills and knowledge base in a critical area of study in special education. This self-directed course is individualized to meet the student's professional and academic needs. The student develops an independent and detailed plan of study, including goals and objectives, under a faculty mentor's mentorship. Successful completion of a significant research or clinical project is required. Prerequisites: Special Education major, Teacher Candidacy Status, and permission of the instructor.

## PSYCHOLOGY

**PSYC 200                      Introduction to Psychology                      Credit 3**  
This course provides a survey of general principles underlying human behavior. It includes study of the nervous system, perception, learning, memory, thinking, emotions, and individual differences in intelligence, aptitude, and personality.

**PSYC 301                      Child Development                      Credit 3**  
This course provides a study of child development from pre-natal development through late childhood, with special emphasis on children of primary/middle school age. The focus of the course is on cognitive, emotional, intellectual, physical, psychological, and social growth and development. Prerequisite: PSYC 200 with a grade of "C" or better.

**PSYC 303                      Adolescent Psychology                      Credit 3**  
This course provides an overview of the special role that adolescence plays in overall development. Emphasis is on the psychological development of the adolescent in school. Prerequisite: PSYC 200 with a grade of "C" or better.

**PSYC 305                      Developmental Psychology/Online                      Credit 3**  
This course presents a lifespan survey of human growth and development, beginning at conception and ending with death with emphasis on intellectual, linguistic, emotional, perceptual, social and personality development. Prerequisite: PSYC 200 with a grade of "C" or better.

**PSYC 307                      Educational Psychology                      Credit 3**  
This course examines scientific research and psychological principles as they apply to teaching and learning. Topics include theories of learning, intelligence, memory, creativity, human diversity, and other factors influencing effective instruction and learning. Clinical/classroom experiences provide opportunity to apply learning theory within an educational framework. Prerequisites: PSYC 200 with a grade of "C" or better.

**PSYC 371                      Abnormal Psychology/Online                      Credit 3**  
This course examines the concepts of normality, abnormality, and psychopathology; symptoms syndromes; and theory and research in psychopathology and psychotherapy. The nature, identification, etiology and treatment of psychological disorders are emphasized. Prerequisite: PSYC 200 with a grade of "C" or better.

**PSYC 401                      Introduction to Personality Theory                      Credit 3**  
This course presents the study of personality from various points of view: biological, experimental, social, and humanistic. It provides an overview of theory and empirical research in the study of personality. Prerequisite: PSYC 200 with a grade of "C" or better.

**PSYC 406                      Applied Behavioral Analysis                      Credit 3**  
The purpose of this course is to present an array of behavior management techniques that will enable prospective educators to manage the instructional, psychological, and behavioral needs of students. The course explores a variety of theoretical models. Students will have a required field experience in the local public schools. This course is taken concurrently with EDSP 402, EDSP 403, and EDSP 422. Prerequisites: SPED majors with Teacher Candidacy Status

**PSYC 497                      Special Topics in Psychology                      Credit 3**  
This course provides an in-depth exploration of selective topics in Psychology based on the needs and interests of the students. Prerequisites: A "C" or better in PSYC 200 and two additional Psychology courses, Senior Standing, and the permission of the instructor.

## DIRECTORY OF FACULTY

- Agnew, Mary L.** ..... **Associate Professor**  
B.A., Central Michigan University; M.Ed., University of New Hampshire; Ph.D., University of Georgia
- Bing, Sally B.** ..... **Associate Professor**  
B.A., University of Vermont; M.Ed., University of Georgia; Ph.D., University of Georgia
- Bowers, Cheryl D.** ..... **Assistant Professor**  
B.A., Mount Holyoke College; M.S., University of Pennsylvania; Ph.D., University of Pennsylvania
- Carrington, Andrew T.** ..... **Professor**  
B.S., Hampton University; M.A., Hampton University; Ed.D., Virginia Polytechnic Institute and State University
- Goslee, Patricia A.** ..... **Lecturer**  
B.S., University of Maryland Eastern Shore; M.Ed., Wilmington College; Ed.D., Wilmington University
- Larson, Wilbert C.** ..... **Associate Professor**  
B.S., Augustana College; M.Ed., Creighton University; Ph.D., University of Nebraska
- Poole-Sykes, Kimberly J. Poole** ..... **Associate Professor**  
B.S., University of Maryland Eastern Shore; M.S., Southern Illinois University at Carbondale; Rh.D., Southern Illinois University at Carbondale
- Stuft, Derry** ..... **Associate Professor**  
B.A., Rutgers College; M.Ed., Indiana University of Pennsylvania; Ed.D., Indiana University of Pennsylvania
- Wilkins-Church, Phyllise J.** ..... **Lecturer**  
B.S. Elizabeth City State University; M.Ed. Delaware State University; Ed.D. Nova Southeastern University
- Verbeke, Karen A.** ..... **Professor, Chair & Director of Teacher Education**  
B.A., The Pennsylvania State University; M.Ed., University of Maryland; Ph.D., University of Maryland

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**DEPARTMENT OF ENGLISH AND MODERN LANGUAGES**

<http://www.umes.edu/SAPS>

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**Dr. Betty Taylor-Thompson, Interim Chairperson**

**MISSION**

The Mission of the Department of English and Modern Languages is to provide service courses for the various departments; to prepare teachers of English for middle and secondary schools; to prepare individuals for graduate schools, professional schools, and career opportunities; and to provide outreach services for surrounding schools and communities.

**Error! Reference source not found.OBJECTIVES**

The objectives of the Department of English and Modern Languages are as follows:

1. To provide opportunities for students to develop facility in communicative skills: reading, writing, speaking and listening;
2. To provide opportunities for students to speak and write a foreign language effectively;
3. To provide opportunities for students to understand, interpret, and analyze literary material;
4. To prepare students for graduate study and professional careers;
5. To prepare students for teaching middle and secondary school English.

**DEGREES OFFERED**

Bachelor of Arts – English (Non-Teaching)

Bachelor of Arts – English Education

**DEPARTMENTAL REQUIREMENTS**

UMES offers the Bachelor of Arts (B.A.) degree in English, non-teaching and English Education. In addition to the completion of the 41 required credits in General Education, all students are expected to complete 79 credit hours from a common body of academic coursework. The 79 credit hours must consist of 33 credit hours selected from the program core requirements, 12 credit hours of English electives, 12 credit hours in either French or Spanish language instruction, and 22 credit hours of free electives.

UMES offers the Bachelor of Arts (B.A.) degree in English Education. In addition to the completion of the 41 required credits in General Education, all students are expected to complete 85 credit hours from a common body of academic coursework. The 85 credit hours must consist of 30 credit hours selected from the program core requirements, 6 credit hours of English electives, 6 credit hours in either French or Spanish language instruction, and 43 credit hours of professional education requirements.

**CAREER OPPORTUNITIES**

The teaching program is designed to prepare individuals to become teachers of English/Language Arts in middle and high schools. The program of study provides the prospective English teacher with a broad and integrated liberal arts background, a concentrated study of English literature and language, and the techniques, knowledge, and experience to help middle, junior, and senior high school students develop to their highest potential.

## ENGLISH EDUCATION

### DEPARTMENTAL REQUIREMENTS

In addition to the completion of the 41 required credits in General Education, all students are expected to complete 85 credit hours from a common body of academic coursework. The 85 credit hours must consist of 30 credit hours selected from the program core requirements, 6 credit hours of English electives, 6 credit hours in either French or Spanish language instruction, and 43 credit hours of professional education requirements.

### CAREER OPPORTUNITIES

Undergraduate English Education graduates are qualified to teach middle school language arts and high school English.

### COMMON REQUIRED COURSES

One (1) ENGL 200, 300, or 400 Level Course<sup>1</sup>

Two (2) ENGL 400 Level Courses<sup>2</sup>

Any two-semester sequence in French or Spanish<sup>3</sup>

### REQUIRED MAJOR COURSES<sup>4</sup>

ENGL 204-215	ENGL 301 <b>or</b>
ENGL 218	ENGL 302
	ENGL 321 <b>or</b>
	ENGL 322
	ENGL 328 <b>or</b>
	ENGL 329
	ENGL 330
	ENGL 346 <b>or</b>
	ENGL 380
	ENGL 347

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<sup>1</sup>Student must complete 3 credit hours.

<sup>2</sup>Student must complete 6 credit hours.

<sup>3</sup>Student must complete 6 credit hours.

<sup>4</sup>Courses are strictly column based.

**CURRICULUM GUIDE FOR ENGLISH EDUCATION**

**FRESHMAN YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
ENGL 101	3	ENGL 102	3
FREN 101 <b>or</b>		FREN 102 <b>or</b>	
SPAN 101	3	SPAN 102	3
GEN ED CURR AREA I <sup>1</sup>	3	PSYC 200	3
GEN ED CURR. AREA III	3	GEN ED CURR AREA III <sup>2</sup>	4
GEN ED CURR AREA IV	3	GEN ED CURR AREA I <sup>3</sup>	<u>3</u>
ENGL 100	<u>1</u>		16
	16		

**SOPHOMORE YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
EDCI 200	3	ENGL 301 <b>or</b>	
EDCI 201	1	ENGL 302	3
ENGL 203	3	ENGL 200-400 Elective	3
PSYC 307	3	ENGL 330	3
GEN ED CURR. AREA II <sup>4</sup>	3	ENGL 204-215	3
GEN ED CURR. AREA VI	<u>3</u>	GEN ED CURR AREA V	<u>3</u>
	15		15

**JUNIOR YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
ENGL 204-215	3	EDCI 406	3
ENGL 321 <b>or</b>		EDCI 409	3
ENGL 322	3	ENGL 328 <b>or</b>	
ENGL 218	3	ENGL 329	3
ENGL 400 Elective	3	ENGL 346 <b>or</b>	
PSYC 303	<u>3</u>	ENGL 380	3
	15	ENGL 400 Elective	3
		EDCI 306	<u>3</u>
			18

**SENIOR YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
EDCI 311	3	EDCI 400	3
EDCI 410	3	EDCI 480B	6
EDCI 425B	3	EDCI 490B	<u>6</u>
EDSP 428	3		15
ENGL 347	<u>3</u>		
	15		

Total Credits Hours: 126

<sup>1</sup>Student must select from GEN ED CURR AREA I:A.

<sup>2</sup>Student must select one science course and one laboratory course.

<sup>3</sup>Student must select from GEN ED CURR AREA I:B—History.

<sup>4</sup>Student must select from GEN ED CURR AREA II:A.



## ENGLISH NON-TEACHING

### DEPARTMENTAL REQUIREMENTS

In addition to the completion of the 41 required credits in General Education, all students are expected to complete 79 credit hours from a common body of academic coursework. The 79 credit hours must consist of 33 credit hours selected from the program core requirements, 12 credit hours of English electives, 12 credit hours in either French or Spanish language instruction, and 22 credit hours of free electives.

### CAREER OPPORTUNITIES

Because of literature's emphasis on human values and human interaction, graduates are prepared to work in a variety of occupations including publicity, personnel, research, sales, teaching and training. Students with backgrounds in liberal studies are potential candidates for executive and management positions. Undergraduate English majors often elect to enter graduate school in library science, law, medicine, business, and international affairs, as well as English and communications. An English major has much to offer that is essential to our society and has a wide, rather than narrow, choice of career opportunities.

### COMMON REQUIRED COURSES

ENGL 200, 300, or 400 Level Course<sup>1</sup>  
Any four-semester sequence in French or Spanish.<sup>2</sup>

### REQUIRED MAJOR COURSES<sup>3</sup>

ENGL 204-215	ENGL 301 <b>or</b> <sup>3</sup>	ENGL 327/H
ENGL 218	ENGL 302 <b>or</b>	ENGL 346 <b>or</b>
	ENGL 321	ENGL 380
	ENGL 322/H <b>or</b>	ENGL 401
	ENGL 328 <b>or</b>	ENGL 412
	ENGL 329	ENGL 413
	ENGL 330	

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<sup>1</sup>Student must complete 12 credit hours.

<sup>2</sup>Student must complete 12 credit hours.

<sup>3</sup>The choice of **or** identified in Required Major Courses is strictly columns base.

**CURRICULUM GUIDE FOR ENGLISH  
(NON-TEACHING)**

**FRESHMAN YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
ENGL 101	3	ENGL 102	3
GEN CURR AREA I	3	ENGL 104	3
GEN CURR AREA II <sup>1</sup>	3	GEN CURR AREA II <sup>2</sup>	3
GEN CURR AREA III <sup>3</sup>	3	GEN CURR AREA III	4
ENGL 100	1	EXSC 111 <sup>4</sup>	<u>3</u>
MATH 102 <b>or</b>			16
MATH 109	<u>3</u>		
	16		

**SOPHOMORE YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
ENGL 203	3	GEN CURR AREA VI	3
ENGL 204-215	3	ENGL 204-215	3
FREN 101 <b>or</b>		ENGL 218	3
SPAN 101	3	ENGL 305/Online <b>or</b>	
GEN CURR AREA I	3	ENGL 310/Online	3
Elective	<u>3</u>	FREN 102 <b>or</b>	
	15	SPAN 102	<u>3</u>
			15

**JUNIOR YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
ENGL 301 <b>or</b>		ENGL 327	3
ENGL 302	3	ENGL 328 <b>or</b>	
ENGL 321 <b>or</b>		ENGL 329	3
ENGL 322	3	ENGL 401	3
ENGL 330	3	ENGL 412 <b>or</b>	
ENGL 346 <b>or</b>		ENGL 413	3
ENGL 380	3	FREN 202 <b>or</b>	
FREN 201 <b>or</b>		SPAN 202	<u>3</u>
SPAN201	<u>3</u>		15
	15		

**SENIOR YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
ENGL Elective	3	ENGL Elective	3
ENGL Elective	3	ENGL Elective	3
Elective	3	Electives <sup>5</sup>	<u>7</u>
Elective	3		13
Elective	<u>3</u>		
	15		

Total Credit Hours: 120

<sup>1</sup>Student must choose from GEN CURR AREA II:A

<sup>2</sup>Student must choose from GEN CURR AREA II:B

<sup>3</sup>Student must choose from the Natural Sciences.

<sup>4</sup>Course **cannot** be repeated for credit.

<sup>5</sup> Or more credits; combinations of 1, 2 or 3 credit courses are acceptable to complete required credit count.

## COURSE DESCRIPTIONS IN ENGLISH AND MODERN LANGUAGES

### ENGLISH

- ENGL 101      Basic Composition I      Credit 3**  
This course is designed to review the fundamentals of grammar, punctuation, and conventional usage, and to provide skills of organization and development in writing. Adequate opportunity for written analysis and oral discussion of selected examples of prose and creative writing are provided to encourage an interest in literature and the development of a critical attitude toward literature in general. A research paper will be required.
- ENGL 101 Honors      English Composition I Honors      Credit 3**  
The major goal of this course is to develop proficiency in expository writing, particularly the communication of ideas in clear, precise language that demonstrates advanced knowledge of organization, grammar, and usage. This course satisfies the "Statement of Expectations" for freshman writing.
- ENGL 102      Basic Composition II      Credit 3**  
This course continues the study of basic elements of written composition, especially organization and development. Central to the course is the examination of selections from prose, poetry and drama. Prerequisite: ENGL 101.
- ENGL 102 Honors      English Composition II Honors      Credit 3**  
This course is a continuation of ENGL 101H. The course will review modes of expository writing with emphasis on the research paper. The major goal is to develop proficiency in critical writing.
- ENGL 104      Introduction to Telecommunications/Online      Credit 3**  
This course concentrates on the history of telecommunications, regulation, and current policies and procedures. It is a prerequisite for most telecommunications courses.
- ENGL 203      Fundamentals of Contemporary Speech      Credit 3**  
This course requires the preparation and delivery of short original speeches, outside readings and reports. It is recommended that this course be taken during the sophomore year. Prerequisites: ENGL 101 and ENGL 102.
- ENGL 204      Introduction to Fiction      Credit 3**  
This course is an introduction to the development of fiction with concentration on several major fiction writers. Prerequisites: ENGL 101 and ENGL 102.
- ENGL 205      Introduction to Drama      Credit 3**  
This course is an introduction to drama around the world through reading, analyzing, viewing, and performance. Prerequisites: ENGL 101 and ENGL 102.
- ENGL 206      Introduction to Poetry      Credit 3**  
This course is an introduction to the development of poetry with concentration on several major poets. Prerequisites: ENGL 101 and ENGL 102.
- ENGL 207      Introduction to Creative Writing      Credit 3**  
This course provides an introduction to various techniques used by successful writers of all genres with the object of assisting students in developing and improving their technique. Prerequisites: ENGL 101 and ENGL 102.
- ENGL 215      Introduction to Film      Credit 3**  
This course involves a study of the motion picture as an art form and as an influence on society. Basic concepts of organization, structure, and techniques of editing are examined through the reading of selected material and the viewing of a number of short films and excerpts from feature films. The course moves from the basic psychology of visual perception through the history, theory, and critical standards of film. Prerequisites: ENGL 101 and ENGL 102
- ENGL 218      Approaches to Grammar      Credit 3**  
This course provides a comprehensive review of traditional English grammar and is designed particularly for prospective teachers and writers. Prerequisites: ENGL 101 and ENGL 102.
- ENGL 236      Interviewing      Credit 3**  
This course is a study of methods used to prepare for and conduct interviews for articles in periodicals. Emphasis is placed on ways to structure a set of questions to elicit information and conduct an effective interview. Prerequisite: ENGL 104.

- ENGL 237 Radio Production and Programming Credit 3**  
This course involves recording and control of sound in studios and on location, including introduction to radio production equipment and creative mixing and editing of multiple sound tracks. This course examines station organization, staff job descriptions, and responsibilities, along with station operation techniques. Prerequisite: ENGL 104
- ENGL 238 TV Production and Programming Credit 3**  
This is a laboratory course designed to expose the student to each production position in a TV studio, including director, camera operator, audio operator, and video editor. Prerequisite: ENGL 104
- ENGL 239 Introduction to Broadcast Performance Credit 3**  
This course is a study of communications theory and its application to the preparation, presentation, and criticism of radio and television performance. The course includes basic formats of broadcasting news, interviews, music, commercials, public affairs, and entertainment features. Prerequisites: ENGL 104.
- ENGL 241 Basic News writing and Reporting Credit 3**  
This course is an introduction to the structure and organization in writing news for on-air presentation. The course includes news gathering techniques and ethical issues. Prerequisites: ENGL 104
- ENGL 301 American Literature I Credit 3**  
This course is a survey of the major American authors and their works from the beginning of American civilization to Whitman. Prerequisites: ENGL 101 and ENGL 102.
- ENGL 302 American Literature II Credit 3**  
This course is a survey of the major American authors and their works from Whitman to the present. Prerequisites: ENGL 101 and ENGL 102.
- ENGL 303 Broadcasting Management Credit 3**  
This course explores theories of management. It involves study and analysis of special problems and situations confronting the manager of a broadcast or cable facility in the administration of personnel in various station departments. Prerequisite: ENGL 104
- ENGL 305 Technical Writing/Honors/Online Credit 3**  
This web-based course concentrates on the techniques of expository writing in the preparation of technical material. Among the areas of concentration are writing to support graphic illustrations, writing to clarify statistical information, and writing to explain process. Students are introduced to the selective use of the library and basic research facilities, particularly the use of periodical indexes and selective bibliographies. The course is open to all degree-seeking and special students who have successfully completed the Freshman and Sophomore years and who have satisfactorily completed ENGL 101, ENGL 102, and ENGL 203.
- ENGL 310 Advanced Composition/Honors/Online Credit 3**  
This course involves a study of prose techniques such as definition, classification, analysis, and process analysis. It includes the reading of model documents (essays, news stories, etc.) and a substantial amount of practice of expository writing. The course is open to all students who have successfully completed ENGL 101 and ENGL 102.
- ENGL 311 Argumentation and Persuasion Credit 3**  
This course is designed to reflect and refine current theory and practice in argumentation and debate. Students develop conceptual apparatus to apply general principles as required by circumstances. The course blends theoretical explanation and practical advice. Students must master the basic terms and theories common to all argumentation which are necessary as a prelude to the more specific study in academic debate. Subsequently, the ultimate purpose of the course is to help students learn to become effective advocates. Prerequisite: ENGL 203
- ENGL 312 Group Discussion Credit 3**  
Group discussion provides students with the knowledge and practical experience necessary to enable them to work with discussion groups as active and productive participants. The students will be knowledgeable of the theoretical grounding and participate in a variety of roles as a discussion-group participant. Because the course is designed with student-oriented activities as an integral part of the structure, active class participation is mandatory. Prerequisite: ENGL 203

- ENGL 317      Shakespeare      Credit 3**  
This course examines characteristics and qualities of selected works of Shakespeare. Emphasis is generally placed on the more significant tragedies, comedies and histories within the context of the Elizabethan world view. [offered every Fall & Spring]  
Prerequisites: ENGL 101 and ENGL 102.
- ENGL 319      Theater Practicum      Credit 1**  
This course is an opportunity for acting and technical experience through Participation Theater performed in front of a live audience. Prerequisite: Permission of the Instructor.
- ENGL 321      English Literature I      Credit 3**  
This course involves a survey of selected authors and works in English Literature from the beginning through the 18th Century.  
Prerequisites: ENGL 101 and ENGL 102.
- ENGL 322      English Literature II      Credit 3**  
This course is a continuation of ENGL 321 dealing with English Literature since the Restoration. This course may be substituted for ENGL 321 by English majors. Prerequisites: ENGL 101 and ENGL 102.
- ENGL 324      Literature and Film      Credit 3**  
This course examines the relationship between literature and film, with particular emphasis on the problems and procedures inherent in the transition of novels and short narratives into screenplays. Prerequisites: ENGL 101 and ENGL 102.
- ENGL 325      Literary Criticism      Credit 3**  
This course entails the study of various critical approaches to literature, such as textual, archetypal, psychological, and sociological. Prerequisites: ENGL 101 and ENGL 102.
- ENGL 327      African American Literature      Credit 3**  
This course provides a survey of Black American Literature encompassing both oral tradition and written literature. Attention is given to the genres of poetry, drama, slave narrative, novel, and essay. Prerequisites: ENGL 101 and ENGL 102.
- ENGL 328      World Literature I      Credit 3**  
This course is an introductory study of major movements and genres in Eastern, Western, and African Literatures from ancient times through the Western Renaissance, with the objective of helping students to gain knowledge of the culture of people other than American. Prerequisites: ENGL 101 and ENGL 102.
- ENGL 329      World Literature II      Credit 3**  
This course is a continuation of English 328. It deals with World Literature since the Western Renaissance. Prerequisites: ENGL 101 and ENGL 102.
- ENGL 330      Advanced Public Speaking      Credit 3**  
This course involves a study of rhetorical principles and models of speech composition in conjunction with the preparation and presentation of specific forms of public address. Prerequisites: ENGL 101, ENGL 102, and ENGL 203.
- ENGL 332      The African Writer      Credit 3**  
This course focuses on contemporary African literature, with special emphasis on the role of the writer. The course includes many of the major African literary works (fiction, poetry, and drama) of the last sixty years. The course also focuses on the African writer's unique role as creator of functional art. Prerequisite: ENGL 327H.
- ENGL 333      Principles of Photojournalism      Credit 3**  
In this course students gain an understanding as well as a working vocabulary of the historic, formal, and psychological aspects of photojournalism using still photography, video and film. Basic concepts of organization, framing, techniques of editing, etc. are examined through the reading and viewing of selected materials (photo stills, film & video) as well as the practical experience of supervised projects. Prerequisites: ENGL 104.

- ENGL 336      Computer Graphics I      Credit 3**  
 This is an introductory level course in computer generated graphic design and desktop publication. Through a “hands-on” approach, the student develops a basic knowledge of the various application programs of desktop publication and illustration using Macintosh computers. The student also develops the ability to create computer generated original art and learn the manipulation of scanned images, original digital camera images, basic design principles, and techniques such as layout, typography and graphic production used in various commercial arts fields.
- ENGL 337      Computer Graphics II      Credit 3**  
 Computer Graphics II is a continuation of Computer Graphics I (English 336) and the course work builds on the skills learned in the first semester. Further skills are gained and then applied to applications such as: PageMaker & Quark Express (used for layout design); Photoshop and Illustrator (illustration applications); After Effects & Gif Builder (introduction to video and multimedia & computer animation); and BB Edit (web page design). The course also builds on the student’s knowledge of basic design principles and techniques in design and graphic production generally started during the first semester. Prerequisite: ENGL 336
- ENGL 345      Special Topics in Literature      Credit 3**  
 Structured around rotating topics, this course involves an intensive study of the literary works of various authors. Prerequisites: ENGL 101, ENGL 102 and permission of the instructor.
- ENGL 346      History of the English Language      Credit 3**  
 This course covers major developments in the history of English to the modern period with consideration of important changes and principles of development in phonology, syntax, and semantics. Prerequisites: ENGL 101 and ENGL 102.
- ENGL 347      Adolescent and Adult Literature      Credit 3**  
 An eclectic survey of fiction and other forms of literature written primarily for adolescents (ages 10 through 14) and young adults (ages 15-18), the course explores and examines themes and ideas in literature relevant to the period prior to adulthood, utilizing the principles of contemporary literary criticism. The course is intended for English Education majors but is open to all students who meet the prerequisites. Prerequisites: successful completion of ENGL 101 and ENGL 102.
- ENGL 351      Communications Design Survey      Credit 3**  
 This course is an introduction to the study of visual communications. It involves conceptualization, graphic imagery, aesthetics, and symbolism for the communication of information through graphic design, with specific emphasis on the relationship of graphic design to advertising. Problem-solving projects related to the design profession are required. Prerequisites: ENGL 336 and ENGL 337.
- ENGL 380      Introduction to Language Science      Credit 3**  
 This course provides an introductory survey of contemporary linguistics with special focus on present-day American English. Prerequisites: ENGL 101 and ENGL 102.
- ENGL 401      Modern Drama      Credit 3**  
 This course is designed to give an overview and understanding of Modern Drama from Ibsen to the present. Prerequisites: ENGL 101 AND ENGL 102.
- ENGL 404      Studies in Drama      Credit 3**  
 This course allows opportunities for a variety of topics pertinent to drama. An analysis of drama from around the world through reading, viewing, performance, and various forms of artistic expression will be explored. The course also concentrates on specific social and political that foster the various types of drama produced during a particular period. Prerequisites: ENGL 101, ENGL 102 and ENGL 205.
- ENGL 405      Studies in Film      Credit 3**  
 This course provides an in-depth examination of some particular aspect of film. In any given semester the course may concentrate on, but by no means be limited to, such diverse topics as American film genre, the work of a particular film director, or literature-to-film transition. Prerequisites: ENGL 101, ENGL 102 and ENGL 215.
- ENGL 408      Studies in Poetry      Credit 3**  
 This course traces the development of poetry with concentration on several major poets. Prerequisites: ENGL 101, ENGL 102, and ENGL206.

**ENGL 412 Commonwealth Literature Credit 3**  
This course involves intensive study of the works of writers from commonwealth countries. Attention is paid to the evolution of the author's canon, the effects on the literary context, the relationship between the literary works and the historical and cultural context of the writer. Prerequisites: ENGL 101 and ENGL 102.

**ENGL 413 The Novel - East and West/Online Credit 3**  
This is a multicultural course that examines novels as a global form that speaks for the aspirations of the modern middle class individual and criticizes social abuses. Comparison of novels from America, Africa, Europe, and Asia are made. [Offered every Spring] Prerequisites: ENGL 101 and ENGL 102.

**ENGL 472 Internship Credit 3-12**  
This course is an internship in various study areas arranged by and with permission of the instructor. Students wishing to travel abroad may petition for Foreign Language credit under this course. See Department Chair for details. Prerequisites: ENGL 104, ENGL 203 & permission of the instructor.

**ENGL481 Dramatic writing for Film and TV Credit 3**  
This course is designed for students who want to learn to take ideas and develop them into treatments, screen-plays, and other verbal and visual forms. The class is conducted as a workshop; students' work is discussed in an informal atmosphere, and selected films are screened. Through the workshop format, students are encouraged to find their creative direction. Prerequisite: Successful Completion of ENGL 101 & ENGL 102 and consent of the Instructor. Enrollment is limited to seventeen students.

**ENGL 499 Independent Research in English Credit 1-3**  
This course provides a vehicle to enable the student to range academically as far as interests and preparation carry him on a topic agreed upon by the instructor and student in the area of English and Modern Languages. The student is required to meet and confer with the instructor on specified conference dates. Limited enrollment. Prerequisite: permission of instructor.

## FRENCH

**FREN 101 Fundamentals of French I Credit 3**  
This course provides for the acquisition of basic skills in the language through drills in pronunciation, grammar, and translation. Laboratory work is required. It is recommended that students who have two or more years of high school French take an exam for credit.

**FREN 102 Fundamentals in French II Credit 3**  
This course is a continuation of French 101. This course provides for the acquisition of basic skills in the language through drills in pronunciation, grammar and translation. Laboratory work is required. It is recommended that students who have two or more years of high school French take an exam for credit. Prerequisite: C or better in FREN101

**FREN 201 Intermediate French I Credit 3**  
This course involves a review of grammar and pronunciation and involves graded readings of modern prose. Prerequisite: C or better in FREN 101 and FREN 102 or the equivalent.

**FREN 202 Intermediate French II Credit 3**  
This course provides a review of idiomatic expressions, applications of language skills to reading, composition, and class discussion. Prerequisite: C or better in FREN 201 or equivalent.

**FREN 301 Conversation and Composition Credit 3**  
This course focuses on the development of conversational proficiency in French, development of writing skills through written reports on current events and focuses on literary topics. Prerequisites: C or better in FREN 101, 102, 201 and 202, or permission of the instructor.

**FREN 302 Translation Credit 3**  
This course is designed to develop advanced skills through training in translation and interpretation. Students translate French texts from different fields with emphasis on grammar and literary quality. They also practice translation from English into French. Prerequisites: C or better FREN 101, 102, 201 and 202, or permission of instructor.

**FREN 401 French for the Business World****Credit 3**

This course is an introduction to the study of terminology used in business, and styles used in commercial, private and official formats for correspondence and various common business documents. Prerequisites: C or better in FREN 302 or permission of the Instructor

**FREN 402 Writers of French-Speaking Africa and the Caribbean****Credit 3**

This course involves the study of selected novels expressing the culture and the aspirations of the French speaking people of Africa and the Caribbean. Prerequisites: C or better in FREN 301 and FREN 302 or permission of the Instructor.

**SPANISH****SPAN 101 Fundamental of Spanish I****Credit 3**

This course provides for the acquisition of basic skills in the language through drills in pronunciation, grammar, and translation of elementary prose. Lab work is required. To receive credit for this course, the student must also complete SPAN 102. It is recommended that students who have two or more years of high school Spanish take an exam for credit.

**SPAN 102 Fundamentals of Spanish II****Credit 3**

This course provides for the acquisition of basic skills in the language through drills in pronunciation, grammar and translation. Lab work is required. To receive credit for this course, the student must also complete SPAN 101. It is recommended that students who have two or more years of high school Spanish take an exam for credit. Prerequisite: C or better in SPAN101

**SPAN 201 Intermediate Spanish I****Credit 3**

This course provides a review of grammar and pronunciation. The course involves graded readings of modern prose. Prerequisites: C or better in SPAN 101 and SPAN 102 or equivalent.

**SPAN 202 Intermediate Spanish II****Credit 3**

This course is a review of idiomatic expressions, and applications of language skills to reading, composition, and class discussion. Prerequisites: C or better in SPAN 101, SPAN 102 and SPAN 201.

**SPAN 301 Spanish Conversation and Composition****Credit 3**

This course is designed for the development of conversational proficiency in Spanish. It further focuses on the development of writing skills through reports on current events and on literary topics. Prerequisites: C or better in SPAN 101, 102, 201 and 202, or permission of the Instructor.

**SPAN 302 Translation/Online****Credit 3**

This course is designed to develop advanced skills through training in translation and interpretation. Students translate Spanish texts from different fields with emphasis on grammar and literary quality. They also practice translation from English into Spanish. Prerequisites: C or better in SPAN 101, 102, 201 and 202, or permission of the Instructor.

**SPAN 401 Spanish for the Business World****Credit 3**

This course is an introduction to the study of terminology used in business, and styles used in commercial, private and official formats for correspondence and various common business documents. Prerequisites: C or better in SPAN 302 or permission of the Instructor.

**SPAN 402 Writers of Spanish Expression-Spain/Latin America****Credit 3**

This course is a study of selected novels expressing the culture and aspirations of the Spanish-speaking people of Spain and Latin America. Prerequisites: C or better in SPAN 302 or permission of the Instructor.

**THEATER ARTS****THAR 101 Introduction to Theater****Credit 3**

The course presents a survey of theater through the exploration of the components of a production, acting, set, costumes, lighting, sound, script, and the audience. Prerequisite: Permission of instructor.



**THAR 102      Stagecraft**

**Credit 3**

This course involves an investigation and application of the visual effects of stage scenery in dramatic productions with exercises in set designing. Practical experiences within current productions are offered. Prerequisite: Permission of instructor.

**THAR 201      History of Theater and Drama**

**Credit 3**

This course provides a study of the cultural forms of theater from the Greek period to the end of the Renaissance, with analysis of selected plays. Selected plays from all major periods are read and critically analyzed. Prerequisite: Permission of instructor.

**THAR 202      History of Theater and Drama II**

**Credit 3**

The course offers a study of the cultural forms of theater from the end of Renaissance to the present, with analysis of selected plays. Selected plays from all major periods are read and critically analyzed. Prerequisite: Permission of instructor.

**THAR 203      Acting I**

**Credit 3**

This course provides a survey of acting practices along with basic training in the elements of acting, with preliminary studies in movement, pantomime, interpretation, and the use of the voice. Students participate in scenes or plays. Prerequisite: Permission of instructor.

**THAR 204      Acting II**

**Credit 3**

This course is a continuation of Acting I with more advanced instruction in movement, interpretation, and voice usage. Acting technique is stressed. Students participate in selected plays. Prerequisite: Permission of instructor.

## DIRECTORY OF FACULTY

- Buerkle, Marilyn** ..... Lecturer, Visual Information Specialist  
B.A., Edinboro University of Pennsylvania; M.A., American University
- Champagne, Carole A.** ..... Assistant Professor  
B.S., Wake Forest University; M.Ed., M.A., Ph.D., University of Massachusetts, Amherst
- Cooledge, Dean R.** ..... Assistant Professor  
B.A., Trinity University; M.A., Ph.D., University of Arizona
- Cooledge, Susan** ..... Assistant Professor  
B.S., Elizabethtown College; M.S., Ph.D., University of Arizona
- Dameron-Johnson, Della** ..... Assistant Professor  
B.S., Lincoln University, M.A., Northern Illinois University; Ph.D., University of Maryland College Park
- Davis, Joseph** ..... Lecturer  
B.A., Henderson State University, M.A., Memphis State University
- Green, Melissa** ..... Lecturer  
B.A., St Mary's College; M.A., Salisbury University;
- Green, Rene Pope** ..... Lecturer  
B.A., University of Pittsburg, BFA, The City College of New York; MAT, Lehman College
- Gregory, Nydia**..... Lecturer  
B.A., University of Puerto Rico; M.A., Assumption College
- Harned, Courtney** ..... Lecturer  
B.A., MAT, University of Virginia
- Johnson, David** ..... Assistant Professor  
B.S., North Carolina A&T State University; M.Ed., Salisbury University; Ph.D., The Union Institute & University
- Johnston, Sandra** ..... Lecturer  
B.A., M.Ed., Shippensburg University; M.A., Salisbury University
- Miller, Bonnie**..... Lecturer  
B.A., M.A., Salisbury University
- Okafor, Clement** ..... Professor  
Ph.D. Harvard University
- Pinhey, Kaye**..... Director, Instructional Technology  
B.S., M.S., University of Dhaka
- Rock, Lorna**..... Visiting Lecturer  
B.A., Millsaps, College; MAT, Boston University
- Rose, Wilton** ..... Lecturer  
B.F.A., New York University
- Seabrook, Barbara** ..... Associate Professor  
B.S., M.Ed., Shippensburg University; M.Ed., Ed.D., Wilmington College
- Shoge, Simeon** ..... Lecturer  
B.A., University of Ibadan; MFA., Columbia University; M.A., Washington College
- Smith, Terry** ..... Assistant Professor  
B.A., M.A., Salisbury University; Ph.D., Indiana University of Pennsylvania

**Taylor, Nicole** ..... **Assistant Professor**  
B.A., M.A., University of the District of Columbia; Ph.D., Howard University

**Taylor-Thompson, Betty** ..... **Interim Chair**  
BS, Fisk University, MLS, Atlanta University, MA and Ph.D., Howard University

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**Department of Fine Arts**

<http://www.umes.edu/SAPS>

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**Mr. Ernest R. Satchell, Chairperson**

**MISSION**

The mission of the Fine Arts Department is to provide teachers for elementary and secondary schools: to prepare students for professional non-teaching careers in Commercial Ceramics, Graphic Illustration, Commercial Photography and Sequential Arts; to provide students for graduate and Professional schools; to provide service courses for other departments; and to provide outreach services for surrounding schools and communities. In addition the Fine Arts Department provides exhibits, cultural events and other programs necessary to promote art and make the university and general community artistically richer.

**OBJECTIVES**

Students having completed the Art Education Program will:

1. Have the facility to understand and appreciate the philosophical nature of art, its meaning, and contribution to the individual and society in contemporary and past cultures.
2. Create, critically analyze, and evaluate works of art from a wide variety of media.
3. Develop, organize, evaluate, and administer effectively an art education curriculum in grades PreK-12.
4. Demonstrate an understanding of the developmental stages of art through which children and adolescents pass.
5. Demonstrate a working knowledge of safety precautions and hazards that are unique to studio work.
6. Design and deliver developmentally appropriate experiences in art for children in grades PreK-12.

Students having completed the Applied Design program will demonstrate the ability to do the following:

1. Design, produce, and market high-quality functional ceramic ware for both the wholesale and retail markets.
2. Operate and manage a small business.
3. Work as Photo. journalists or as commercial Photographers.
4. Work at management level positions in the applied design field.
5. Integrate conventional illustrations with high tech digital illustrations.
6. Demonstrate mastery of computer software, such as Adobe, Photoshop, Illustrator, InDesign, PageMaker, and Quark.
7. Manipulate, retouch, and alter Photographic images for commercial applications.
8. Prepare camera-ready layouts for newsletters, brochures, magazines, and newspapers.
9. Mass-produce ceramic ware using state-of-the-art forming, glazing, and firing techniques.

Upon successful completion of prescribed courses and music experiences provided in the music education program, the prospective music educator will be able to:

1. Demonstrate suitable skills and knowledge in music pedagogy, applied music, and related subject areas.
2. Demonstrate appropriate skills necessary for the teaching of music (general/choral or instrumental) in elementary, middle and secondary schools for pupils with varying learning abilities.
3. Develop evaluation instruments and assess musical performances.
4. Develop and implement classroom management procedures that contribute to a desirable learning environment.

5. Demonstrate skill in oral and written communication in music, as well as in other academic areas.

### DEGREES OFFERED

Bachelor of Arts - Art Education  
 Bachelor of Arts - Applied Design  
 Bachelor of Arts - Music Education

### GENERAL PROGRAM REQUIREMENTS

The admission of students to the undergraduate programs in the Department of Fine Arts is based upon the general admission requirements of the University.

### DEPARTMENTAL REQUIREMENTS ART EDUCATION TEACHING<sup>1</sup>

This program leads to the Bachelor of Arts degree in Art Education with specific preparation for teaching Art in elementary and secondary schools. Students who complete the program will be eligible for Pre-12 teaching certification. Students in this program must complete 126 semester hours of University courses. Included in the 125 semester hours are a minimum of 42 hours of Fine Art Core Courses and 42 hours of Professional Education Courses. A minimum GPA of 2.75 is required for all courses.

### CAREER OPPORTUNITIES

A degree in Fine Arts prepares Art and Music teachers for elementary and secondary schools; students for professional non-teaching careers in Commercial Ceramics, Graphic Illustration, Commercial Photography and Sequential Arts, provides students a foundational development for graduate study.

### COMMON REQUIRED COURSES

ARTS 102	ARTS 121	ARTS 201	ARTS 341
ARTS 103	ARTS 122	ARTS 202	ARTS 342
		ARTS 205	
		ARTS 206	
		ARTS 210	
		ARTS 211	
		ARTS 212	
		ARTS 221	

### REQUIRED MAJOR COURSES

EDCI 200	EDCI 440A	EDSP 200B	PSYC 305
EDCI 201 <sup>2</sup>	EDCI 450A		PSYC 307
EDCI 311			
EDCI 400			
EDCI 406			
EDCI 409			
EDCI 410			
EDCI 430			

<sup>1</sup>For additional program requirements for the Art Education (Teaching) major, please refer to the Department of Education and the *Teacher Education Handbook*. UMES' Teacher Education Programs are accredited by the National Council for Accreditation of Teacher Education and approved by the Maryland State Department of Education.

<sup>2</sup>Does not count toward graduation.

**CURRICULUM GUIDE FOR ART EDUCATION  
(Grades PreK-12)**

**FRESHMAN YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
ENGL 101	3	ENGL 102	3
MATH 102	3	ARTS 103	3
ARTS 101	3	ARTS 202	3
ARTS 102	3	EDHE 111	3
ARTS 201	3	GEN ED CURR. AREA II <sup>1</sup>	3
GNST 100	<u>1</u>	EDCI 200	3
	16	EDCI 201 <sup>2</sup>	<u>3</u>
			19

**SOPHOMORE YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
ENGL 203	3	ENGL 310	3
ARTS 121	3	ARTS 211	3
BIOL 101	3	ARTS 221	3
BIOL 103	1	ARTS 341	3
PSYC 305	3	GEN ED CURR AREA <sup>3</sup>	<u>3</u>
EDSP 428	<u>3</u>		15
	16		

**JUNIOR YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
ARTS 205	3	ARTS 210	3
ARTS 122	3	PSYC 307	3
ARTS 342	3	EDCI 406	3
ARTS 212	3	EDCI 409	3
GEN ED CURR. AREA <sup>4</sup>	<u>3</u>	EDCI 306	<u>3</u>
	15		15

**SENIOR YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
ARTS 206	3	EDCI 400	3
EDCI 430	3	EDCI 440A	6
GEN ED CURR AREA III	3	EDCI 450A	<u>6</u>
EDCI 410	3		15
EDCI 311	<u>3</u>		
	15		

Total Credits Hours: 126

<sup>1</sup>Student must select from GEN ED CURR AREA II:A.

<sup>2</sup>Does not count toward graduation)

<sup>3</sup>Students must select from GEN ED CURR AREA II: B

<sup>4</sup>Students must select from GEN ED CURR AREA I: HISTORY

**DEPARTMENTAL REQUIREMENTS  
APPLIED DESIGN**

The Applied Design Program accepts as its mission the role of providing learning experiences for students who wish to pursue careers in the Applied Design fields of Graphic Illustration, Commercial Photography, Commercial Ceramics and Sequential Arts. The goal of this program is to offer an intensified curriculum in Applied Design that will enable students graduating from the program to think logically and creatively, and to function as practicing artists/crafts persons. Students in this program must complete 124 semester hours of University courses. Included in these 124 hours are 45 hours of required Foundation Courses and 38 hours of Fine Art Core Courses. A minimum GPA of 2.75 is required for all Foundation Courses and Fine Art Core Courses.

**GRAPHIC ILLUSTRATION**

**COMMON REQUIRED COURSES**

ARTS 102	ARTS 201	ARTS 304
ARTS 103	ARTS 202	ARTS 341
ARTS 122	ARTS 205	ARTS 342
	ARTS 206	BUAD 132
	ARTS 211	ECON 201
	ARTS 212	
	ARTS 213	

**REQUIRED MAJOR COURSES**

ARTS 313	ARTS 411	ARTS 450J
ARTS 314	ARTS 412 <sup>1</sup> or	ARTS 330
ARTS 319	ARTS 420	ARTS 498J
ARTS 320		
ARTS 321		
ARTS 322		
ARTS 323		
ARTS 340		

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<sup>1</sup>Students must select either ARTS 412 or ARTS 420.

**CURRICULUM GUIDE FOR APPLIED DESIGN  
GRAPHIC ILLUSTRATION**

**FRESHMAN YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
ENGL 101	3	ENGL 102	3
MATH 109	3	ARTS 103	3
GNST 100	1	ARTS 202	3
ARTS 102	3	ECON 201	3
ARTS 101	3	ARTS 211	<u>3</u>
ARTS 201	<u>3</u>		15
	16		

**SOPHOMORE YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
ARTS 213	3	ARTS 341	3
ARTS 212	3	ENGL 203	3
BUAD 132	3	ARTS 206	3
ARTS 122	3	ARTS 205	3
ARTS 304	<u>3</u>	GEN ED CURR AREA I	<u>3</u>
	15		15

**JUNIOR YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
BIOL 101	3	GEN ED CURR AREA II <sup>1</sup>	3
BIOL 103	1	GEN ED CURR AREA II <sup>2</sup>	3
ARTS 321	3	ARTS 323	3
ARTS 342	3	ARTS 319	3
EDHE 111	3	ARTS 340	<u>3</u>
ARTS 322	<u>3</u>		15
	16		

**SUMMER SEMESTER**

ARTS 498J	<u>2</u>
	2

**SENIOR YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
ARTS 313	3	ARTS 314	3
ARTS 420	3	ARTS 450J	3
ENGL 305 <b>or</b>		GEN ED CURR AREA VI	3
ENGL 310	3	GEN ED CURR AREA III	3
ARTS 320	3	ARTS 412 <b>or</b>	
ARTS 411	<u>3</u>	ARTS 330	<u>3</u>
	15		15

Total Credits Hours: 124

<sup>1</sup>Students must select from GEN ED CURR AREA II:A.

<sup>2</sup>Students must select from GEN ED CURR AREA II:B.



**COMMERCIAL PHOTOGRAPHY**

**COMMON REQUIRED COURSES**

ARTS 102	ARTS 201	ARTS 309	BUAD 132
ARTS 103	ARTS 202	ARTS 341	ECON 201
ARTS 122	ARTS 205		
	ARTS 206		
	ARTS 207		
	ARTS 211		
	ARTS 212		
	ARTS 213		

**REQUIRED MAJOR COURSES**

ARTS 311	ARTS 333	ARTS 410	ARTS 450K
ARTS 312		ARTS 411	ARTS 498K
ARTS 313		ARTS 412	ARTS 499K <sup>1</sup>
ARTS 314			

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<sup>1</sup>Students must complete two additional times for credit.

**CURRICULUM GUIDE FOR APPLIED DESIGN  
COMMERCIAL PHOTOGRAPHY**

**FRESHMAN YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
ENGL 101	3	ENGL 102	3
MATH 109	3	ARTS 103	3
GNST 100	1	ARTS 202	3
ARTS 102	3	ECON 201	3
ARTS 101	3	ARTS 211	3
ARTS 201	<u>3</u>	ARTS 206	<u>3</u>
	16		18

**SOPHOMORE YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
ARTS 213	3	ARTS 341	3
ARTS 212	3	ENGL 203	3
BUAD 132	3	ARTS 309	3
ARTS 122	3	ARTS 205	3
ARTS 207	<u>3</u>	GEN ED CURR AREA I <sup>1</sup>	<u>3</u>
	15		15

**JUNIOR YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
BIOL 101	3	GEN ED CURR AREA II <sup>2</sup>	3
BIOL 103	1	GEN ED CURR AREA II <sup>3</sup>	3
ARTS 411	3	ARTS 314	3
ARTS 313	3	ARTS 311	3
EXSC 111 <sup>4</sup>		ARTS 499K <sup>5</sup>	<u>3</u>
ARTS 499K <sup>5</sup>	<u>3</u>		15
	16		

**SUMMER SEMESTER**

ARTS 498K	<u>2</u>
	2

**SENIOR YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
ARTS 410	3	ARTS 412	3
ARTS 312	3	ARTS 450K	3
ENGL305 <u>or</u>		GEN CURR AREA VI	3
ENGL 310	3	ENGL 333	3
GEN ED CURR AREA III	3	GEN ED CURR AREA II <sup>3</sup>	<u>3</u>
ARTS 499K <sup>5</sup>	<u>3</u>		15
	15		

Total Credits Hours: 124

<sup>1</sup>Students must select from GEN ED CURR AREA I: HISTORY.

<sup>2</sup>Students must select from GEN ED CURR AREA II:A.

<sup>3</sup>Students must select from GEN ED CURR AREA II:B.

<sup>4</sup>Course cannot be repeated for credit.

<sup>5</sup>Students must repeat ARTS 499K for credit.

**APPLIED DESIGN FOR COMMERCIAL CERAMICS**

**COMMON REQUIRED COURSES**

ARTS 102	ARTS 201	ARTS 341	BUAD 132
ARTS 103	ARTS 202		ECON 201
ARTS 121	ARTS 205		
ARTS 122	ARTS 206		
	ARTS 211		
	ARTS 212		
	ARTS 213		
	ARTS 221		

**REQUIRED MAJOR COURSES**

ARTS 302	ARTS 400	ARTS 450M	ARTS 498Q
ARTS 303	ARTS 401		ARTS 499M <sup>1</sup>
ARTS 305	ARTS 402		

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<sup>1</sup>Students must repeat course for credit.

**CURRICULUM GUIDE FOR APPLIED DESIGN  
COMMERCIAL CERAMICS**

**FRESHMAN YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
ENGL 101	3	ENGL 102	3
MATH109	3	ARTS 103	3
GNST 100	1	ARTS 202	3
ARTS 102	3	ECON 201	3
ARTS 101	3	ARTS 211	3
ARTS 201	<u>3</u>	ARTS 121	<u>3</u>
	16		18

**SOPHOMORE YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
ARTS 213	3	ARTS 341	3
ARTS 212	3	ENGL 203	3
BUAD 132	3	GEN ED CURR AREA II <sup>1</sup>	3
ARTS 122	3	ARTS 205	3
ARTS 221	<u>3</u>	GEN ED CURR AREA I	<u>3</u>
	15		15

**JUNIOR YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
BIOL 101	3	GEN ED CURR AREA II <sup>2</sup>	3
BIOL 103	1	GEN ED CURR AREA III	3
ARTS 305	3	ARTS 302	3
ARTS 342	3	ARTS 400	3
ARTS 499M <sup>3</sup>	3	ARTS 499M	<u>3</u>
EXSC 111 <sup>4</sup>	<u>3</u>		15
	16		

**SUMMER SEMESTER**

ARTS 498M	<u>2</u>
	2

**SENIOR YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
ARTS 303	3	ARTS 499M	3
ARTS 401	3	ARTS 402	3
ARTS 499M	3	ARTS 450M	3
GEN ED CURR AREA IV	3	GEN ED CURR AREA VI	<u>3</u>
ARTS 306	<u>3</u>		12
	15		

Total Credits Hours: 124

<sup>1</sup>Students must select from GEN ED CURR AREA II:A.

<sup>2</sup>Students must select from GEN ED CURR AREA II:B.

<sup>3</sup>Students must be repeated course for credit.

<sup>4</sup>Course cannot be repeated for credit.

**APPLIED DESIGN SEQUENTIAL ARTS**

**COMMON REQUIRED COURSES**

ARTS 102	ARTS 201	ARTS 304	BUAD 132
ARTS 103	ARTS 202	ARTS 333	ECON 201
ARTS 122	ARTS 205	ARTS 341	
	ARTS 206	ARTS 342	
	ARTS 211		
	ARTS 212		

**REQUIRED MAJOR COURSES**

ARTS 313	ARTS 411	ARTS 450Q	ARTS 498Q <sup>1</sup>
ARTS 314			
ARTS 319			
ARTS 321			
ARTS 330			
ARTS 331			
ARTS 334			
ARTS 340			

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<sup>1</sup>Internship must be in the area of Sequential Arts.

**CURRICULUM GUIDE FOR  
APPLIED DESIGN SEQUENTIAL ARTS**

**FRESHMAN YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
ENGL 101	3	ENGL 102	3
MATH 109	3	ARTS 103	3
GNST 100	1	ARTS 202	3
ARTS 100	3	ECON 201	3
ARTS 101	3	ARTS 211	<u>3</u>
ARTS 201	<u>3</u>		15
	16		

**SOPHOMORE YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
ARTS 213	3	ARTS 341	3
ARTS 212	3	ARTS 340	3
BUAD 132	3	ARTS 206	3
ARTS 122	3	ARTS 205	3
ARTS 304	<u>3</u>	GEN ED CURR AREA I <sup>1</sup>	<u>3</u>
	15		15

**JUNIOR YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
BIOL 101	3	GEN CURR AREA II <sup>2</sup>	3
BIOL 103	1	ARTS 331	3
ARTS 411	3	ARTS 314	3
ARTS 330	3	ARTS 319	3
ARTS 313	3	ENGL 203	<u>3</u>
ARTS 342	<u>3</u>		15
	16		

**SUMMER SEMESTER**

ARTS 498Q <sup>3</sup>	<u>2</u>
	2

**SENIOR YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
ARTS 321	3	ARTS 344	3
ARTS 332	3	ARTS 450Q	3
ENGL 305 <u>or</u>		GEN ED CURR AREA III	3
ENGL 310	3	GEN ED CURR AREA VI	3
GEN ED CURR AREA II <sup>4</sup>	3	EDHE 111 <sup>5</sup>	<u>3</u>
ARTS 499Q	<u>3</u>		15
	15		

Total Credits Hours:      124

<sup>1</sup>Student must select GEN ED CURR AREA I: HISTORY.

<sup>2</sup>Student must select GEN ED CURR AREA II: A

<sup>3</sup>Internship must be in the area of Sequential Arts.

<sup>4</sup>Student must select GEN ED CURR AREA II:B

<sup>5</sup>Course cannot be repeated for credit.

## MUSIC PROGRAM

The Music Program accepts as its mission the role of providing learning experiences for students who wish to pursue careers in elementary and secondary music education, providing performance opportunities through applied music study, providing performance opportunities through ensemble participation, providing foundational development for graduate study, and providing instruction for students who do not desire music as a career but wish to develop skills and knowledge of music as an avocation. The program also provides opportunities for students and members of the non-University community to experience a better quality of life through music exposure and study. Concerts, lectures, seminars, and workshops are presented to meet this aspect of our mission. Piano proficiency and musical achievement tests may be administered to freshmen and new students who elect the Music Education program. These tests are administered at designated periods prior to registration for each semester. Test results are used to counsel students in music course selection and aid them in pursuing a curriculum suitable to their abilities, talents and potential for success.

## DEPARTMENTAL REQUIREMENTS

Students who are accepted as majors in Music Education must select a major applied instrument, with the approval of the appropriate applied music instructor and coordinator of the Music Program. Students who elect an orchestral instrument must fulfill the six-semester requirement in Music Ensemble: Instrumental. Students who elect piano or voice for their major applied concentration must fulfill the six semester requirement in Music Ensemble: Choral (instrumental if their performance in the ensemble will be on piano). Music Education majors are expected to perform in recitals twice each semester. Students in this program must complete 129 semester hours of University courses. Included in these 129 hours are 43 hours of required Music Core Courses and 45 hours of Professional Education Courses. A minimum GPA of 2.75 is required of all courses, and a grade of C or better is required for all music core courses.

### COMMON REQUIRED COURSES

MUSI 102	MUSI 111	MUSI 201	MUSI 306
MUSI 103	MUSI 112	MUSI 203	MUSI 308
MUSI 104	MUSI 113 <sup>1</sup> or	MUSI 205	MUSI 309
MUSI 105	MUSI 116A <sup>1</sup>	MUSI 206	MUSI310
MUSI 106		MUSI 211	MUSI 311
MUSI 107		MUSI 212	MUSI 312
MUSI 108			MUSI 313
			MUSI 314

### REQUIRED MAJOR COURSES

EDCI 200	EDSP 428	EDCI 400
EDCI 201 <sup>2</sup>	PSYC 305	EDCI 409
EDCI 311	PSYC 307	EDCI 410
		EDCI 421C <sup>3</sup> or
		EDCI 423C <sup>3</sup>
		EDCI 423D
		EDCI 440C
		EDCI 450D

<sup>1</sup>Students must select either MUSI 113 or MUSI 116A

<sup>2</sup>Course does not count toward graduation.

<sup>3</sup>Students must select either EDCI 421C or EDCI 423C.

**CURRICULUM GUIDE FOR EDUCATION  
INSTRUMENTAL MUSIC  
Grades PreK-12**

**FRESHMAN YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
ENGL 101	3	PSYC 200	3
MATH 102 <b>or</b>		ENGL 102	3
MATH 109	3	EXSC 111 <sup>1</sup>	3
ARTS 100	1	BIOL 103	1
BIOL 101	3	MUSI 103	4
MUSI 102	4	MUSI 112A-Q	1
MUSI 111A-Q	1	MUSI 113	1
MUSI 113	1	MUSI 206	<u>1</u>
MUSI 205	<u>1</u>		17
	17		

**SOPHOMORE YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
ENGL 203	3	GEN ED CURR AREA III	3
EDCI 200	3	ENGL 305 <b>or</b>	
EDCI 201 <sup>2</sup>	1	ENGL 310	3
MUSI 105	1	PSYC 305	3
MUSI 201	3	MUSI 107	1
MUSI 309	1	MUSI 108	1
MUSI 211A-Q	1	MUSI 203	2
MUSI 113	<u>1</u>	MUSI 310	1
	13	MUSI 212A-Q	1
		MUSI 113	<u>1</u>
			16

**JUNIOR YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
MUSI 101	3	GEN ED CURR AREA II	3
PSYC 307	3	EDCI 409	3
EDCI 306	3	EDCI 406	3
MUSI 104	1	EDCI 421C	3
MUSI 306	3	MUSI 106	1
MUSI 313	2	MUSI 314	2
MUSI 311A-Q	1	MUSI 312A-Q	1
MUSI 113	<u>1</u>	MUSI 113	<u>1</u>
	17		17

**SENIOR YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
GEN ED CURR AREA I	3	EDCI 400	3
EDCI 410	3	EDCI 440C	6
EDCI 423D	3	EDCI 450D	<u>6</u>
EDCI 311	3		15
EDSP 428	3		
MUSI 308	<u>2</u>		
	17		

Total Credits Hours: 129

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<sup>1</sup>Course cannot be repeated for credit.

<sup>2</sup>Course does not count toward graduation.



**CURRICULUM GUIDE FOR MUSIC EDUCATION  
GENERAL/CHORAL  
Grades PreK-12**

**FRESHMAN YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
ENGL 101	3	PSYC 200	3
MATH 102 <b>or</b>		ENGL 102	3
MATH 109	3	EXSC 111 <sup>1</sup>	3
ARTS 100	1	BIOL 103	1
BIOL 101	3	MUSI 103	4
MUSI 102	4	MUSI 112A-Q	1
MUSI 111A-Q	1	MUSI 116A	1
MUSI 116A	1	MUSI 206	<u>1</u>
MUSI 205	<u>1</u>		17
	17		

**SOPHOMORE YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
ENGL 203	3	GEN ED CURR AREA III	3
EDCI 200	3	ENGL 305 <b>or</b>	
EDCI 201 <sup>2</sup>	1	ENGL 310	3
MUSI 105	1	PSYC 305	3
MUSI 201	3	MUSI 107	1
MUSI 309	1	MUSI 108	1
MUSI 211A-Q	1	MUSI 203	2
MUSI 116A	<u>1</u>	MUSI 310	1
	13	MUSI 212A-Q	1
		MUSI 116A	<u>1</u>
			16

**JUNIOR YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
MUSI 101	3	GEN CURR AREA II	3
PSYC 307	3	EDCI 409	3
EDCI 306	3	EDCI 406	3
MUSI 104	1	EDCI 421C	3
MUSI 306	3	MUSI 106	1
MUSI 313	2	MUSI 314	2
MUSI 311A-Q	1	MUSI 312A-Q	1
MUSI 116A	<u>1</u>	MUSI 116A	<u>1</u>
	17		17

**SENIOR YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
GEN ED CURR AREA I	3	EDCI 400	3
EDCI 410	3	EDCI 440C	6
EDCI 423C	3	EDCI 450D	<u>6</u>
EDCI 311	3		15
EDSP 428	3		
MUSI 308	<u>2</u>		
	17		

Total Credits Hours: 129

<sup>1</sup>Course cannot be repeated for credit.

<sup>2</sup>Course does not count toward graduation.

## COURSE DESCRIPTIONS IN ART

### **ARTS 100 First Year Experience**

**Credit 1**

This course is to provide an opportunity for students to make a seamless transition from high school to college. Essential skills for transition will be explored and discussed. This course will assist students in developing cognitive skills and will assist them in adjusting personally and socially to the college environment. This course will enable first-year students to develop creative and critical thinking skills, and information literacy skills needed to facilitate a successful transition from high school to university. Additionally, this course shall facilitate self-awareness and interpersonal skills. In addition, to providing information needed for student success at the University, this course serves as a conduit for students entering into the field of Applied Design. Students will be provided with prerequisite needed to make a successful transition into the Fine Arts Major. The course will develop interpersonal and conflict resolution skills providing academic, personal, social, and emotional adjustment. Prerequisites: Applied Design Majors Only.

### **ARTS 101 Exploration of the Visual Arts**

**Credit 3**

This is a philosophical course in the nature of Art designed to acquaint the student with the complex phenomena that makes up the art of our time, ranging from prehistory to the present. Emphasis is placed primarily upon the visual arts of painting, drawing, sculpture, pottery, and the graphic arts. The course features specifically, the nature of visual form, the art object, the material and process by which it was formed, and the creative process. Field trips are a requirement. OPEN TO ALL STUDENTS.

### **ARTS 102 Drawing I**

**Credit 3**

The purpose of this course is to allow students to record their observable environment, to express an emotional relationship to a subject, and to organize compositions into satisfying arrangements. The course is designed to enable students to develop a "Seeing Eye" by regularly sketching from direct observation. Gesture, contour, and the elements of line, value, texture, and space are explored. ARTS 102 is a beginning course in drawing. Laboratory four hours.

### **ARTS 103 Drawing II**

**Credit 3**

This is a continuation of ARTS 102; regular drawing from nature will be explored with emphasis placed on an understanding of the representation of the figure and on subjective thematic drawing. Laboratory four hours. Prerequisite: ARTS 102.

### **ARTS 104 Introduction to Visual Culture**

**Credit 3**

Today as part of the 21<sup>st</sup> century visual images pervade our culture more than any other period in history. Increasingly people build their ideas and attitudes about culture not from first hand experience but from images either as still photographs, video, film and electronic media. This course would look at the range of technology employed to create the new images and the cultural significance of life in a world of images. In this course students will become familiar with the key methods of visual criticism and larger social debate about the politics of information through images. Through lecture, selected reading discussion, viewings and screening the various types of visual cultural style will be examined. OPEN TO ALL STUDENTS. Lecture three hours.

### **ARTS 105 Fundamentals of Drawing**

**Credit 3**

This is an introductory course in drawing designed to strengthen fundamental drawing skills and prepare students for entry into Arts 102. This course may not be applied toward the Art Core Requirements. OPEN TO ART MAJORS ONLY.

### **ARTS 121 Ceramics I**

**Credit 3**

Ceramics I is designed to acquaint beginning students with the fundamental pottery processes which include forming, design, decoration, glazing, firing, and clay processing. OPEN TO ALL STUDENTS. Laboratory four hours.

### **ARTS 122 Sculpture I**

**Credit 3**

This is a course designed to acquaint students with the fundamental manipulation and analysis of three-dimensional media through sculptural techniques. Studies are done in wood, metal, plaster, clay, and plastics. Emphasis is placed on creativity. Laboratory four hours. Prerequisite: ARTS 202.

### **ARTS 200 Jewelry I**

**Credit 3**

This is an analytical and functional study of metals, precious stones, enamels, jeweler's tools, equipment, and their possibilities. The course includes metal embossing, casting, forging, forming techniques, and stone setting. Emphasis is focused on creativity. OPEN TO ALL STUDENTS. Laboratory four hours.



**ARTS 303                      Ceramics IV: Advanced Ceramics                      Credit 3**  
This is a continuation of ART 302. Emphasis is focused on the development of one's own style. This course provides the advanced ceramic student opportunities to explore throwing techniques, such as inverted stacking, throwing coils, and throwing off the hump. Emphasis is on the production of large forms and mass production throwing techniques. Laboratory four hours.  
Prerequisite: ARTS 302.

**ARTS 304                      Drawing III                      Credit 3**  
This is an advanced course in drawing that is a continuation of ARTS 103 Drawing II. Emphasis is on creative pursuits and finding one's own expressive style. Laboratory four hours. Prerequisites: ARTS 102 and consent of the instructor.

**ARTS 305                      Ceramics V Hand Construct                      Credit 3**  
This advanced course in hand building techniques explores Lab. construction, coil construction, hump mold construction, press mold construction, and paddling techniques. Emphasis in space will be investigated with a variety of techniques in many media. Laboratory four hours.

**ARTS 306                      Ceramics VI: Advanced Hand Construction                      Credit 3**  
This is a continuation of ARTS 305; emphasis is focused on the development of one's own style. Laboratory four hours.  
Prerequisite: ARTS 305.

**ARTS 309                      Photography II                      Credit 3**  
This is an intermediate level course which builds on the technical and conceptual framework established in Photography I. Topics include manipulated and altered imagery, basic introduction to color Photography, and introduction of Macintosh computer manipulation. Laboratory four hours. Prerequisite: ARTS 206.

**ARTS 310                      African American Art History                      Credit 3**  
This course is a study of African American art in the United States, from its African roots to the present. Emphasis is placed on painting, sculpture, pottery, and crafts. OPEN TO ALL STUDENTS. Lecture three hours.

**ARTS 311                      Photography III                      Credit 3**  
This course introduces students to medium and large format Photography and its use as a documentation tool. Course projects explore such topics as personal imagery, issues of political and social significance, and narrative forms. Technical information and exercises include advanced black and white film processing and Printing, and 4"x5" studio and field camera techniques. Laboratory four hours. Prerequisite: ARTS 309.

**ARTS 312 Photography IV                      Credit 3**  
This course is a continuation of Photography III. Students explore color Photography and digital output, along with selected non-silver alternative Photographic practices. Laboratory four hours. Prerequisite: ARTS 311.

**ARTS 313                      Foundations of Visual Computing                      Credit 3**  
This course introduces students to the tools, terms, and techniques of visual computing. Students learn basic computer skills and creative methods. Students continue to strengthen their design skills by manipulating and collaring digital images. Laboratory four hours. Prerequisites: ARTS 102 and ARTS 201. OPEN TO ART MAJORS ONLY.

**ARTS 314                      Advanced Visual Computing                      Credit 3**  
In this intensive studio class, students continue to explore the computer medium of expression. Using powerful programs like Photoshop, and Illustrator, students will create original digital images that express an understanding of both form and content. Laboratory four hours. Prerequisite: ARTS 313. OPEN TO ART MAJORS ONLY.

**ARTS 319                      Representational Painting                      Credit 3**  
In this course instruction strongly emphasizes the figure as a component of representational and/or observation-based painting and drawing. The choice of painting/drawing media is entirely up to the student and can change frequently. There is an emphasis on individualized instruction. Components of this course include observation from the model, two weeks of anatomy for artists, and invented compositions using the human figure; instruction emphasizes placing figure(s) in space and studying of the drawings and paintings of old and modern masters in relation to these concerns. Laboratory four hours. Prerequisite: ARTS 342.

**ARTS 320                      Advanced Representational Painting                      Credit 3**  
This is a continuation of ARTS 319. Prerequisites: ARTS 319 and consent of the instructor.



- ARTS 342      Painting II      Credit 3**  
 The purpose of this course is to explore the ways in which painting can be used to give visual form to ideas through an experimental process. The course aims to give a more in-depth experience in painting. Students deal with problems which give a more comprehensive insight into painting in the contemporary area and more freedom of choice in the direction in which to work and explore ideas. Projects in the field of mixed media are explored. Laboratory four hours. Prerequisite: ARTS 341.
- ARTS 400      Ceramics VII: Glaze Calculations      Credit 3**  
 This course is designed to provide the student with an in-depth working knowledge of compounding and testing ceramic glazes. The imperial method is used as the Principle method of calculation. Testing clays and firing techniques are a major focus, along with safety precautions that must be adhered to when using ceramic chemicals. Laboratory four hours. Prerequisite: ARTS 303.
- ARTS 401      Ceramics VIII: Functional Ceramics      Credit 3**  
 This course is designed to provide students an opportunity to develop a line of functional ware that is uniquely their own. Laboratory four hours. Prerequisites: ARTS 300, ARTS 301, ARTS 302, ARTS 303, and ARTS 400.
- ARTS 402      Ceramics IX: Firing and Kiln Design      Credit 3**  
 This course is designed to provide hands-on experience in the design of ceramic kilns and in firing techniques. A major emphasis is focused on high fire reduction kilns, both gas and wood burning models. Laboratory four hours. Prerequisite: ARTS 400.
- ARTS 410      Studio Photography      Credit 3**  
 This course is designed to acquaint the student with fundamentals of working in the Photographic studio environment. Projects covering various techniques of studio lighting, portraiture, and product Photography are investigated. In addition, students work in experimental set design for the studio. Projects incorporate both traditional silver and color Photographic processes. Laboratory four hours. Prerequisites: ARTS 206, ARTS 309, and ARTS 311.
- ARTS 411      Digital Photography I      Credit 3**  
 This course examines the impact of computer technology in Photography. Topics include methods to bring images into the computer, such as digital cameras, scanning, Photo. CD, video capture, internet image access. Photographic image alteration is carried out primarily with digital technology. Laboratory four hours. Prerequisites: ARTS 206.
- ARTS 412      Digital Photography II      Credit 3**  
 This course is a continuation of Digital Photography I. The course gives special emphasis to the challenged digital photographers face when working with models both in the studio and on location. In addition, the course will cover advanced Photoshop techniques. Laboratory four hours. Prerequisite: ARTS 411.
- ARTS 420      Illustration III      Credit 3**  
 This course explores the ways in which painting can be used to give visual form to ideas through experimental processes. The course aims to give more in-depth experience in painting. Students deal with problems which give a more comprehensive insight into painting in the contemporary area and more freedom of choice in the direction in which to work and explore ideas. Projects in the field of mixed media are explored. Laboratory four hours. Prerequisite: ARTS 323.
- ARTS 450J      Illustration: Senior Project      Credit 3**  
 This course is an extensive independent study that focuses on the uses of illustration. A formal proposal is approved by the instructor. The project may be a research topic with the results presented in a scholarly paper or a particular challenging body of work. Exhibition is required. Laboratory four hours. Prerequisite: Consent of instructor.
- ARTS 450K      Photography: Senior Project      Credit 3**  
 This course is an extensive independent study that focuses on the uses of Photographic techniques. A formal proposal will be approved by the instructor. The project may be a research topic with the results presented in a scholarly paper or a particularly challenging body of work. Exhibition is required. Laboratory four hours. Prerequisite: Consent of instructor.

**ARTS 450M      Ceramics IX: Senior Projects      Credit 3**  
In this course senior students are required to develop a project with consent of instructor. The project may be a research topic that results in the presentation of a scholarly paper, or it may be a particularly challenging body of work that includes documented research on the process or technique(s) used. Laboratory four hours. Prerequisites: Senior Standing and consent of the instructor.

**ARTS 450Q      Sequential Arts: Senior Project      Credit 3**  
This course is an extensive independent study that focuses on the uses of Photographic techniques. A formal proposal will be approved by the instructor. The project may be a research topic with the results presented in a scholarly paper or a particularly challenging body of work. Exhibition is required. Laboratory four hours. Prerequisite: Consent of instructor.

**ARTS 498J      Internship: Illustration      Credit 2**  
This course provides students a work experience under the direct supervision of selected professionals in their field of study. Students must register for the course during the summer semester following their junior year. The internship requires 240 hours of direct work experience. Prerequisites: Junior standing and consent of the instructor.

**ARTS 498K      Internship: Photography      Credit 2**  
This course provides students a work experience under the direct supervision of selected professionals in their field of study. Students must register for the course during the summer semester following their junior year. The internship requires 240 hours of direct work experience. Prerequisites: Junior standing and consent of the instructor.

**ARTS 498M      Internship: Ceramics      Credit 2**  
This course provides students a work experience under the direct supervision of selected professionals in their field of study. Students must register for the course during the summer semester following their junior year. The internship requires 240 hours of direct work experience. Prerequisites: Junior standing and consent of the instructor.

**ARTS 498Q      Internship: Sequential Arts      Credit 2**  
This course provides students a work experience under the direct supervision of selected professionals in their field of study. Students must register for the course during the summer semester following their junior year. The internship requires 240 hours of direct work experience. Prerequisites: Junior standing and consent of the instructor.

**ARTS 499A      Independent Study: Painting      Credit 3**  
This course provides students with the opportunity to elect specialized areas of study in painting. Students are required to meet and confer with the instructor on specified conference dates. Prerequisite: Consent of instructor.

**ARTS 499B      Independent Study: Printmaking      Credit 3**  
This course provides students with the opportunity to elect specialized areas of study in Printmaking. Students are required to meet and confer with instructor on specified conference dates. Prerequisite: Consent of instructor.

**ARTS 499C      Independent Study: Ceramics      Credit 3**  
This course provides students with the opportunity to elect specialized areas of study in ceramics. Students are required to meet and confer with instructor on specified conference dates. Prerequisite: Consent of instructor.

**ARTS 499D      Independent Study: Drawing      Credit 3**  
This course provides students with the opportunity to elect specialized areas of study in drawing. Students are required to meet and confer with the instructor on specified conference dates. Prerequisite: Consent of instructor.

**ARTS 499E      Independent Study: Jewelry      Credit 3**  
This course provides students with the opportunity to elect specialized area of study in jewelry. Students are required to meet and confer with instructor on specified conference dates. Prerequisite: Consent of instructor.

**ARTS 499F      Independent Study: Photography      Credit 3**  
This course provides students with the opportunity to elect specialized areas of study in Photography. Students are required to meet and confer with instructor on specified conference dates. Prerequisite: Consent of instructor.

**ARTS 499G      Independent Study: Sculpture      Credit 3**  
This course provides students with the opportunity to elect specialized areas of study in sculpture. Students are required to meet and confer with the instructor on specified conference dates. Prerequisite: Consent of instructor.

**ARTS 499J      Independent Study in Applied Design: Illustration      Credit 3**  
This course is designed to provide Applied Design majors with opportunities to elect specialized areas of study in studio illustration. Students are required to receive written permission from the instructor. Laboratory four hours. Prerequisite: Upper Division standing and permission from the instructor.

**ARTS 499K      Independent Study in Applied Design: Photography      Credit 3**  
This course is designed to provide Applied Design majors with opportunities to elect specialized areas of study in studio Photography. Students are required to receive written permission from the instructor. Laboratory four hours. Prerequisite: Upper Division standing and permission from the instructor.

**ARTS 499M      Independent Study in Applied Design: Ceramics      Credit 3**  
This course is designed to provide Applied Design majors with opportunities to elect specialized areas of study in studio ceramics. Students are required to receive written permission from the instructor. Laboratory four hours. Prerequisite: Upper Division standing and permission from the instructor.

**ARTS 499Q      Independent Study in Applied Design: Sequential Art      Credit 3**  
This course is designed to provide opportunities for art majors to explore specialized areas of sequential art. Students are required to receive written permission from the instructor. Laboratory four hours. Prerequisite: ARTS 330.

## MUSIC

**MUSI 100      Rudiments of Music      Credit 3**  
This course is a study of the basic fundamentals of music with emphasis on note-reading, musical notations, keys and key signatures, musical terms, and major and minor scale formations. An introduction to sight-singing, melodic dictation, and ear training may be included. This course may not be applied toward the music education core requirement. OPEN TO ALL STUDENTS. Three hours lecture per week.

**MUSI 101      Introduction to Music      Credit 3**  
An introductory course in which the acquisition of designated skills and knowledge serves as a means of musical enjoyment. Basic music repertoire is included. OPEN TO ALL STUDENTS; however, music education majors can receive credit towards general education requirements only. Three hours lecture per week.

**MUSI 101 Honors Introduction to Music-Honors      Credit 3**  
An introductory course in which the acquisition of designated skills and knowledge serves as a means of musical enjoyment. Basic music repertoire is included. Round-table discussions and background research enhance the course for honors students. Three hours lecture per week. OPEN TO HONORS STUDENTS ONLY. Consent required.

**MUSI 102      Music Theory and Application I      Credit 4**  
This course is a study of the materials and basic stylistic elements of music. Skills in ear-training, sight-singing, melodic dictation, and intervallic and triadic recognition are developed. Through original composition and analysis of music literature, students are introduced to basic techniques of melody-writing, counterpoint, harmony, form, and orchestration. Courses must be taken sequentially. Three hours lecture and two hours laboratory per week. Prerequisite: MUSI 189 with a minimum grade of C, or consent of the instructor.

**MUSI 103      Music Theory and Application II      Credit 4**  
This course is a continuation of the study of the materials and basic stylistic elements of music. Skills in ear-training, sight-singing, melodic dictation, and intervallic and triadic recognition are developed. Through original composition and analysis of music literature, students are introduced to basic techniques of melody-writing, counterpoint, harmony, form, and orchestrations. Three hours lecture and two hours laboratory per week. Prerequisite: MUSI 102 with minimum grade of C, or consent of the instructor.

**MUSI 104      Woodwind Class      Credit 1**  
This course focuses on the essential competencies required for certification in the teaching of instrumental music. Fundamentals of breath control, characteristic tone, attack, and the development of a good embouchure are applied. The student will gain competent playing ability on flute, saxophone & clarinet as well as a working knowledge of bassoon and oboe. Instruction in the class includes performance methods and materials, care and maintenance of instruments, and the role of the woodwinds in school band and orchestras. Two laboratory hours per week. Consent required.



**MUSI 105 Percussion Class Credit 1**  
This course explores the fundamentals of performance on selected instruments of the percussion family. The student develops the ability to perform on two percussion instruments and gains pedagogical principles of the others. Instruction in the class also includes performance methods and materials, care and maintenance of instruments, and the role of the percussion section in a school band or orchestra. Two laboratory hours per week. Consent required.

**MUSI 106 String Class Credit 1**  
This course is an exploration of the fundamentals of performance on instruments of the string family. The student develops basic ability to perform on two string instruments and gains pedagogical principles on the others. Instruction in the class also includes performance methods and materials, care and maintenance of instruments, and the role of the string section in an orchestra. Two laboratory hours per week. Consent required.

**MUSI 107 Brass Class Credit 1**  
This course is an exploration of the fundamentals of performance on selected instruments of the brass family. Fundamentals of breath control, characteristic tone, attack and the development of good embouchure are studied. The student develops basic ability to perform on two instruments and gains pedagogical principles of the others. Performance methods and materials, care and maintenance, and the role of the brass instruments in school bands and orchestras are studied. Two laboratory hours per week. Consent required.

**MUSI 108 Voice Class Credit 1**  
This is a course in which voice classification, general vocal problems, and solutions to these problems are studied. Correct breathing, tone reproduction, and diction are applied and functional repertoire initiated. Pedagogical principles are developed. A proficiency examination is given at the end of the course. Two laboratory hours per week. Consent required.

**MUSI 109 Introduction to Jazz History Credit 3**  
This course explores the styles and researches historical events which contributed to the evolution of the types of music called jazz. The philosophical and sociological relationships to the development of jazz from the late 1800's to the present are the primary focus of the course. The basic elements of music and performance practices are studied. OPEN TO ALL STUDENTS. Lecture, three hours.

**MUSI 110A Preparatory Piano Class Credit 1**  
This is a study of elementary piano skills designed for students with limited or no previous training. The course may be repeated for credit; however, no credit toward the Music Education degree is granted. Required of Music Education majors who do not qualify for MUSI 205 or MUSI 111A, and must be repeated until performance competencies at these levels are met. A proficiency examination is administered. A grade of C or better must be earned before continuation to MUSI 110B. OPEN TO MUSIC MAJORS ONLY.

**MUSI 110B Preparatory Piano Class Credit 1**  
This is a continuation of MUSI 110A. The course may be repeated for credit; however, no credit toward the Music Education Degree is granted. Required of Music Education majors who do not qualify for MUSI 205 or MUSI 111A and must be repeated until performance competencies at these levels are met. A proficiency examination is administered. A grade of C or better must be earned before registration for MUSI 205 or MUSI 111A. OPEN TO MUSIC MAJORS ONLY.

**MUSI 111 A-Q Major Applied Credit 1**  
In this course, directed sequential instruction is provided with emphasis on technique development and literature studies. One 50-minute lesson per week; a minimum of six practice hours per week is recommended. A proficiency examination is required of Music Education majors with a faculty jury at the end of the semester. Prerequisite: Consent of the Instructor.

**MUSI 112 A-Q Major Applied Credit 1**  
In this course, directed sequential instruction is provided with emphasis on technique development and literature studies. One 50-minute lesson per week; a minimum of six practice hours per week is recommended. A proficiency examination is required of Music Education majors with a faculty jury at the end of the semester. Prerequisite: Consent of the Instructor.

**MUSI 113A      Concert Band      Credit 1**  
In this course, the rehearsal, study, and performance of standard and non-standard concert band literature will be explored. OPEN TO ALL STUDENTS WHO QUALIFY. May be repeated for credit. Prerequisite: Consent of Instructor.

**MUSI 113B      Jazz Band      Credit 1**  
In this course, the rehearsal, study, and performance of Jazz band literature will be explored. OPEN TO ALL STUDENTS WHO QUALIFY. May be repeated for credit. Prerequisite: Consent of Instructor.

**MUSI 116A      Concert Choir      Credit 1**  
In this course, the rehearsal and performance of choral literature, employing various combinations of voices, will be explored. OPEN TO ALL STUDENTS WHO QUALIFY. May be repeated for credit. Prerequisite: Consent of Instructor.

**MUSI 116B      Gospel Choir      Credit 1**  
In this course, the rehearsal and performance of Black American Gospel Choir literature, employing various combinations of voices, will be explored. Does not fulfill Music Education ensemble requirements. OPEN TO ALL STUDENTS WHO QUALIFY. May be repeated for credit. Prerequisite: Consent of Instructor.

**MUSI 188A      Intro to Music Theory      Credit 2**  
This is an intense, detailed study of fundamental music theory skills designed for students with limited or no previous training, as a preparation for MUSI 102. Emphasis in this course is on rhythmic and notation skills, both aural and written. These credits do not count toward the Music Education degree. Required of Music Education majors who do not qualify for MUSI 102. A proficiency examination is administered. Two hours lecture-laboratory per week. A grade of C or better must be earned before continuation to MUSI 189. OPEN TO MUSIC MAJORS AND MINORS ONLY.

**MUSI 189      Exp. Core: Music Theory Prep II      Credit 3**  
This is a continuation of MUSI 188A designed for students with limited or no previous training, as a preparation for MUSI 102. Emphasis in this course is on scales, key signatures, intervals, and basic harmonic functions. These credits do not count toward the Music Education degree. Required of Music Education majors who do not qualify for MUSI 102. A proficiency examination is administered. Three hours lecture-laboratory per week. Prerequisite: MUSI 188A with a minimum grade of C, or consent of Instructor. OPEN TO MUSIC MAJORS AND MINORS ONLY.

**MUSI 201      Harmony      Credit 3**  
This course is a continuation of harmonic principles introduced in MUSI 102 and MUSI 103, with emphasis placed upon the study of harmonic progressions, figured bass realization, modulation, and altered chords, as practiced in the eighteenth century. Some composition in small forms is required. Analysis of eighteenth and nineteenth century literature is included, with an introduction to twentieth century harmonic practices. Three hours lecture-laboratory per week. Prerequisite: MUSI 103 with minimum grade of C or consent of Instructor.

**MUSI 203      Form and Analysis      Credit 2**  
This course is a study of motive, phrase, sentence structure, song forms, sonata, rondo, and other primary musical forms. Harmonic and structural analysis of selected 17th, 18th, 19<sup>th</sup>, and 20th century compositions are explored. Aural and written experiences are undertaken. Three one-hour lectures per week. Prerequisite: MUSI 201 with a minimum grade of C or consent of Instructor.

**MUSI 205      Piano Class I      Credit 1**  
This course is a study of piano techniques useful for school and community playing. Scales, arpeggios, chordal techniques, melody and accompaniment playing, transposition, sight-reading, and improvisation are included. A proficiency examination is administered at the end of the semester with evaluation made by a faculty jury. Two laboratory hours per week. Prerequisite: MUSI 110B with a minimum grade of C, or an audition. OPEN TO MUSIC MAJORS ONLY.

**MUSI 206      Piano Class II      Credit 1**  
This course is a continuation of MUSI 205, and includes study of piano techniques useful for school and community playing. Scales, arpeggios, chordal techniques, melody and accompaniment playing, transposition, sight-reading, and improvisation are included. A proficiency examination is administered at the end of the semester with evaluation made by a faculty jury. Two laboratory hours per week. Prerequisite: MUSI 205 with a minimum grade of C, or an audition. OPEN TO MUSIC MAJORS ONLY.



**MUSI 314**            **Music History and Literature II**            **Credit 2**  
This course is a continuation of MUSI 313. This course covers the seventeenth century to the present. Three lecture hours per week. Prerequisite: MUSI 313 with a minimum grade of C, or consent of the Instructor.

**MUSI 388**            **Exp. Core: Small Jazz Ensemble**            **Credit 1**  
Students will be engaged in intense study of musical style and theoretical concepts of jazz music. Course is performance-based, and students will be required to demonstrate acquired skills through public performances. Classes meet twice per week, including lectures on theoretical concepts, and rehearsals to put concepts into practice and to develop musical skills. May be repeated for credit. Prerequisites: MUSI 102 and consent of the instructor.

**MUSI 402**            **A-Q Senior Recital**            **Credit 2-3**  
This course is preparation of a full or half recital in the major applied area. At the conclusion of the course, the student will give a public performance of approved prepared materials. Prerequisite: Consent of instructor and the Chairman of the Department.

**MUSI 411**            **A-Q Major Applied**            **Credit 1**  
In this course, directed sequential instruction is provided, with emphasis on technique development and literature studies. One 50-minute lesson per week; a minimum of six practice hours per week is recommended. A proficiency examination is required of Music Education majors with a faculty jury at the end of the semester. Prerequisite: Consent of Instructor.

**MUSI 412**            **A-Q Major Applied**            **Credit 1**  
In this course, directed sequential instruction is provided, with emphasis on technique development and literature studies. One 50-minute lesson per week; a minimum of six practice hours per week is recommended. A proficiency examination is required of Music Education majors with a faculty jury at the end of the semester. Prerequisite: Consent of Instructor.

**DIRECTORY OF FACULTY**

- Demanche, Michel**..... **Associate Professor**  
B.F.A., University of Texas; M.F.A., North Texas State University
- Harleston, Sheila** ..... **Assistant Professor**  
B.S. Norfolk State University; M.M. Norfolk State University; Ed.D., Wilmington University
- Harrington, Christopher** ..... **Associate Professor**  
B.A, Binghamton University; M.A., Teachers College, Columbia University; M.F.A., Maryland Institute, College of Art
- Hudson, Bradley** ..... **Instructor**  
B.A., University of Maryland, College Park; M.F.A., University of Maryland, College Park
- Knier, Veronica**..... **Instructor**  
B.F.A., University of Connecticut; M.M., University of Connecticut
- Lamkin, John** ..... **Instructor**  
B.S., South Carolina State University; M.M., Morgan State University; Ph.D., University of Maryland, College Park
- Nagoski, Marcelle** ..... **Instructor**  
B.A., University of Delaware; M.M. Westminster Choir College - Rider University
- Perez, Brian**..... **Instructor**  
B.M., University of Minnesota; M.M., Miami University
- Satchell, Ernest** ..... **Professor**  
B.S., University of Maryland Eastern Shore; M.Ed., Towson University; M.F.A., Towson University
- VanWagenberg, Anke** ..... **Instructor**  
M.A., University of Amsterdam; Ph.D., University of Amsterdam
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## DEPARTMENT OF SOCIAL SCIENCES

[www.umes.edu/SAPS](http://www.umes.edu/SAPS)

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**Dr. Jay Lowell Bishop, Chairperson**

### MISSION

The Department of Social Sciences provides a learning environment that values critical thinking about social dilemmas. The Department strives to help students to understand the world around them within a broad intellectual and ethical perspective. Students are challenged to apply this expanded world view to their professions. The Department promotes an understanding of cultures, the value of research and service to the community, the importance of social responsibility, and a commitment to social justice.

### OBJECTIVES

The objectives of the Department of Social Sciences are to:

1. Encourage students to analyze the operation of their own and other societies.
2. Provide students with the scientific tools and cognitive skills to analyze societies.
3. Establish a forum within which students can learn to examine and evaluate, for themselves, the major social problems confronting their own and other societies.
4. Provide students with educational opportunities that will enable them to achieve their educational and career goals.

### DEGREES OFFERED

Bachelor of Arts - African American Studies  
Bachelor of Arts - History  
Bachelor of Arts - Sociology  
Doctor of Philosophy<sup>1</sup> - Organizational Leadership

### GENERAL PROGRAM REQUIREMENTS

The admission of students to the undergraduate programs in the Department of Social Sciences is based upon the general admission requirements of the University.

### DEPARTMENTAL REQUIREMENTS

**African American Studies** – The major must complete 120 semester hours of University courses. Included in the 120 semester hours are a minimum of 21 hours of courses at the 100/200 level, 26 to 30 hours at the 300/400 level, and 12 to 16 hours at the 400 level. A minimum grade of “C” must be achieved in these courses.

**History** – The major must complete 120 semester hours of University courses. Included in the 120 semester hours are a minimum of 36 hours of courses in history. A minimum grade of “C” must be achieved in these courses. The student must maintain a 2.5 overall GPA and 2.5 in the history courses.

**Social Studies** – The major must complete 129 semester hours of University courses. Included in the 129 semester hours are a minimum of 34 hours of courses in professional development courses, 42 hours in social studies specialization courses, and 12 hours in the Teaching Internship. Students must be admitted to into the Teacher Education Program which requires an overall grade point average of 2.75 and a passing score of the PRAXIS I test as set by the State of Maryland.

**Sociology** - The major must complete 120 semester hours of University courses. Included in the 120 semester hours are a minimum of 21 hours of required sociology courses and 15 hours of sociology electives. A minimum grade of “C” must be achieved in these courses. The student must maintain a 2.5 overall GPA and 2.5 in the sociology courses.

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<sup>1</sup>Please consult the UMES Graduate Catalog for further information.

### **CAREER OPPORTUNITIES**

A degree in the fields of the social sciences prepares students to teach, to conduct social research, to go on to graduate programs and professional schools (such as law, social work, policy, and public administration), and to work in government, public policy, business, the non-profit sector and other areas where a strong background in the social sciences is needed.

### **AFRICAN AMERICAN STUDIES**

The African American Studies program is a four-year, multi-disciplinary, non-teaching degree leading to the Bachelor of Arts (B.A.) in African American Studies. The major provides students with an objective of Africa and the African Diaspora in the United States. The program helps students gain an understanding of relevant historical, economic, social and political problems and possible resolutions.

### **DEPARTMENTAL REQUIREMENTS**

The African American Studies major must complete 120 semester hours of University courses. Included in the 120 semester hours are a minimum of 21 hours of courses at the 100/200 level, 26 to 30 hours at the 300/400 level, and 12 to 16 hours at the 400 level. A minimum grade of "C" must be achieved in these courses. ARTS, MUSI, HIST, POLI, ENGL, SOCI and CRJS courses must be related to the field of African American Studies. Majors should check with their advisor to be sure that their selection fulfills the requirement.

### **COMMON REQUIRED COURSES**

CRJS 101	ENGL 204	FREN 102	HIST 101
	ENGL 205	FREN 201	HIST 102
	ENGL 206	FREN 202	HIST 122
	ENGL 207		HIST 200A
MUSI 113B	SOCI 189	SPAN 101	
MUSI 116B	SOCI 201	SPAN 102	

### **REQUIRED MAJOR COURSES**

Majors choose from a list of approved courses available in any department at the University.

## CURRICULUM GUIDE FOR AFRICAN AMERICAN STUDIES<sup>1</sup>

### FRESHMAN YEAR

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
GEN ED CURR AREA I	3	MATH 102 or Higher	3
ECON 201 <b>or</b>		PSYC 200	3
ECON 202	3	GEN ED CURR AREA III <sup>2</sup> <b>or</b>	4
HIST 100 <sup>1</sup> <b>or</b> 200 Level	3	BUAD 213 <b>or</b>	
EXSC 111 <sup>3</sup>	3	BUED 212	3
ENGL 101/Honors/Online	3	ENGL 102/Honors/Online	3
SOSC 100	<u>1</u>	ENGL 001	<u>0</u>
	16		15/16

### SOPHOMORE YEAR

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
ARTS 100 <sup>1</sup> Level <b>or</b>		CRJS 101 <b>or</b>	
ARTS 200 <sup>1</sup> Level	3	CRJS 200	3
GEN ED CURR AREA III	4	MUSI 100 <sup>1</sup> <b>or</b> 200 Level	3
SOCI 100 <sup>1</sup> <b>or</b> 200	3	POLI 200	3
ENGL 203	3	THAR 100 <sup>1</sup> <b>or</b> 200 Level	3
BUAD 212 <b>or</b>		ENGL 305/Honors/Online <b>or</b>	
BUED 213	<u>3</u>	ENGL 310/Honors/Online	<u>3</u>
	16		15

### JUNIOR YEAR

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
ENGL 100 <sup>1</sup> <b>or</b> 200 Level	3	ECON 300 <b>or</b> 400 Level	3
ARTS 300 <b>or</b> 400 Level	3	ENGL 300 <b>or</b> 400 Level	3
ENGL 300 or 400 Level	3	ENGL 100 <b>or</b> 400 Level	3
HIST 300 or 400 Level	3	HIST 100 <b>or</b> 400 Level	3
SOCI 300 <b>or</b> 400 Level	<u>3</u>	MUSI 300 <b>or</b> 400 Level	<u>3</u>
	15		15

### SENIOR YEAR

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
CRJS 100 <b>or</b> 400 Level	3	300 level <b>or</b>	
EDUC 100 <b>or</b> 400 Level	3	Higher Research Course	<u>13</u>
POLI 300 <b>or</b> 400 Level	3		13
PSYC 300 <b>or</b> 400 Level	3		
FREE Elective	<u>3</u>		
	15		

<sup>1</sup>ARTS, MUSI, HIST, POLI, ENGL, SOCI, and CRJS courses must be related to the field of African and African American Studies. Majors should check with their advisor to be sure that a course fulfills requirement.

<sup>2</sup>Students must select a lecture and laboratory course to total four (4) credits.

<sup>3</sup>Course cannot be repeated for credit.



## HISTORY

The History major offers students a detailed study of world civilizations with an emphasis on issues impacting our contemporary world. Students will develop critical skills needed to assess both primary and secondary sources to better understand the past.

### DEPARTMENTAL REQUIREMENTS

The major must complete 120 semester hours of University courses. Included in the 120 semester hours are a minimum of 36 hours of courses in history. In addition, 18 semester hours of the history major must be in 300 or 400 level history courses. A minimum grade of "C" must be achieved in these courses. The student must maintain a 2.5 overall GPA and 2.75 in the History courses. Majors will also master research skills necessary to develop an historical argument or thesis. Students must complete 12 credit hours in a foreign language. Effective written communication is a significant emphasis.

### COMMON REQUIRED COURSES

HIST 101	HIST 201	HIST 397	HIST 300/400 Level <sup>2</sup>
HIST 102	HIST 202		
	HIST 221		

### REQUIRED MAJOR COURSES<sup>1</sup>

ARTS 211	ENGL 218	ECON 201 or	FREN or
ARTS 212	ENGL 346	ECON 202	SPAN <sup>3</sup>

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<sup>1</sup>Required courses are column based.

<sup>2</sup>Student must complete 16 hours in 300/400 level History.

<sup>3</sup>Student must complete 12 hours in a Foreign Language.

**CURRICULUM GUIDE FOR HISTORY**

**FRESHMAN YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
SOSC 100	1	ENGL 102	3
ARTS <b>or</b>		ARTS 211	3
MUSI <b>or</b>		MATH 102 or Higher	3
THAR <b>or</b>		BUED 212 <b>or</b>	
ENGL	3	BUED 213	3
ECON <b>or</b>		HIST 100 <b>or</b> 200 Lower Level	<u>3</u>
GEOG <b>or</b>			15
POLI <b>or</b>			
SOCI	3		
CRJS <b>or</b>			
HUEC <b>or</b>			
PSYC <b>or</b>			
SOCI <b>or</b>			
SOWK	3		
ENGL 101	<u>3</u>		
	13		

**SOPHOMORE YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
ENGL 203	3	FREN <b>or</b>	
FREN <b>or</b>		SPAN	3
SPAN	3	ENGL 218	3
HIST 100 <b>or</b> 200 Lower Level	3	HIST 221	3
EXSC <sup>1</sup> <b>or</b>		ARTS 211 <b>or</b>	
BUAD <b>or</b>		ARTS 212	3
ENGL <b>or</b>		BIOL <b>or</b>	
SOWK <b>or</b>		CHEM <b>or</b>	
SOCI <b>or</b>		PHYS <b>or</b>	
POLI <b>or</b>		ENVS <b>or</b>	
EDCI <b>or</b>		PLSC <b>or</b>	
EDSP <b>or</b>		ANPT	<u>4</u>
P SYC	3		16
BIOL <b>or</b>			
CHEM <b>or</b>			
PHYS <b>or</b>			
ENVS <b>or</b>			
PLSC <b>or</b>			
ANPT	<u>3</u>		
	15		

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<sup>1</sup>EXSC 111 cannot be repeated for credit.

**JUNIOR YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
ENGL 346	3	ARTS 300 <b>or</b> 400 Level <b>or</b>	
GEN CURR AREA VI	3	MUSI 300 <b>or</b> 400 Level <b>or</b>	
HIST 100 <b>or</b> 200 Lower Level	3	THAR 300 <b>or</b> 400 Level <b>or</b>	
ECON 201 <b>or</b>		ENGL 300 <b>or</b> 400 Level	3
ECON 202	3	FREN <b>or</b>	
FREN <b>or</b>		SPAN	3
SPAN		HIST 100 <b>or</b> 200 Lower Level	3
ARTS 300/400 Level <b>or</b>		ENGL 305/Honors/Online <b>or</b>	
MUSI 300/400 Level <b>or</b>		ENGL 310/Honors/Online	3
THAR 300/400 Level <b>or</b>		HIST 300 <b>or</b> 400 Upper Level	<u>3</u>
ENGL 300/400 Level	<u>3</u>		15
	15		

**SENIOR YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
HIST 300 <b>or</b> 400 Upper Level	3	HIST 300 <b>or</b> 400 Upper Level	3
HIST 300 <b>or</b> 400 Upper Level	3	HIST 300 <b>or</b> 400 Upper Level	3
HIST 300 <b>or</b> 400 Upper Level	3	FREE Elective	3
FREE Elective	3	FREE Elective	3
FREE Elective	<u>3</u>	FREE Elective	1
	15	HIST 497	<u>3</u>
			16

Total Credit Hours: 120

### SOCIAL STUDIES TEACHER EDUCATION

The Social Studies Education major must complete 129 semester hours of University courses. Included in the 129 semester hours are a minimum of 34 hours of courses in professional development courses, 42 hours in social studies specialization courses, and 12 hours in the Teaching Internship. Students must be admitted to the Teacher Education Program which requires an overall grade point average of 2.75 and a passing score of the PRAXIS I test as set by the State of Maryland.

#### REQUIRED MAJOR COURSES

ECON 201	EDCI 200	GEOG 201	HIST 101	POLI 200
ECON 202	EDCI 201 <sup>1</sup>	GEOG 202	HIST 102	POLI 300/400 Level
	EDCI 306		HIST 201	SOCI 201
	EDCI 311		HIST 202	SOCI 221
	EDCI 400		HIST 300/400	SOCI 222
	EDCI 406			
	EDCI 409			
	EDCI 410			
	EDCI 425E			
	EDCI 480			
	EDCI 490			
	EDSP 428			
	PSYC 200			
	PSYC 303 <sup>2</sup> or			
	PSYC 305 <sup>2</sup>			
	PSYC 307			

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<sup>1</sup>Course does not count toward graduation.

<sup>2</sup>Student may select either PSYC 303 or PSYC 305.

**CURRICULUM GUIDE FOR SOCIAL STUDIES  
TEACHER EDUCATION**

**FRESHMAN YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
ENGL 101	3	BIOL 101	3
ENVS 101	3	BIOL 103	1
SOCI 101	<u>3</u>	ENGL 102	3
SOSC 100	1	HIST 102	3
HIST 101	3	PSYC 200	3
MATH 102 or Higher	<u>3</u>	SOCI 201	<u>3</u>
	16		16

**SOPHOMORE YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
ECON 201	3	ECON 202	3
EDCI 200	3	EDCI 306 <b>or</b>	
EDCI 201 <sup>1</sup>	1	Approved Course Substitute	3
ENGL 203	3	ENGL 305 Honors/Online <b>or</b>	
GEOG 201	3	ENGL 310 Honors//Online	3
HIST 201	3	GEOG 202	3
POLI 200	<u>3</u>	HIST 202	<u>3</u>
	18		15

**JUNIOR YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
EXSC 111 <sup>2</sup>	3	SOCI 222	3
PSYC 303 <b>or</b>		EDCI 406 <sup>3</sup>	3
PSYC 305	3	HIST 300 <b>or</b> 400 Level	3
EDCI 410 <sup>3</sup>	3	EDCI 409 <sup>3</sup>	3
HIST 300 <b>or</b> 400 Level	3	POLI 300 <b>or</b> 400 Level	3
SOCI 221	<u>3</u>	PSYC 307	<u>3</u>
	15		18

**SENIOR YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
EDCI 311 <sup>3</sup>	3	EDCI 400 <sup>3</sup>	3
EDCI 425E <sup>3</sup>	3	EDCI 4803	6
EDSP 428 <sup>3</sup>	3	EDCI 490 <sup>3</sup>	<u>6</u>
PSYC 307	3		15
HIST 300 <b>or</b> 400 Level	<u>3</u>		
HIST 300 <b>or</b> 400 Level	18		

Total Credit Hours: 129

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<sup>1</sup>Course does not count toward graduation.

<sup>2</sup>Course cannot be repeated for credit.

<sup>39</sup>Student must be admitted into the Teacher Education Program.

## **SOCIOLOGY**

The Sociology major must complete 120 semester hours of University courses. Included in the 120 semester hours are a minimum of 21 hours of required sociology courses and 15 hours of sociology electives. Sociology majors must also complete six (6) additional hours in other Social Science areas (e.g., POLI, ECON, etc.). A minimum grade of "C" must be obtained in all major courses. Students must maintain a 2.5 overall GPA and 2.5 in sociology courses.

### **REQUIRED MAJOR COURSES**

SOCI 101	SOCI 221	SOCI 303	SOCI 431
	SOCI 222		
	SOCI 231		
	SOCI 232		

### **REQUIRED SUPPORTIVE COURSES**

MATH 109	PSYC 200
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Six (6) additional hours in other Social Science areas (e., POLI, ECON, etc.).

## CURRICULUM GUIDE FOR SOCIOLOGY

### FRESHMAN YEAR

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
SOSC 100	1	BIOL 101	3
SOCI 101	3	BIOL 103	3
MATH 102 or higher	3	ENGL 102	3
GEN ED CURR AREA I <sup>1</sup>	3	PSYC 200	3
GEN ED CURR AREA II <sup>2</sup>	3	GEN ED CURR AREA I <sup>3</sup>	3
ENGL 101	<u>3</u>	EXSC 111 <sup>4</sup>	<u>3</u>
	16		16

### SOPHOMORE YEAR

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
GEN CURR AREA II <sup>5</sup>	3	SOCI Elective	3
ENGL 203	3	SOCI 222	3
ENVS 101	3	SOCI 232	3
SOCI 221	3	SOCI SCI Elective	3
SOCI 231	<u>3</u>	ENGL 305 Honors/Online <b>or</b>	
	15	ENGL 310 Honors/Online	<u>3</u>
			15

### JUNIOR YEAR

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
FREE Elective	3	SOCI 300 Level Elective	3
GEN ED CURR AREA VI	3	FREE Elective	3
SOCI Elective	3	FREE Elective	3
SOCI 300 Level Elective	3	FREE Elective	3
SOCI 300 Level Elective	<u>3</u>	GEN ED CURR AREA IV	<u>3</u>
	15		15

### SENIOR YEAR

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
SOCI Elective	3	SOCI 431	3
FREE Elective	3	SOCI SCI Elective	3
FREE Elective	3	FREE Elective	3
FREE Elective	3	FREE Elective	3
FREE Elective	<u>3</u>	FREE Elective	<u>1</u>
	15		13

Total Credit Hours: 120

<sup>1</sup>Student must select from GEN ED CURR AREA I:A  
<sup>2</sup>Student must select from GEN ED CURR AREA II:A.  
<sup>3</sup>Student must select from GEN ED CURR AREA I:B  
<sup>4</sup>EXSC 111 **cannot** be repeated for credit.  
<sup>5</sup>Student must select from GEN Ed CURR AREA II: B

### **SOCIOLOGY/SOCIAL WORK**

The Dual Degree Program in Sociology (UMES) and Social Work (SU) has as its objective to prepare graduates for entry level professional social work positions, state social work licensure, and graduate education in social work. The program is made possible through the shared resources of the University of Maryland Eastern Shore (UMES) and Salisbury University (SU). UMES students can earn a Bachelor of Arts in Social Work (BASW) from SU and a Bachelor of Arts Degree in Sociology from UMES. The program is accredited by the Council on Social Work Education through SU.

### **DEPARTMENTAL REQUIREMENTS**

The program can be completed in 120 credit hours. Included in the 120 semester hours are a minimum of 21<sup>2</sup> hours of required sociology courses and 15 hours of sociology<sup>3</sup> electives. A minimum grade of "C" must be achieved in these courses by the fall of the Junior Year. The student must maintain a 2.5 overall GPA, a 2.5 in the sociology courses and a 2.7 in social work courses. Majors must be in their second semester and have junior standing and have completed 72 hours or, if graduating at the end of the fall semester, 57 hours. Students should have completed the following courses:

BIOL 101	PSYC 200	SOCI 101	SOWK 200
BIOL 103			SOWK 300
			SOWK 310

Students should either have completed or be enrolled in these courses:

SOCI 21	SOWK 302
	SOWK 320

### **ADMISSION PROCEDURES**

To become a Social Work major is actually a two step process. The first step occurs at the University level where a student may indicate "social work" as a desired major at the time of admission to the University as part of the admissions process, or by completing a "Change of Major" form and filing the form with the Office of the Registrar some time after the initial admission and registration.

The second step occurs at the Department level during the Fall Semester of the Junior year. All students are required to complete an Application to Major in Social Work which is reviewed by the Social Work Department Admission Committee.

### **REQUIRED MAJOR COURSES**

MATH 109	PSYC 200	SOCI 101	SOCI 431
		SOCI 221	SOCI Electives
		SOCI 222	SOCI SCI
		SOCI 231	
		SOCI 232	

<sup>1</sup>Student must complete 15 hours in SOCI Electives.

<sup>2</sup>Student must complete six (6) hours in the Social Sciences.



## CURRICULUM GUIDE FOR SOCIOLOGY/SOCIAL WORK

### FRESHMAN YEAR

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
SOSC 100	1	BIOL 101	3
SOCI 101	3	BIOL 103	1
MATH 109	3	ENGL 102	3
ENGL 101	3	PSYC 200 <sup>1</sup>	3
GEN CURR AREA I <sup>2</sup>	3	GEN CURR AREA I <sup>2</sup>	3
GEN CURR AREA II <sup>3</sup>	<u>3</u>	SOWK 200	<u>3</u>
	16		16

### SOPHOMORE YEAR

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
GEN CURR AREA IV	3	SOCI 300 Level Elective	3
ENGL 203	3	SOCI 222	3
SOWK 300 HSBE I	3	SOCI 303	3
SOCI 221	3	SOWK 301 HBSE II	3
SOWK 305	<u>3</u>	ENGL 305 <b>or</b>	<u>3</u>
	15	ENGL 310	15

### JUNIOR YEAR

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
SOWK 310	3	SOCI 232	3
GEN CURR AREA VI	3	SOWK Elective	3
SOCI 231	3	SOCI 300 Level Elective	3
SOCI SCI Elective	3	SOWK 320	3
SOCI 300 Level Elective	<u>3</u>	GEN CURR AREA III <sup>4</sup>	<u>3</u>
	15		15

### SENIOR YEAR

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
SOCI Elective	3	SOCI 431	3
SOWK 400	3	SOWK 410	3
SOWK 405	3	SOWK 407	3
SOWK 406	1	SOWK 408	1
FREE Elective	<u>3</u>	FREE Elective	<u>5</u>
	13		15

Total Credit Hours: 120

<sup>1</sup>Course will satisfy GEN CURR AREA II:B

<sup>2</sup>Student must select from GEN CURR AREA I:C – Foreign Language.

<sup>3</sup>Student must select from GEN CURR AREA II:A.

<sup>4</sup>Student must select from GEN CURR AREA III:B – Sciences.

## COURSE DESCRIPTIONS IN GEOGRAPHY

### **GEOG 201      The World Geography I**

**Credit 3**

This class focuses on the imprint of cultural traits, such as religion, language and livelihood systems, on the earth's landscape. The transformation of the earth's surface as a result of cultural diversity, settlement patterns, political organization, cultural evolution, and population growth are the major topic.

### **GEOG 202      The World Geography II**

**Credit 3**

This course is an introduction to the geographic characteristics of the development problems and prospects of developing countries. The focuses are spatial distribution of poverty, employment, migration and urban growth, agricultural productivity, rural development, policies and international trade. Portraits of selected developing countries are presented.

## HISTORY

### **HIST 101      History of World Civilization I/Honors**

**Credit 3**

This course surveys and interprets the gradual evolution of civilization from ancient times to the Reformation. It examines major political and socio-economic achievements, stressing non-western and Greek, Roman, and Medieval contributions to world civilization.

### **HIST 102      History of World Civilization II/Honors**

**Credit 3**

The course is a continuation of HIST 11 1H and a survey of world history from the Reformation to contemporary times. Emphasis is given to the growth of strong nation states, revolutions, liberalism, nationalism and imperialism, and current problems resulting from two global wars and the end of the cold war.

### **HIST 150      History of Philosophy**

**Credit 3**

This is an introductory course in the study of Western philosophy. It uses the prism of history to develop an overview of the seminal philosophers over the past 2500 years. Philosophical study will include the Greek and medieval periods, the post-renaissance and enlightenment periods along with the Modern and late Twentieth Century periods. Meets CA I requirements.

### **HIST 200A      Introduction to Modern African History**

**Credit 3**

This course is an outline of contemporary African History after 1700. The course will include colonialism the struggle for independence, and the problems of economic and social development in independent Africa.

### **HIST 201      History of American Civilization I**

**Credit 3**

This course is a survey of American history from the pre-colonial period to the Civil War. The topics covered are the colonialization of America, the institution of slavery, the American Revolution, the foundations of American government, and the roots of the Civil War.

### **HIST 202      History of American Civilization II**

**Credit 3**

This course is a continuation of HIST 201 and a survey of basic post -Civil War problems, movements, and trends, including Reconstruction, industrialization, the Great Depression, two world wars, the civil rights movement, and the cold war.

### **HIST 221      Historical Research**

**Credit 3**

Techniques and procedures in historical research are critically reviewed. The course provides an examination of the methods and functions of research in historical scholarship and requires preparation of an undergraduate history research paper. Prerequisite: A 100/200 level HIST course and HIST Major only.

### **HIST 275      Swahili: History, People, Language**

**Credit 3**

This course approaches learning about history and culture of East Africa through learning the Swahili language. Prerequisite: One 100/200 level history course.

### **HIST 333      African American History I**

**Credit 3**

This course surveys African American History from African roots to the Civil War. Prerequisite: A 100/200 level HIST course.

- HIST 334 African American History II From 1865 to Present Times Credit 3**  
This is a study of African-American History from the civil war to the Twentieth Century. Prerequisite: A 100/200 level HIST course.
- HIST 351 Latin America Credit 3**  
This course surveys the development of Latin America from the pre-colonial period to the colonization of Spain to Portugal, and to independence.
- HIST 360 Ancient African History Credit 3**  
This is a study of African History from the beginning of recorded history to 1800. Prerequisite: A 100/200 level HIST course.
- HIST 361 African History After 1800 Credit 3**  
This is a study of African colonial issues, the struggle for independence, the emergence of nation-states and current issues in Africa. Prerequisite: A 100/200 level HIST course
- HIST 405 Presidencies of the United States ~ Seminar Credit 3**  
This course will require students to select a president to research and lead the seminar on the following issues about that president throughout the semester: Pre-presidential biography, congressional relationships, domestic policy, economic strategy, cabinet and court appointments, international relations, and effectiveness as commander-in chief. A major research paper is required. Prerequisite: One 100/200 level history course.
- HIST 414 Cross-Cultural Internship in Africa Credit 4-12**  
Provides an elective opportunity for students to gain cross-cultural exposure and understanding in a grassroots African community. Approved students will spend one to three months at a community educational center in Uganda in East Africa to gain cross-cultural experience living and working under the supervision of Ugandan and American educators. Section 004 (1 month) 4 credits; Section 008 (2 months) 8 credits; and Section 012 (three months) 12 credits. Prerequisite: A 100/200 level HIST, registration in HIST 418 course and HIST Major only.
- HIST 418 Cross-Cultural Internship Seminar Credit 3**  
Simultaneously accompanies HIST 414. Prior to going out and after returning, students will attend a group seminar, and during the internship, interns will produce written reflections on their daily experience. Students will present an extended paper on their internship experience. Prerequisite: A 100/200 level HIST, registration in HIST 414 course and HIST Major only.
- HIST 440 East Asia from 1600 to the Present Credit 3**  
This course will examine the inter-related histories of China, Japan, and Korea. The economic, social, political, religious, and cultural developments of East Asia during major historic periods will be studied. Prerequisite: One 100/200 level history course.
- HIST 450 Southeast Asia: from 1600 to the Present Credit 3**  
This course will survey the histories of the nations, which comprise Southeast Asia. The economic, social, political, religious, and cultural developments of Southeast Asia during major historic periods will be studied. Prerequisite: One 100/200 level history course.
- HIST 460 Russia: From 1600 to the present Credit 3**  
This course will examine the transformation of Russia from a feudal civilization to a military superpower. Attention is given to Tsarist Russia, to the Communist Revolution of 1917, Communist Russia, and the post-Communist Russian Federation. The economic, social, political, religious, and cultural developments of Russia during major historic periods will be studied. Prerequisite: One 100/200 level history course.
- HIST 497 Senior Thesis Credit 3**  
The senior thesis is the culmination of student learning, analysis, and research resulting in a major research paper. The paper will involve a thorough critical examination of a significant historical controversy or historiographical issue. Prerequisites: senior history majors only. Approved topic, approved research proposal, approved bibliography, and significant research completed.
- HIST 498 Independent Study of History Credit 3**  
This course is an intensive study of special topics in history for advanced students. Prerequisite: Consent of instructor Prerequisite: HIST Major only.
- HIST 499 Independent Study of History Credit 3**  
This course is an intensive study of special topics in history for advanced students. Prerequisite: Consent of instructor. Prerequisite: HIST Major only.

## PHILOSOPHY

**PHIL 201 Introduction to Logic**

**Credit 3**

This course will be concerned with propositional logic, a major deductive system of symbolic logic. Attention will be paid to the uses of symbolic logic in identifying and evaluating reasoning in ordinary language arguments. Both traditional and symbolic logic will be studied. CA I requirements.

**PHIL 202 Ethics**

**Credit 3**

This course involves the study of the major philosophers (i.e., Aristotle, Hobbes, Hume, Mill, Kant, etc.). Their distinctive approaches to ethics are presented. Also explored will be the relevance of their views to current debates in moral philosophy. Fundamental questions will be used that reflect on ethical issues. Meets GEN ED CURR AREA I requirements.

## POLITICAL SCIENCE

**POLI 200 Introduction to American Government**

**Credit 3**

This course presents a critical study of the American political system in its contemporary context: policy-making processes, sources of conflict processes.

**POLI 312 International Relations**

**Credit 3**

The course is a study of basic components of national power and the foreign policy objectives of major nations. Proposed theories explaining the behavior of nations will also be explored.

**POLI 498 Independent Study**

**Credit 1-3**

The students with the directed guidance of the instructor, undertakes an in-depth study of a specialized area of political science. Prerequisite: Consent of instructor.

**POLI 499 Independent Study**

**Credit 1**

The study with the directed guidance of the instructor, undertakes an in-depth study of a specialized area of political science. Prerequisite: Consent of instructor.

## SOCIAL SCIENCE

**SOSC 100 First Year Experience**

**Credit 1**

This basic seminar introduces the topics of mental health and effectiveness in changing world. This is an applied course to guide the student through a self-assessment process that includes developing a personal plan for academic success. Required course for all social science majors.

## SOCIOLOGY

**SOCI 101 Introduction to Sociology/Online**

**Credit 3**

This class is intended to provide the student with an introduction to current theories and methods of sociology. Particular attention is paid to social structure, culture, socialization, and social inequality. Prerequisite: Not open to first time Freshman.

**SOCI 201 Social Problems/Online**

**Credit 3**

This course presents an analysis of the major social problems affecting modern society, social legislation relating to these problems, resources for treatment and prevention, and deficiencies in existing programs.

**SOCI 202 Social Deviance and Social Control**

**Credit 3**

Theories of deviance causation and their relevance to analysis of particular types of deviance, such as suicide, mental illness, addiction, sexual deviance are discussed. Investigation of the relationships between deviant and the social reaction of such behavior is the focus of the class. Prerequisites: SOCI 101 or 201.

**SOCI 250 Juvenile Delinquency**

**Credit 3**

The course juvenile delinquency is an introduction to theories of Juvenile delinquency and alternative intervention strategies for reducing the prevalence of juvenile delinquency. Prerequisites: SOCI 101 or 201.



**SOCI 345                      Organizational Social Psychology Organizational Dynamics I                      Credit 3**  
This course provides an understanding of managerial behavior in an organizational setup. It deals with individual attitudes and behavior in interpersonal and intra-group relationships, with a specific goal to improve awareness, perception, and understanding of one's own and other's points of view and behavior. Prerequisites: SOCI 101 or 201.

**SOCI 361                      Social Gerontology                      Credit 3**  
The course is a sociological consideration of the aging process and the role of the elderly in modern American society. Attention is paid to the changing role of the elderly in society and to the connection of aging to the social, economic, and political structures of society and their change over time. An intentional comparison of the social status of age groups is examined. Prerequisites: SOCI 101 or SOCI 201.

**SOCI 490                      Sociological Internship                      Credit 3**  
Approved students are assigned to approved agencies or organizations for orientation and experience in a sociological field under the guidance of a trained professional, as well as a member of the University faculty. Prior to going out and after return, students attend a seminar. Students present an extended paper on their internship experience. Prerequisites: Thirty hours of Sociology, Senior Standing, cumulative grade point average of 2.25 or better, and permission of supervising instructor. Prerequisites: Senior sociology majors only.

**SOCI 498                      Independent Study in Sociology                      Credit 3**  
This class is an intensive study of specialized topics in Sociology for advanced students. Permission to take an independent study must be obtained from the instructor.

**SOCI 499                      Independent Study in Sociology                      Credit 3**  
This class is an intensive study of specialized topics in Sociology for advanced students. Permission to take an independent study must be obtained from the instructor.

## **SOCIAL WORK**

**SOWK 200                      Introduction to Social Work and Social Welfare/Honors                      Credit 3**  
This course is the introductory course to the social work profession. It examines the social welfare system as society's response to human need and as a structure for delivery of social services. An overview of the fields of social welfare service and the social work roles in each field are provided. Twenty-five additional hours of volunteer service in a social agency are required.

**SOWK 300                      Human Behavior in the Social Environment I/Honors                      Credit 3**  
This course focuses on the inter-relationships of biological and psychosocial factor in human development throughout the life span. It examines the dynamics of human behavior in a social context, with beginning level social assessment. Prerequisites: SOWK 200, BIOL 101, SOCI 101, PSYC 200, or consent of instructor.

**SOWK 302                      Human Behavior in the Social Environment II/Honors                      Credit 3**  
This course studies human behavior as it is affected by race, class, gender, and sexual orientation. It highlights the experience of oppression and its impact on families and groups. It includes strategies to bring about social change in organizations and communities. Prerequisites: SOWK 200 and 300.

**SOWK 350                      Social Work Policy/Honors                      Credit 3**  
This course provides an historical and analytical overview of social welfare in the United States. It offers selective examinations of contemporary programs and services, analyses of alternative issues and problems, and evaluations of programs and services and their effectiveness. Prerequisites: SOWK 200.

**SOWK 310                      Basic Interviewing Skills and Techniques                      Credit 3**  
This course develops students' basic interviewing skills for assessing, goal setting, and intervention in social work settings. Its emphasis is on skill application with diverse populations. Students will also explore their personal values and belief systems.

**SOWK 320                      Social Work Practice I                      Credit 3**  
This is the first of three practice courses preparing students for a generalist approach to social work practice. Its emphasis is on the knowledge, values, ethics, and skills needed to develop effective helping relationships. It includes basic theories for intervention with a focus on micro level problem solving and basic interviews skills. Prerequisites: SOWK 200, 300 and 310.

- SOWK 350 Social Work with Older People Credit 3**  
This course is a study of older Americans and of the programs and policies designed to support them. It reviews social work practice skills in providing direct service to older people. Prerequisites: SOWK 200.
- SOWK 400 Social Work Practice II Credit 3**  
This is the second of three practice courses preparing students for a generalist approach to social work practice. It expands on the basic knowledge, values, ethics, and skills, with an emphasis on mezzo level problem solving. It includes theories and techniques for planning assessment and advocacy for family and small group intervention. Prerequisites: SOCI 309 or SOWK 315 and 320. Co-requisite: SOWK 406 or 407 and admission to the professional program.
- SOWK 405 Field Instruction in Social Work Credit 3**  
This course is the supervised experience in a social welfare agency with emphasis on methods and techniques in generalist social work practice. It provides an opportunity to apply theory and develop skills in delivery of social services. Co-requisites: SOWK 400 and 406. Prerequisites: SOWK 302, SOCI 309 or SOWK 315 and 320, and admission to the professional program. Students volunteer two days per week in an agency.
- SOWK 406 Field Instruction Seminar I Credit 1**  
This course is the weekly on-campus seminar students enroll in concurrently with Field Instruction I. Its format is small group discussions of field experiences with related written assignments. Co-requisites: SOWK 400, 405 Prerequisite: SOWK 320. One hour per week.
- SOWK 407 Field Instruction in Social Work II Credit 3**  
This course is the continuation of the direct experience in the delivery of social services within an assigned agency. There is an increased emphasis on assessment, intervention, and evaluation skills of generalist social work. Co-requisite: SOWK 410 and 408. Prerequisite: SOWK 405 and 406. Students volunteer two days per week in an agency.
- SOWK 408 Field Instruction Seminar II Credit 1**  
This course is the weekly on campus seminar students enroll in concurrently with Field instruction II. Its format is small group discussion of field experiences with related written assignments. Co-requisites: SOWK 407 and 410. Prerequisites: SOWK 405 and 406.
- SOWK 410 Social Work Practice III Credit 3**  
This is the third of three practice courses preparing students for a generalist approach to social work. It expands on the basic knowledge, values, ethics, and skills, of the two previous courses with an emphasis on macro level problem solving. It includes theories and techniques needed for practice within an organizational or community context. Prerequisite: SOWK 400. Co-requisites: SOWK 407 and 408.
- SOWK 450 Social Work with Families/Children Credit 3**  
This course is a survey of child welfare services and examination of current policies in social work for children and their families. It considers practice issues in protective services; in-home services to families; and substitute care including adoption and foster care. Prerequisites: SOWK 200.
- SOWK 455 Substance Abuse: Issues and Services Credit 3**  
This course is a study of alcohol and drug abuse and services related to them. The topics include theoretical perspectives on abuse, pharmacological characteristics of commonly abused substances, and stages of dependence and addiction. An overview of societal responses to substance abuse, including new enforcement, treatment, rehabilitation, and prevention, is included. Prerequisites: SOWK 200.
- SOWK 460 Social Work in Corrections Credit 3**  
This course reviews social work interventions in a variety of correctional settings. It focuses on the professional role in court and correctional procedures within institutional and community based programs. Prerequisites: SOWK 200.
- SOWK 465 Social Work in Health Care Credit 3**  
This course explores the role of social work practice in various health care settings. Its emphasis is on the changing concepts of health and illness. It assesses the nature of health and illness. It evaluates the nature of health care organizations, funding mechanisms, and ethical dilemmas in social work health care. Prerequisites: SOWK 200.

**SOWK 470      Social Work in Mental Health      Credit 3**  
This course investigates the role of the social work profession within the mental health delivery system, utilizing a generalist social work approach. It includes social work and mental health concepts, policies, research methods, and program development examined in social service agencies, community mental health facilities, and institutional accommodations. Prerequisites: SOWK 200.

**SOWK 475      Social Work With Persons Who Has Disabilities      Credit 3**  
This course provides an overview of physical, social, and emotional implications of disabilities within the context of generalist social work practice. The topics include sensitivity to discrimination in society, laws, and available service and personal and family adjustment to disability. Prerequisites: SOWK 200.

**SOWK 484      Social Work and the Law      Credit 3**  
This course is a study of social welfare, family, consumer law, and the legal authority of social agencies to make regulations. It reviews guidelines for court testimony and rules of evidence. Prerequisites: SOWK 200.

**SOWK 490      Individual Directed Study      Credit 1-3**  
This course enables advanced students to pursue topics of their own choosing with the guidance and supervision of the faculty. This course cannot duplicate any course in the department. For Independent Study, the student must have the written consent of the instructor prior to enrolling in the course. Prerequisites: SOWK 200

**SOWK 499      Independent Study/Special Topics      Credit 3**  
This course provides opportunities for investigating special themes or issues of interest to students and the social work profession. It may be repeated once under a different subtitle. For Independent Study, the student must have the written consent of the instructor prior to enrolling in the course. Prerequisites: SOWK 200.



## DIRECTORY OF FACULTY

**Alston Jr., David** ..... **Associate Professor**  
B.A., North Carolina Central University; M.R.P., University of North Carolina; Ph.D., North Carolina State University

**Barrett-Gaines, Katherine** ..... **Associate Professor**  
B.A., Fordham University; M.A., University of Maryland Baltimore County; M.A., Duke University; M.A., Stafford University; Ph.D., Stafford University

**Bishop, Jay** ..... **Associate Professor**  
B.A., Ohio University; M.S.S.W., University of Louisville; Ph.D., Case Western Reserve University

**Hopwood, Junior** ..... **Visiting Lecturer**  
B.S., University of the West Indies—Trinidad and Tobago; M.S., University of West Indies—Jamaica; Ph.D., Howard University

**Raymond, James** ..... **Associate Professor**  
B.A., Salisbury University; M.A., Salisbury University; Ph.D., Wilmington College

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B.A., University of Maryland, College Park; M.A., University of Maryland, College Park; M.A. Salisbury University; M.S.W., University of Maryland at Baltimore; Ph.D., Michigan State University