The college reserves the right to change unilaterally without notification any requirement, fee or program if it is deemed necessary.
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CREDIT PROGRAMS

Summer 3 (5 weeks) 2006
July 5 ................................. Classes Begin
August 8 .............................. Classes End

Fall 2006
August 26 ............................................ Regular Weekend Classes Begin
August 28 ............................................ Classes Begin
September 2-4 ........................ Labor Day – COLLEGE CLOSED
November 22-26 .................... Thanksgiving Recess for Students – NO CLASSES
November 23-26 .................... Thanksgiving Recess for Faculty and Staff – COLLEGE CLOSED
December 10 ............................... Classes End
December 11-18 ........................... Exams
December 24 – January 1 .......... Winter Break

Winter 2007
January 2 ................................. Classes Begin
January 15 ................................. MLK, Jr., Day Observed – COLLEGE CLOSED
January 26 ................................. Classes End

Spring 2007
January 27 ................................. Regular Weekend Classes Begin
January 29 ................................. Classes Begin
April 2-8 ................................. Spring Recess – COLLEGE CLOSED
May 11 ................................. Classes End
May 12-18 ................................. Exams
May 18 ................................. Commencement
May 28 ................................. Memorial Day Observed – COLLEGE CLOSED

Summer 1 (5 weeks) 2007
May 29 ................................. Classes Begin
July 2 ................................. Classes End

Summer 1 Extended (8 weeks) 2007
May 29 ................................. Classes Begin
July 4 ................................. Independence Day Observed – COLLEGE CLOSED
July 24 ................................. Classes End

Summer 2 (8 weeks) 2007
June 13 ................................. Classes Begin
July 4 ................................. Independence Day Observed – COLLEGE CLOSED
August 8 ................................. Classes End

Summer 3 (5 weeks) 2007
July 5 ................................. Classes Begin
August 8 ................................. Classes End

NONCREDIT PROGRAMS
Classes begin daily ....................... Registration is ongoing year-round
February 6 ......................... Kids on Campus Summer Registration begins

Spring, Summer, Fall, and Winter schedule of classes are mailed to all Howard County residences in March, May, August, and December.

This calendar is subject to adjustment due to inclement weather or other factors.
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Howard Community College
10901 Little Patuxent Parkway
Columbia, MD 21044-3197

Admissions & Advising
Director of Admissions and Advising
772-4856; adm-adv@howardcc.edu

Alumni Affairs
Director of Development and Alumni Relations
772-4450

Art Gallery
Director, HCC Art Gallery
772-4512

Athletics
Director of Athletics
772-4671

Belmont Conference Center
Manager
772-4300

Business Training Center
772-4808

Calendar of Activities
www.howardcc.edu/calendar

Career Links (Single Parents and Displaced Homemakers)
Coordinator, Career Links
772-4840

Computer Lab
ILB: 772-4602
L180: 772-4087

Conflict Resolution
Mediation and Conflict Resolution Center
772-4620

Continuing Education
772-4823

Counseling & Career Services, Job Assistance,
Cooperative Education, Internships
Assistant Director of Career Services
772-4840

Counseling/Crisis Intervention
Mental Health Counselor
772-4840

Distance Learning/Online Courses
Director of Distance and Alternative Learning
772-4023

Educational Foundation
Director of Development and Alumni Relations
772-4450

Equal Opportunities & Affirmative Action
Director of Human Resources
772-4817

Faculty Hiring
Director of Human Resources
772-4817

Financial Aid Services (Financial Aid, Scholarships, Loans, Work Study)
Director of Financial Aid Services
772-4912; finaid@howardcc.edu

Industry Certification Programs (Microsoft, Cisco, Check Point, A+, CompTIA)
772-4465

Library
772-4922

Musical Arts Center (MAC)
Coordinator
772-4871

Public Relations and Marketing
Director of Public Relations and Marketing
772-4810

Records & Registration
Director of Records and Registration
772-4764; records-registration@howardcc.edu

Retention Services
Coordinator of Retention
772-4840

Services for Students with Disabilities
Disability Counselor
772-4606

Student/Alumni Arts
Producer/Director
772-4515; studentarts@howardcc.edu

Student Employment
Director of Financial Aid Services
772-4912

Student Support Services
Assistant Director of Student Support Services
772-4619, TDD: 772-4023

Testing
Director of the Test Center
772-4856; testcenter@howardcc.edu

Theatre and Rep Stage
Box Office
772-4900; repstage@howardcc.edu
General Manager
772-4947

Transcripts
Director of Records and Registration
772-4764

Transfer Information and Advising
Associate Director of Advising & Transfer
772-4856; Adm-Adv@howardcc.edu

Tuition and Fees/Student Billings/Refunds
Supervisor of Accounts Receivable
772-4850

Tutoring
Assistant Director, Academic Support Services
772-4822

Use of College Facilities
Facilities Use Manager
772-4047

Veterans Affairs
Assistant Director of Records and Registration
772-4764; veteransaffairs@howardcc.edu

Welcome & Information Center
Director of the Welcome & Information Center
772-4800

Emergency Closing of the College
If, due to inclement weather or other emergencies that force the college or any off-campus facility to suspend classes or close, public service announcements will be provided to local radio and television stations as early as possible. Refer to the schedule of classes for listing of stations.
Frances Chingcuanco

Destination: Pharmacogenetics
Path: HCC Honors Program

Frances Chingcuanco will be seeing a lot of colleges and universities in the near future. She plans to earn a bachelor’s degree in biochemistry and molecular biology, followed by graduate school or medical school, and ultimately a career in pharmacogenetics and designing medical drugs.

Her path began at HCC where she recently completed a degree program in biotechnology. But what originally was planned as a brief start to college became a solid foundation for Frances.

“I had only planned to stay at HCC for a semester,” Frances said. “But because I had so much fun and learned so much from the college, I stayed for three more.”

Frances credits HCC’s Honors Program with preparing her for success. “Honors classes pushed me to give my best performance and help solidify the strong work ethic needed to be successful,” she said. “I learned to prioritize and manage time after taking classes that required more effort and attention.

“I don’t think I would have become the confident individual I am today without going taking my first two years here,” she said. “HCC gave me the opportunity to see what I can be in the future.”

Frances transferred to the University of Maryland Baltimore County to continue her studies.
General Information

COLLEGE PROFILE
Situated on a 120-acre wooded campus, Howard Community College (HCC) offers a wide range of academic pursuits and extra-curricular activities for students of all ages and walks of life.

Nearly 7,000 students pursue studies at HCC in a variety of academic programs leading to transfer to four-year colleges or immediate employment upon graduation. An additional 14,000 students take courses for personal or professional development.

HCC is the leading choice for Howard County residents. More than 44 percent of all undergraduates from Howard County are enrolled at HCC. HCC has a reputation as one of Maryland’s most technologically advanced campuses for online classes taught via the Internet, Distance Learning Lab, and state-of-the-art multimedia computer labs for math, English, world language, and computer training.

Conveniently located in the heart of Howard County, the HCC campus features a Science and Technology Building, home to lasers, computers, satellite links, and other tools for high-tech learning. The Galleria, a spacious two-story windowed atrium adjacent to the building, provides a pleasing space for quiet study, informal gatherings, or special events.

The state-of-the-art English, Languages and Business building houses classrooms and labs for reading, writing, ESL, world languages, multimedia computer technology, and IT courses including certification, computer science, business, and office technology.

The Athletics & Fitness Center features a 25-yard, eight-lane pool; large gymnasium; and weight room. Fourteen acres of athletic fields support archery, tennis, hardball, softball, soccer and track.

The Belmont Conference Center, an 18th century estate in Elkridge, is a beautiful, secluded site for executive retreats, corporate training, weddings and special events.

Arts programs take center stage at HCC with the new Peter & Elizabeth Horowitz Visual and Performing Arts Center, Alfred J. Smith, Jr. Theatre, and the Dreier Stage. The Horowitz Center, named after two benefactors, features a recital hall, theatre, piano and multimedia labs, art galleries, a photography center, studios for music, sculpture, painting and ceramics, and much more. Smith Theatre provides the setting for an outstanding cultural arts program. The outdoor Dreier Stage is particularly suited for Shakespearean productions.

Other facilities include the Library with more than 40,000 volumes of reference materials and online databases, the Nursing Building, and the Administration Building which contains offices, classrooms and the HCC-TV studio.

A Student Activities Center provides an exclusive domain for student government, newspaper and other student activities.

The Children’s Learning Center cares for children aged six weeks to four years of students and staff.

Founded by the Board of Education of Howard County, HCC was formally authorized by the Howard County Commissioners and approved by the State of Maryland in 1966. The first classes were held in October 1970.

Vision
Howard Community College is a dynamic, creative learning community that strives to meet challenges by providing innovative solutions leading to learning breakthroughs for all students. We are dedicated to establishing strong student and community connections and to working together to stimulate students, faculty, and all members of our learning community to develop their talents and to discover their greatness.

Mission
Howard Community College creates an environment that inspires learning and the lifelong pursuit of personal and professional goals. The college provides open access and innovative learning systems to respond to the ever-changing needs and interests of a diverse and dynamic community. As a vital partner, HCC is a major force in the intellectual, cultural and economic life of its community.

Nondiscrimination, Equal Opportunity and Affirmative Action
The Board of Trustees of Howard Community College is committed to providing equal opportunity through its employment practices, educational programs, admissions and the many services it offers to the community. The board of trustees has committed the college to undertake an affirmative action program to enhance equality of opportunity and the recruitment of minorities. It is the policy of the college to abide by all applicable requirements of state and federal law so that no person shall be discriminated against or otherwise harassed on the basis of race, religion, disability, color, gender, national origin, age, political opinion, sexual orientation, veteran status, or marital status. The college will adhere to applicable laws and regulations affecting affirmative action and equal employment opportunity.

ACCRREDITATION AND MEMBERSHIP
Howard Community College is fully accredited by the Middle States Association of Colleges and Secondary Schools and authorized by Maryland Higher Education Commission to offer programs of learning and to award the associate of arts degree, associate of science degree and certificate of proficiency.

The college’s associate degree nursing and practical nurse certificate programs are fully accredited by the National League for Nursing. Upon approval of the Maryland Board of Nursing Accrediting Commission, associate degree graduates may take the national licensure examination for registered nurse and those completing the practical nurse certificate may apply to take the licensed practical nurse examination.

The Cardiovascular Technology Program is accredited by the Joint Commission on Accreditation of Allied Health Education Programs. Graduates sit for the national certification examination to become a Registered Cardiovascular Invasive Specialist.

The college also holds membership in a number of professional organizations including the American Association of Community Colleges, the National Association of College and University Business Officers, the Maryland Association of Community Colleges, the Na-
GENERAL INFORMATION

Educational Foundation

Established in 1978, the Howard Community College Educational Foundation, Inc. (HCCEF) is a nonprofit, tax exempt corporation which raises funds to support student scholarships, programs and the facilities of Howard Community College.

The HCCEF Board of Directors invests, manages, and disperses funds, assists donors in making gifts appropriate to the college, and advises planned giving prospects. The Foundation accepts private support in the form of tax-deductible restricted and unrestricted donations, deferred and in-kind gifts. For more information about giving at Howard Community College, call 410-772-4450 or visit www.howardcc.edu/foundation.

HCC Alumni Association

The HCC Alumni Association was established in 1988 to create opportunities for graduates, former students and friends to maintain meaningful relationships with the college and participate in activities to support and enrich the institution. The Association is administered through the Development and Alumni Relations Office. For information, call 410-772-4450 or visit www.howardcc.edu/alumni.

Student Residency

The cost of education in Maryland community colleges is supported by student tuition, aid from the State of Maryland, and contributions from the sponsoring political subdivisions. The appropriate levels and percent of support by students and state and local governments are specified in state law and are provided in state and local appropriations. Equity in funding requires that the level of tuition and governmental support be computed based upon a student’s place of legal residence except as prescribed by law.

A student is a state or county resident for tuition purposes if the student maintains legal residence in the state or county and has done so for a period of not less than three months before the date of the student’s enrollment at the college.

Students whose legal residence is outside the State of Maryland pay a higher tuition rate than those whose residence is within Maryland. Similarly, students residing in Maryland, but outside the county or counties that support a community college, pay a higher rate than county residents, but a lower rate than the rate charged for out-of-state residents. For these reasons, it is essential that the college be informed of the legal residence of each student.

General policies of the Maryland Higher Education Commission and the policies of the board of trustees of this college require that each student, at the time of initial enrollment, sign a legally binding statement affirming residency for tuition classification purposes. The statement need not be notarized, but must be affirmed under penalty of perjury as being true, correct, and complete to the best of the student’s knowledge and belief. Students who refuse or fail to properly complete such a statement can be admitted to the college, but will be assessed tuition at the out-of-state rate.

In the course of the admissions process for enrollment in credit courses, each student will be required to show proof of residency upon request. Students will also be required to show proof of residency at the time they change their address. Students who have signed the required statements and who can verify through factual evidence that they legally reside in Maryland or Howard County will be afforded the appropriate lower tuition rates and limited preference for some selective admissions programs, such as nursing.

According to General Policies of the Maryland Higher Education Commission, the following factors may be considered as substantiation of legal residency:

- Ownership or rental of local living quarters in which the student resides (Please note: Post office box addresses are not sufficient proof of legal residence.)
- Substantially uninterrupted physical presence, including the months when the student is not in attendance at the college
- Maintenance in Maryland and in the county of all, or substantially all, of the student’s possessions
- Payment of Maryland state and local piggy bank income taxes on all taxable income earned outside the state
- Registration to vote in Howard County and/or the state
- Registration of a motor vehicle in the state, with a local address specified, if the student owns or uses such a vehicle
- Possession of a valid Maryland driver’s license, with a local address specified, if the student is licensed anywhere to drive a motor vehicle.

The only exceptions to residency requirements for tuition purposes are those designated by state law, such as Statewide Instructional Programs, Health Personnel Shortage Incentive Programs, tuition rates for active duty military and their dependents, state approved consortium agreements and partnerships such as tuition entitlements for students participating in the Mid-Maryland Allied Healthcare Education Consortium and for Prince George’s County residents taking Howard Community College classes at the Laurel College Center. Tuition discounts are available to members of the Maryland National Guard based up residency status.

An international citizen lawfully admitted for permanent residence in the United States may be considered a resident for tuition purposes if the student meets the residency requirements as defined by state law. The applicable tuition rate for other international citizens is based upon immigration status in accordance with state law. Refer to page 16 for further details.

General questions about residency and tuition classifications should be directed to the Office of Admissions and Advising. Inquiries regarding specific provisions for active duty military personnel and their dependents, members of the Maryland National Guard, or international citizens should also be directed to the Office of Admissions and Advising.

Persons who have made false statements or have presented false verification in regard to residency shall be charged the higher rates of tuition and may be subject to further disciplinary measures. In addition, a person may be charged with perjury in a criminal action.

Student Address Change

To officially change a name, address, telephone number, or e-mail address, a student must complete a Change of Information Form and submit it to the Office of Admissions and Advising or the Office of Records and Registration. Proof of residency is required for address changes. This form is available on the college website at www.howardcc.edu/admissions/forms.html.
GENERAL INFORMATION

STUDENT INJURIES

Howard Community College does not provide medical coverage for students who are accidentally injured during classes or who suffer injuries as a result of incidents between students. All students are encouraged to obtain their own medical insurance, especially if they participate in classes and/or activities which require physical activity or exposure to other health risks (e.g. nursing classes, science labs, physical education activities, dance and theater classes, clubs and student government activities, etc.).

STUDENT HEALTH AND INSURANCE

Nursing and allied health students are required to meet specified health requirements. Documentation is required for proof of freedom from TB and immunity to rubella, rubeola, mumps, and varicella through vaccination or titer. Hepatitis B vaccine (HBV) or declination is also required and immunization for tetanus.

The college does not administer a student medical insurance plan. Information on how students can obtain health insurance on their own is available in a brochure entitled “Student Health Insurance Plans.” This brochure can be found in the following offices:
- Academic Support/Career Services
- Admissions & Advising
- Continuing Education and Workforce Development
- Finance Office
- Financial Aid
- Health Sciences Division
- Human Resources
- Learning Assistance Center
- Student Activities
- Student Support Services
- Welcome Center

International students attending the college on F-1 student visas are required to have health insurance that provides coverage for health care in the United States. For further information about these requirements, contact the Office of Admissions and Advising.

TUITION CHARGES

(All fees and tuition are subject to change.)

<table>
<thead>
<tr>
<th>Per Credit</th>
<th>Maximum Per Semester</th>
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</thead>
<tbody>
<tr>
<td>Howard County Resident</td>
<td>$110</td>
</tr>
<tr>
<td>Maryland Resident</td>
<td>$122</td>
</tr>
<tr>
<td>of Other County</td>
<td>$133</td>
</tr>
<tr>
<td>Out of State Resident</td>
<td>$238</td>
</tr>
</tbody>
</table>

Please note that lab fees are attached to certain courses.

Standard Enrollment Fees

Application Fee ............................................. $25

Special Program Application Fees:
- International (F1) Student Application Fee ............................................. $50
- Clinical Nursing Application Fee ........... $25 (RENEW Students exempt)
- Rouse Scholars Program .......................... $35
- Silas Craft Collegians Program ............... $25 (International citizens; see information listed under Admissions Policies and Procedures)

Consolidated Fee............All students, including senior citizens, pay a consolidated fee. The fee is 16.75% (subject to change) of the amount determined by multiplying the number of credits for which the student is enrolling and the in-county student tuition rate, regardless of the student’s residence.

Of the 16.75% consolidated fee, the following allocation levels are used to support each area:
- .73% General Fund
- 1.05% Instructional Materials
- 2.72% Technology Fee
- 7.12% Building Fund
- 5.13% Student Activities Fees

Course-Related Fees

Certain courses offered by the college may require a special fee. These fees are identified in the Schedule of Classes published four times per year.

Other College Charges (Non-refundable)

Graduation (per certificate or degree) ...... $25
- ID Card (late or replacement) .............. $5
- Library Fine (overdue reserve materials per item per day) ......... $.50
- Insufficient Fund Check Service Charge ..... $25
- Proficiency Exam Fees ............................ 50% of course tuition
- Transcript Evaluation
  - Single learning program ..................... $15
  - Multiple learning programs ................ $25
- Traffic Violations ............................... $20
- If not paid within 10 business days ....... $25

Collection costs added to balance ...... 25% of unpaid balance

Tuition Payments

Tuition and fees are due and payable according to scheduled due dates. Due dates can be found in the current schedule of classes and are also available on-line. Howard Community College accepts cash, checks, money orders, credit cards (VISA/Master Card/Discover/American Express) only and employer purchase orders as payments toward a student’s tuition.

Checks and money orders should be made payable to Howard Community College. All checks and money orders must include the student’s name, current address and phone number on the face of the check. All returned checks are subject to a $25 service charge.

If, for any reason, a parent, guardian or employer does not honor the check, credit card or purchase order, and fails to fulfill the financial obligation on behalf of the student, the student will be held responsible for those financial obligations to the college. In addition, a student is responsible for any balance on his or her account not covered by Financial Aid. During general registration, the college attempts to de-register students who have not paid their tuition. However, this is not intended to replace the official drop required to be completed by the student. An official drop within the refund period is your only assurance of being released from your financial obligation. Therefore, students who have registered but never attended or have stopped attending class will still be responsible for payment of any balance on his or her account and this may affect financial aid, incurring a larger debt to the college. The college will issue grades and transcripts, and offer admission for subsequent semesters, only to those students whose financial obligations have been satisfied. Please keep receipts of all payments and registration transactions.
Tuition Payment Plan

It is the goal of Howard Community College that no student should be restricted from attending this institution because of financial hardship. HCC offers a tuition payment plan through FACTS Management Company to ease this burden. This information and payment plan application is available online on HCC’s website under Student Services and Tuition Payment Plan.

Collection Procedure

A student with an outstanding balance at the end of the semester will have his/her grades, transcripts and registration withheld until the outstanding balance is paid in full. The college will make every effort to contact the student. However, if our attempts are unsuccessful, the account will be turned over to a collection agency, and an additional charge of 25 percent of the outstanding balance will be added to the student’s account.

If you choose to pay HCC directly once your account has been placed in collections you are still responsible for payment of the outstanding balance and collection costs. If payment is made with cash, credit card or money order the hold on your account will be removed immediately. If payment is made with a personal check the hold will not be released for 10 business days.

Tuition Waivers

The Board of Trustees of Howard Community College has approved a free tuition program for senior citizens residing in Howard County and enrolling in credit and credit free classes in which course space is available. This program, which follows approval by the Maryland State Legislature, enables all people 60 years of age or older, or who are retired or disabled as defined by the Social Security or Railroad Retirement Acts and who are residents of the State of Maryland, to pursue an associate of arts degree or a certificate of proficiency, participate in college activities and enroll in a variety of noncredit courses and seminars. Students eligible for waivers are obligated to pay all additional college fees. Any paperwork required for waivers is due to the Cashier’s Office at the time of registration.

General Tuition Refunds

To be eligible to receive a refund, students must officially drop a class before the deadlines that appear under “Dates and Deadlines” in the schedule of classes. Deadlines for refunds are also published in the schedule of classes.

For fall and spring semesters, students are eligible for a graduated tuition refund, 100% of all tuition and course fees by the end of the first week of a 15 week semester, 75% of tuition only by the end of the second week, and 50% of tuition only by the end of the third week. After the end of the third week, students are not eligible for refunds. Refund dates are prorated for classes that meet less than 15 weeks.

During summer and winter intercessions, or variable time sessions, students are eligible for graduated refunds only during the first few days of class. Refer to the schedule of classes for the period during which students are eligible for a refund of either 100% of all tuition and course fees, 75% of tuition only, or 50% of tuition only. After the posted refund period for these special sessions, students are not eligible for refunds.

Students who have paid their tuition but who have never attended or have stopped attending classes will not receive a refund if they neglect to officially drop a class within the required time period. Classroom seats reserved during registration continue to be held for a student until they officially drop the class. Stopping payment on a tuition check or not attending a class does not constitute an official drop.

Please allow two to three weeks to receive your refund. The college does not issue cash refunds.

Federal Financial Aid Refunds

Refer to the Financial Aid section of this catalogue for further information.

Veterans Affairs

Howard Community College is particularly concerned with the educational, vocational and personal advancement of those men and women who served in the armed forces. Ex-military personnel, active duty military, reserve duty military and dependents of disabled or deceased veterans are able to obtain assistance in applying for veterans’ benefits, educational and occupational counseling, job referral, tutorial services and academic advising.

A student planning to apply for benefits should contact the Office of Records and Registration as soon as the student has enrolled in the college or registered for classes. Student tuition and fees are paid up front by the student and not by the Veterans Administration. Therefore, the student, and not the Veterans Administration, is held responsible for prompt payment of all college costs. The Veterans Administration forwards all payments via electronic funds transfer or check directly to the student. Veterans should plan finances to cover tuition and fees as well as a minimum of two months of estimated living expenses. Benefit payment can be expected within 12 weeks from the date your claim is forwarded from HCC to the VA Regional Office. The VA Regional Office requires that all students self certify attendance and enrollment on a monthly basis.

A student must submit a registration statement each semester to the VA Certifying Official in the Office of Records and Registration in order to receive their VA Educational Benefit payment. Submission of this paperwork will be considered a formal request to forward certification directly to the VA regional office. Students who drop or withdraw from classes must notify the VA Certifying Official at Howard Community College. Failure to do so may result in overpayment from the VA.

In accordance with VA regulations, all coursework certified for educational benefit payment must be required to complete an eligible degree or certificate of proficiency at Howard Community College as outlined in the college catalogue. VA educational benefits cannot be paid for coursework that is audited. Students pursuing a dual major at HCC must write a letter documenting the reason for pursuing the dual major. The Office of Records and Registration will contact the local VA office in behalf of the student to obtain permission to certify the dual major.

VA students enrolled in coursework required only for transfer to a four-year college must provide a letter on college letterhead from the transfer college to document the requirement. A copy of the four-year college catalogue cannot be accepted as documentation.

VA regulations require that all students receiving VA educational benefits meet the academic satisfactory progress standard as outlined in the college catalogue.

Students who receive the grade of “NA” or “W” may be subject to re-paying funds received for the course to the Veterans Administration. Students who receive the grade of “F,” “NA,” or “W” and have documentation of mitigating circumstance should submit a detailed letter and documentation to substantiate the claim to the Office of Records and Registration at Howard Community College. Repeat course work for which an unsatisfactory grade was assigned (F, L, W and NA) may be eligible to be certified for educational benefit payment. Repeat coursework previously completed with a passing grade (A, B, C, D) is not eligible to be certified for educational benefit payment. The Adjudication Officer at the Vet-
Gene

eral Information

Veterans Administration will make all final determinations concerning payment approval. Appeal requests for payment denial should be directed to the Veterans Affairs regional office at 1-888-GIBILL-1. Howard Community College does not participate in the advance pay program. Tutorial service is available to all eligible veterans who are enrolled at least halftime. Any veteran wishing to utilize a tutor may complete the VA tutorial application (VA form 22-1990t) with the Office of Records and Registration after completion of the tutorial assistance. The tutor must verify the information reported by the applicant and certify that individualized tutorial assistance was given to the applicant and that the tutor is not a close relative of the veteran. The supplementary assistance allowance will be paid at the rate of the monthly cost of tutorial assistance not to exceed the rate allowed by law per month. This assistance amount is not to exceed $1,200.

Additional veterans affairs information is available at www.howardcc.edu/registration/veteransaffairs.cfm or at www.gibill.va.gov.

Late Opening Policy

If the college will be opening late and there is more than 30 minutes of time left in a scheduled class at the late opening time, that particular class will meet for the remainder of the class time.

Early Closing Policy

If the college will be closing early and there will be more than 30 minutes of time available for a scheduled class before the college closes, that particular class will meet during the available time.

Traffic Rules and Regulations

The following regulations apply to all persons who operate a motor vehicle or bicycle on any party of the Howard Community College campus and supersede any expressed or implied regulations previously issued.

Regulations are intended to inform visitors, staff and students of available parking facilities on campus, and define authorization of use for each area; promote pedestrian and vehicular safety; and ensure access at all times for ambulance, fire fighting equipment and any other emergency vehicles. All vehicle operators are subject to Howard Community College’s traffic rules and regulations while on campus. Any vehicle found in violation of these regulations is subject to receipt of a Howard Community College parking citation, and possible removal at the owner or operator’s expense.

Parking

Parking is defined as stationing a vehicle, with or without a driver in attendance and irrespective of time of day or length of time the vehicle is stationed.

All students driving vehicles on campus are required to register their vehicles. Parking hang tags, decals and temporary permits are obtained from the Welcome Center. The responsibility of finding a legal parking space rests with the motor vehicle operator. It is impossible to mark with signs or paint curbs in all areas of the college where parking is prohibited; parking is therefore restricted to designated parking areas only. Lack of space is not considered a valid excuse for violation of these regulations. The fact that one disregards any regulations and does not receive a citation does not mean that the applicable regulation is no longer in effect.

Parking regulations are in effect 24 hours per day, seven days per week.

• Vehicles may park only in areas in which assigned and must display the appropriate decal indicating authorization.

• Vehicles must park in such a manner as to utilize only one parking space.

Parking Permits

All vehicles parked on campus must display a valid parking permit. Students must register their vehicle and obtain a parking permit from the Welcome & Information Center. Student parking permits are valid for one academic year (beginning in August) and allow parking only in the student-designated lots. Unauthorized parked vehicles are subject to traffic citations and/or towing at the owner’s expense.

Citations

Parking citations are issued at the rate of one per violation. Students enrolled in the non-credit English as a Second Language (ESL) program are exempt. Vehicles improperly parked in handicapped spaces, reserved parking areas, fire lanes, and no-parking areas will be issued a parking citation. Each citation carries a penalty of $20. If payment is not received within 10 business days, the penalty will be assessed at the rate of $25 per violation.

Vehicles without the appropriate parking decal displayed will be identified by license plate number. Any fees associated with identifying parking violations by license plate number through the Maryland Motor Vehicle Administration will be charged to that violator.

All parking fees issued by the College are payable to Howard Community College at the Cashier’s office and grades will be held if not paid in full. In addition to receiving a parking citation from the college, an individual parked in a handicapped space, fire zone, or no-parking zone is subject to additional fines from the Howard County Police Department. Howard County fines are imposed at $150 per violation in a handicapped space, $25 per violation in a fire zone, and $25 per violation in a no-parking area. All fines issued by Howard County are payable to Howard County Police Department.

Appeals

Persons who feel they have received a traffic citation unjustly may appeal in writing to the HCC Security Office.

Howard Community College assumes no responsibility for damage or loss of private property while on campus. For safety purposes, it is recommended that the following rules be adhered to while on Howard Community College campus.

• Pedestrians will be given the right of way at all times.

• Maximum speed is 20 m.p.h.

• All traffic signs must be obeyed at all times.

Any vehicle parked on campus 30 days or more risks being towed at the owner or operator’s expense.

Payment

Penalties may be paid to the college Cashier’s office during the hours of 8:45 a.m.-8 p.m., Monday through Thursday, and 8:45 a.m.-5 p.m., Friday. Towed vehicles will not be released until all penalties owed to the college are paid.

Bicycles

Bicycle racks are placed in various locations throughout the campus and are to be used by all non-licensed two-wheel vehicles. Bicycles will not be brought in to the buildings or secured to lampposts, signposts, or fences under any circumstances. Violators will be subject to confiscation of vehicles and/ or fine of $10.
SMOKING ON CAMPUS
Howard Community College has designated smoking areas on campus as follows: (exterior rear of Nursing building, exterior of Library building near L100), exterior of Instructional Laboratory building (facing the quad closest to parking lots), and exterior of Hickory Ridge building near loading dock and vending machines area). Smoking citations in the amount of $20.00 will be issued by Howard Community College Security to anyone who smokes in undesignated areas. If payment is not received within 10 business days, a penalty is assessed at the rate of $25.00 per violation. All fines are made payable to Howard Community College at the Cashier’s office. Grades will be held if not paid in full.

WELCOME AND INFORMATION CENTER
The Welcome and Information Center operates the campus switchboard and also has campus counter service locations. The center provides students with general information regarding college programs, services and course information, office hours and locations, and directions to and within the campus. It also provides students with quick access to their academic schedules, notary services, voter registration forms, and various campus publications such as the catalogue, schedule of classes, student handbook and campus maps. The online campus calendar and campus display monitors are maintained by the Welcome and Information Center. The calendar includes the college’s numerous academic, athletic, cultural, and social events and activities and can be viewed at www.howardcc.edu/calendar.

Notary Services
Current students are eligible to have their school related documents notarized free of charge. To take advantage of this service, students must come to one of the Welcome Center locations and present a valid photo ID, such as a driver’s license photo, and proof of enrollment at the college.

LIBRARY
The HCC library offers a wide array of print and online resources. From the library’s web page individuals can search the online catalog for approximately 50,000 items including books, ebooks and video titles. Patrons can use the web site to link to over 170 electronic items. This coverage includes general as well as subject specific databases, full-text journals, newspapers and online reference books. Access to databases and electronic reserves materials is made available to the college community from off-campus via password. The library staff offers formal information literacy instruction through scheduled classes.

LAUREL COLLEGE CENTER
The Laurel College Center in downtown Laurel is an innovative partnership to make higher education more accessible to people who live and work in the Laurel area. Howard Community College and Prince George’s Community College offer credit and noncredit classes at the LCC. Associate of Arts degrees in business administration, general studies, criminal justice and applied information technology can be earned at the center. In addition, bachelor’s degrees are offered at the LCC by Towson University (Elementary Education + Special Education), College of Notre Dame (Accelerated College business program) and the University of Maryland University College (information systems management).

MEDIATION AND CONFLICT RESOLUTION CENTER
The Mediation and Conflict Resolution Center (MCRC) is a department of Howard Community College. MCRC, established in July 2001, embraces restorative justice—a process that promotes the empowerment of all persons affected by a conflict to collectively identify and address harms, needs and obligations in order to make things as right as possible. MCRC provides mediation and conflict resolution services, training and education to the Howard County community, including students and staff from HCC.

Mediation is free or on a sliding scale. It is free for students and HCC staff. Give MCRC a call to utilize mediation services or to make a referral. For more information, call 410-772-4620, visit www.howardcc.edu/mcrc or drop by the office in ILB 336.

COMPUTER SERVICES
The college provides a variety of computer services to meet the widespread needs of the entire college community through HCC’s state of the art computer labs, computer classrooms, and on-line courses.

Student Computer Support (SCS)
Student Computer Support is the office which makes computer services available to students in the College Computer Labs and helps maintain all computer equipment, software and networking found in classrooms throughout the campus.

There are two College Computer Labs, L180 and ILB110. These labs supply users with computer hardware and software support in a quiet academic environment. L180 has IBM compatible Pentium II computers and ILB110 has IBM compatible Pentium IV computers. Both labs have popular multi-media software packages, plus scanning and laser printing services available to students with a valid student identification or to non-students who have paid an entrance fee. Students may also access Internet. Lab consultants assist with basic software problems and provide students with additional computer related material and manuals. Stations for physically impaired stu-
students are located in the College Computer Labs and computer classrooms. There is also a Student Computer Lab located in the Hickory Ridge building that serves math students.

Computer Classrooms
Throughout the college campus are computer classrooms using cutting edge multi-media software for many subjects from simple word processing to complex computer operations. On the main campus and at the Business Training Center there are classrooms where credit courses are taught in computer repair, computer applications, computer networking, English and world language skills. At the Hickory Ridge Building, classrooms are used for math as well as for Continuing Education.

THE ARTS
To bring the college community closer to quality artistic expression, HCC has established a professional theatre in residence at the college. Rep Stage is HCC’s award-winning professional Equity theatre company. The college also operates the HCC Art Gallery, hosting exhibitions of professional artists as well as student exhibits. Additionally, HCC supports the Student-Alumni Arts offering performance and technical theatre opportunities to students, alumni, and local artists, via full-length productions, showcases and special events. HCC’s Student-Alumni Arts also features the Yo’ Mama’s Cookin’ improv group, free workshops, open mics, original works and more. HCC’s Arts and Humanities Division also presents Student Fine Arts Celebrations at the close of the fall and spring semesters, and includes student showcases of exhibits in the HCC Art Gallery, dance recitals, music concerts and more. Arts faculty and staff perform and/or exhibit artistic work regularly on campus as well. The college also manages the Smith Ridge Building, classrooms are used for math and offering instructional and institutional support for the college.

HCC-TV
HCC operates a full production TV Studio, cablecasting on HCC-TV, the college’s own educational access channel in Howard County. HCC-TV facilitates the cablecasting of all telecourses offered by the college, creating local original programming with an effort to feature HCC, acquiring quality informational/educational and entertaining programming, providing a Community Bulletin Board highlighting college events, and offering instructional and institutional support for the college.

CODE OF CONDUCT
Sources of the Code of Conduct:
1. Gary Pavela, Esq., University of Maryland, College Park
2. Occidental College, California

Purpose of the Disciplinary System
Human beings grow and mature in communities. Living in a community requires depending upon the knowledge, integrity, and decency of others. In turn, the best communities help individuals mold habits and values that will enable them to achieve the highest personal satisfaction, including the satisfaction associated with helping to make a better world.

This code protects the unique, multi-ethnic community of Howard Community College. It fosters commitment to excellence and equity and affirms the shared values that make respect for diversity possible.

Procedural Protections
Students accused of disciplinary violations are entitled to the following procedural protections:
• To be informed of the specific charges against them.
• To be allowed to request an informal resolution of the case.
• To be allowed reasonable time to prepare a defense.
• To hear and respond to all evidence upon which a charge is based.
• To call and question relevant witnesses.
• To be assured of confidentiality, in accordance with the terms of the Family Educational Rights and Privacy Act of 1974.
• To be allowed to request that any person conducting a disciplinary conference, or serving as a discipline committee member or chair, be disqualified on the grounds of personal bias.
• To be provided with a copy of these rights prior to any conference or discipline hearing.
• To be considered innocent of the charges until proven guilty by a preponderance of the evidence.

Authority for Student Discipline
Ultimate authority for student discipline is vested in the Board of Trustees of Howard Community College. Discipline authority has been delegated to college administrators, faculty members, and committees, as set forth in this code, or other appropriate policies, rules or regulations adopted by the board.

Inherent Authority
The college reserves the right to take necessary and appropriate action to protect the safety and well being of the campus community. Such action may include taking disciplinary action against those students whose behavior off college premises indicates that they pose a substantial danger to others.

Commentary:
The college will not routinely invoke the disciplinary process for student misbehavior occurring off college premises. Nonetheless, it will be necessary to endeavor to protect the campus community when there are reasonable grounds to believe that a student may pose a substantial danger to others. Normally, such “substantial danger” will be manifested by a pending criminal charge, usually relating to a crime of violence, burglary, substantial theft or fraud, the distribution of illegal drugs, or the possession of substantial quantities of illegal drugs.

Student Participation
Students are asked to assume positions of responsibility in the college judicial system in order that they might contribute their skills and insights to the resolution of disciplinary cases. Final authority in disciplinary matters, however, is vested in the Board of Trustees, and in the college administration.

Definitions
When used in this code:
• The term “classroom or lab disruption” means behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of class or lab. Examples range from persisting in speaking without being recognized to resorting to physical threats or insults.
• The term “person of his or her choosing” includes students, faculty, staff, or others who provide advice to complainants or respondents. This person may not address hearing bodies, speak in disciplinary conferences, or question witnesses. Furthermore, third parties who are representatives of external organizations or who provide
The terms "will" or "shall" are used in the imperative sense.

The term "respondent" is defined as the student/respondent. In matters of serious misconduct requiring a hearing by the discipline committee, the complainant may be the executive vice president or designee recommended by the college.

The term "complainant" usually means a person who filed the complaint against the student/respondent. In matters of serious misconduct involving the same incident have been dismissed or reduced.

The term "reckless" means conduct which one should reasonably be expected to know would create a substantial risk of harm to persons or property or which would otherwise be likely to result in interference with normal college or college-sponsored activities.

The term "student" includes all persons taking courses at the institution, both full-time and part-time, pursuing credit and noncredit programs sponsored by the institution.

The term "college premises" means buildings or grounds owned, leased, operated, controlled, or supervised by the college.

The terms "college-sponsored activity" means any activity on or off college premises that is specifically initiated or supervised by the college.

The term "complainant" usually means a person who filed the complaint against the student/respondent. In matters of serious misconduct requiring a hearing by the discipline committee, the complainant may be the executive vice president or designee recommended by the college.

The term "respondent" is defined as the student accused of violating the Code of Conduct.

The terms "will" or "shall" are used in the imperative sense.

**Violations of the Law and College Regulations**

Students may be accountable to both civil authorities and to the college for acts that constitute violations of law and this code. Disciplinary action at the college will be independent and proceed during the pendency of criminal proceedings, and will not be subject to challenge on the ground that criminal charges involving the same incident have been dismissed or reduced.

**Student Groups and Organizations**

Students may be accountable to both civil authorities and to the college for acts that constitute violations of law and this code. Disciplinary action at the college will be independent and proceed during the pendency of criminal proceedings, and will not be subject to challenge on the ground that criminal charges involving the same incident have been dismissed or reduced.

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**Code Violations**

Howard Community College expects its students to adhere to high standards of honor and good citizenship. Students must conduct themselves in a responsible manner, which reflects credit upon themselves and the college. Acts of misconduct subject to disciplinary action include but are not limited to the following:

- Academic dishonesty (see section on academic honesty).
- Forging or alteration of college records or college identification cards.
- Intentionally furnishing false information to the college.
- Deliberate destruction of, damage to, malicious misuse of, or abuse of property. (Students are financially liable for the repair or replacement of property when the damage is a result of their willful destruction, reckless and intentional behavior, or malicious misuse.)
- Sexual assault and sex offenses as defined by Maryland state law (see section on sexual harassment).
- Physical abuse, threat, or harassment of any member of the college community or visitor to the college, or conduct which threatens or endangers the health or safety of such person. Students are not permitted to contact faculty or staff members off campus, unless prior permission is given and communication is necessary and related to academic issues.
- Theft of college or private property which is physically located on college-owned or controlled property.
- Misuse of HCC’s computer network and Internet access for other than educational purposes. This includes, but is not limited to the following: (1) copying or duplicating proprietary software or files stored on college-owned computers that are protected by copyright laws; (2) transmission of communication in any form (e.g., text, images, sound) where the content, meaning, and/or distribution of the message would violate applicable law or regulation, or be deemed obscene or threatening; or (3) any violation of HCC’s Acceptable Use of Technology Policy.
- Disorderly, obscene or indecent conduct on college-owned or controlled property.
- Illegal manufacture, sale, or use of alcoholic beverages, narcotics, marijuana, hypnotics, sedatives, tranquilizers, stimulants, hallucinogens, and other similar known harmful or habit-forming drugs or chemicals on college-owned or controlled property or during an off-campus college sponsored activity.
- Drunkenness or being under the influence of illegal drugs on college-owned or controlled property.
- Intentional violation of the college policy on controlled substances and alcohol.
- Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other college activities, including the college’s public service functions or other authorized activities on college-owned or controlled property.
- Participation in, or organization of, any unauthorized activity to interrupt the functions of the college.
- Intentionally and substantially interfering with the freedom of expression of others.
- Illegal or unauthorized possession or use of firearms, fireworks, explosives, dangerous chemicals, or arms classified as weapons on college-owned or controlled property. An instrument designed to look like a weapon, which is used by a student to cause reasonable apprehension or harm, is expressly included within the definition of weapon. Note: Students who are employees of law enforcement organizations and are required to carry a weapon on campus must notify the director of security in writing of their intent to carry a licensed weapon at the beginning of each semester. Failure to disclose this information is a violation of this code.
- Unauthorized entry to or use of college-owned or controlled facilities, including all buildings and grounds.
- Demonstrations that interfere with the rights of other members of the college community or with the normal function of the college.
- Deliberate disobedience or resistance of properly identified college authorities acting in the line of duty.
- Initiation of, or causing to be initiated, any false report, warning, or threat of fire, bomb explosion, or other emergency.
- Unauthorized or fraudulent use of the college’s facilities and equipment, including but not limited to the phone system, mail system, computer system, and transportation system.
- Hazing. This includes any act or causing any situation which recklessly or intentionally subjects a student to the risk of bodily injury or endangers the mental or physical health of that student.
physical health or safety of a student for the purpose of initiation or admission in a student organization.

- Unattended Children. Students must not bring children under the age of 16 on campus and leave them unattended while attending classes or campus activities. Students who violate this policy may be subject to the penalties of the Family Law Article, Section 5-801, et seq. This restriction does not apply to younger students enrolled under special admission procedures.
- Bringing children to class.

Commentary

The college recognizes students may have difficulty with day care for their children; however, HCC views the classroom as an adult-learning environment, and one that should be free from potential distractions.

- Classroom or lab disruption.
- Knowingly violating the terms of any disciplinary sanction imposed in accordance with this code.
- Failure to identify oneself when requested by a college official, security officer, or faculty member. College officials may question students or campus visitors when there is a reasonable basis for believing that the person being stopped has committed an offense against the rules of the college or the State of Maryland.
- Gambling on college-owned or controlled property.
- Excessive parking violations (see section on parking in the student handbook).
- Smoking in any classroom, building, or areas other than those designated as smoking areas.
- Use of cellular phones or pagers during class. Students who must bring such devices to class must disengage or place devices on inaudible signal so as not to disturb or interfere with classroom activities. These devices may not be used in the classroom.
- Any act or behavior which violates the rules of the college or laws of the state of Maryland or of the United States.

Standards of Classroom Behavior

Primary responsibility for managing the classroom environment rests with the faculty. Students who engage in any prohibited or unlawful acts that result in disruption of a class may be directed by the faculty member to leave the class for the remainder of the class period. Longer suspensions from a class or dismissal on disciplinary grounds must be preceded by a hearing or disciplinary conference, as set forth in the student judicial process.

Commentary

The term “prohibited acts” would include behavior prohibited by the teacher (e.g., eating in the classroom, persistently speaking without being called upon, refusing to be seated, disrupting the class by leaving and entering the room without authorization, etc.). It must be emphasized that this provision is not designed to be used as a means to punish classroom dissent. The lawful expression of a disagreement with the teacher’s viewpoint is not itself “disruptive” behavior.

STUDENT JUDICIAL PROCESS

Policy

Howard Community College will not tolerate violations of accepted standards of student behavior.

When such violations occur, the college will take appropriate disciplinary action. The college has adopted procedures to allow due process, as required by law.

Case Referrals

Any member of the college community may refer a student, student group, or organization suspected of violating this code to the executive vice president or designee. All case referrals must be submitted in writing.

Those referring cases are normally expected to serve as the complainant, and to present relevant evidence in hearings or conferences.

Discipline Hearing Referrals

The executive vice president or designee will conduct a preliminary review to determine whether the alleged misconduct might result in expulsion or suspension from the college. Students subject to suspension or expulsion will be entitled to a hearing before the discipline committee. Cases not so referred will be resolved after an informal disciplinary conference with the executive vice president or designee.

Written notice of the specific charge at least two business days prior to the scheduled conference.

Reasonable access to the case file prior to and during the conference. The case file consists of materials which would be considered “educational records,” pursuant to the Family Educational Rights and Privacy Act of 1974. Personal notes of college staff members or complainants are not included.

An opportunity to respond to the evidence and to call appropriate and relevant witnesses.

A right to be accompanied by a person of his or her choosing, as defined in this code.

Commentary

The conference procedure is designed to reduce unnecessary proceduralism and contentiousness in disciplinary proceedings. A disciplinary conference will normally consist of an informal, non-adversarial meeting between the respondent and the executive vice president or designee. Complainants would not be required to participate, unless cross-examination was necessary to resolve a dispositive factual issue. Documentary evidence and written statements could be relied upon, so long as the respondent was given access to them in advance, and allowed to respond to them at the conference. Respondents would also be allowed to call relevant witnesses.

The executive vice president or designee may automatically impose judicial sanctions based on presented evidence when the accused fails to respond to written notice requesting an appointment for disciplinary conference. This type of disciplinary action will be imposed for offenses that may result in penalties less than suspension or expulsion.

Interim Suspension

The executive vice president or designee may suspend a student from the college for an interim period pending disciplinary or criminal proceedings, or medical evaluation. The interim suspension shall become immediately effective without prior notice whenever there is evidence that the continued presence of the student at the college poses a substantial and immediate threat to him/herself or to others, or to the stability and continuance of normal college functions. A student placed on interim suspension who is unable to complete course work for the semester in which the interim suspension was issued will be given a “W” grade(s).

A student suspended on an interim basis shall be given a prompt opportunity to appear personally before the executive vice president or designee in order to discuss the following issues:
**Discipline Committee**

In the event that a discipline hearing is necessary, the executive vice president or designee will contact the chairperson of the discipline committee within seven business days to initiate the discipline process. The chairperson of the discipline committee will confer with committee members, set a hearing date, and notify the accused and committee members in writing. The notification will include the specific violation of the Student Code of Conduct.

**Membership**

The discipline committee shall be formed at the beginning of each fall semester at the request of the executive vice president or designee. The committee consists of, but is not limited to, a faculty chair, two faculty members and two students. The chair will vote only in the case of a tie. A quorum consists of the chair and two members of the committee, at least one of whom shall be a faculty member and at least one of whom shall be a student.

Faculty members shall be selected by the appropriate division chairperson, as needed, upon request by the executive vice president or designee. Student members shall be selected by the student government association and the director of student life, as needed.

Members of this committee who do not feel that they can render an impartial judgment in regard to a specific case may be excused if they give notice to the chairperson of the committee prior to the notification of the scheduled hearing of the accused. The chairperson will contact the constituency for the selection of an alternate. The respondent or complainant may request the replacement of any member of the committee if evidence of personal prejudice is provided. Objections to a committee member must be stated in writing and submitted to the committee five business days after notification. A decision will be rendered by the chairperson of the committee.

**Meeting Structure**

Discipline committee meetings will be closed, but may be open at the discretion of the chair upon request of the respondent. The assistant to the executive vice president or designee serves as a recorder during discipline hearings. Hearings shall be taped or transcribed. A copy of the tape will be made available to the respondent upon written request.

The chairperson of the committee shall notify the respondent of all charges, membership, and hearing date in writing at least 10 business days in advance of the scheduled hearing.

Failure of the respondent to appear at the hearing, after proper notice, will result in the committee making a decision in the respondent’s absence.

Prior to the hearing, the respondent may obtain copies of photographs, documents, or other tangible objective evidence to be introduced by the complainant. If new evidence comes to light during the hearing, a recess may be granted upon request.

The respondent has the right to be accompanied and advised by a person of his or her choosing. Only the respondent can participate in the proceedings. Furthermore, legal representation is not permitted in college disciplinary proceedings, whether informal or formal. However, legal representation is permitted when the student faces concurrent criminal charges.

The committee may request the appearance of any person that each party wishes to have appear and testify. The committee has no authority to compel the appearance of any person who is neither respondent nor complainant. Witnesses will be required to testify under oath or affirmation. Oaths will be administered by a notary of public.

The chairperson of the committee shall have the duty of maintaining order at the hearing and shall have the right to exclude any party or witness from the hearing, temporarily or permanently.

**Order of Presentation:**

1. Chairperson’s opening remarks
2. Opening statements of complainant and respondent, if desired by each.
3. Presentation of evidence by complainant, then respondent
4. Questions by members of the hearing panel
5. Closing statement by each side.
6. Private deliberation by the committee
7. Committee decision

Evidence shall include all facts based on oral testimony of witnesses who are present before the committee and all tangible objective evidence including photographs, charts, papers, electronic or other recorded statements. Written statements by witnesses not present at the hearing may be admitted into evidence, but the committee shall decide how much weight, if any, shall be given to such statements.

Evidence of a student’s past record may be introduced if a pattern of similar behavior has been demonstrated. The penalty phase of the hearing will consider evidence of pattern behavior.

- Any party may present witnesses subject to the right of cross-examination by other parties.
- Witnesses are excluded from the hearing room, but brought in individually before the committee to provide testimony. (This provision does not apply to the complainant and respondent.)
- At the close of all testimony and after the admission of all evidence, each side shall be allowed a closing statement. Closing statements may include a summation of all evidence (as admitted) and arguments or theories behind the stated position of each side.
- The complainant must establish the responsibility of the respondent by a preponderance of the evidence.

The committee will, after hearing all evidence and summations, retire to a room or area for deliberation. The chairperson of the committee will announce the decision promptly. The committee will issue and make available a written report which is shared with all parties, including the complainant. The chairperson of the committee will notify the accused of the verdict in writing within two business days.

**Institutional Sanctions**

Significant mitigating or aggravating factors shall be considered when sanctions are imposed, including present demeanor and past disciplinary record of the offender, as well as the nature of the offense, and the severity of any damage, injury or harm resulting from it. The following are possible institutional sanctions in order of greater severity:

1. Letter of warning.
2. Restitution of property or personal relationships with others, denial of certain privileges, or restriction of activities.
3. Disciplinary probation: Prohibits the student from representing the college or participating in student activities. Probation also subjects the student to immediate suspension if found in violation of another offense during the period of probation.
4. Suspension: Exclusion from college premises, and other privileges or activities, as set forth in the suspension notice.
5. Expulsion: Permanent termination of student status, and exclusion from college premises, privileges and activities.

Commentary:
Students who are members of the Silas Craft Collegians program, Rouse Scholars program, athletic teams or other learning communities at the college may be subject to additional disciplinary action as set forth by the rules of those organizations. These organizations will be informed of any infractions.

Appeals
Any disciplinary determination resulting in suspension or expulsion from the college may be appealed to the president or designee. The appeal must be in writing, sent to the office of the president by certified mail, return receipt requested. The appeal must be received by the office of the president within 10 business days after the notice of suspension or expulsion was delivered to the address on record for the student in the office of records and registration.

The president or designee will act on appeals based upon the report filed by the hearing committee chairperson, the student’s written brief, and any written response or memorandum prepared by college officials. All written materials considered by the president or a designee shall be subject to inspection, in accordance with the Family Educational Rights and Privacy Act. New evidentiary hearings shall not be conducted in appeal.

The following standards will apply when appeals are considered:
- Sanctions may only be reduced if found to be substantially disproportionate to the offense.
- Cases may be remanded for rehearing only if specified procedural errors or errors in interpretation of college regulations were so substantial as to effectively deny the student a fair hearing, or if new and significant evidence became available that could not have been discovered by a properly diligent student before or during the original hearing.
- Cases may be dismissed if the finding is held to be unsupported by any evidence.

Disciplinary Files and Records
Case referrals may result in the development of a disciplinary file in the name of the accused student, which shall be voided if the student is found innocent of the charges. Voided files will be so marked, shall not be kept with active disciplinary records, and shall not leave any student with a disciplinary record. Voided files will normally be destroyed after three years.

The files of students found guilty of any charge will normally be retained as a disciplinary record for five years from the date of the letter providing notice of final disciplinary action.

Disciplinary records may be voided by the executive vice president or designee, for good cause, upon written petition of the respondent. Factors to be considered in review of such petitions include:
- The present demeanor of the student.
- The conduct of the student subsequent to the violation.
- The nature of the violation and the severity of any damage, injury, or harm resulting from it.

Academic Impact
A student suspended as a result of the student judicial process may be entitled to complete his/her academic work, including examinations during the regular term without extension of time. Since the student is prohibited from entering the campus without permission, coordination shall be through the office of the executive vice president. An expelled student has no right to complete academic work.

Sexual Harassment
The board of trustees of Howard Community College concurs in the action of the Maryland Higher Education Commission in recognizing that sexual harassment seriously damages the integrity of the educational institution, destroys the institution’s positive work and educational atmosphere, and causes psychological and physiological damage to the victim. The board condemns such illegal activity and is strongly committed to promoting an educational and work environment free from sexual harassment of any form. For the purpose of these guidelines, the board adopts the sexual harassment definition promulgated by the United States Equal Employment Opportunity Commission.

It shall be a violation of this policy for any member of the college staff to harass a student or employee through conduct or communications of a sexual nature as defined below. It shall also be a violation of this policy for students to harass other students through conduct or communications of a sexual nature as defined below or for students to harass staff.

Definitions—Unwelcomed sexual advances, requests for sexual favors and other inappropriate oral, written or physical conduct of a sexual nature when made by a member of the college staff to a student or another employee or when made by a student to another student constitute sexual harassment when:
- a) submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual’s education or employment;
- b) submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or
- c) such conduct has the purpose or effect of substantially interfering with an individual’s academic, professional or employment performance or creating an intimidating, hostile or offensive academic or employment environment.

Sexual harassment, as defined above, may include but is not limited to the following:
- Verbal harassment or abuse; pressure for sexual activity; repeated remarks to a person, with sexual or demeaning implications; unwelcome touching; and suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one’s grades, job, etc.

The college, upon receiving a sexual harassment complaint will ensure: 1) that the right to confidentiality, both of the complainant and of the accused, will be respected consistent with the college’s legal obligations, and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred; 2) that persons filing complaints of sexual harassment will be protected against reprisals, but that the deliberate filing of false accusations of sexual harassment shall be condemned and may lead to possible disciplinary action.

A substantiated charge against an employee of the college shall subject that employee to disciplinary action, including discharge.

A substantiated charge against a student of the college shall subject that student to disciplinary action including suspension or expulsion.

Students alleging that sexual harassment has occurred should refer complaints to the executive vice president.

Campus Crime Reports and Registered Sex Offender Information
In accordance with the Campus Sex Crimes Prevention Act, the Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Act and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, colleges and universities are required to disclose certain timely and an-
nual information about campus crime, security policies and procedures, and registered sex offenders. Schools must publish an annual report every year by October 1 that contains three years of campus crime statistics and certain security policy statements. This report is made available to all students and employees at www.howardcc.edu/securitynew.cfm.

The Act amends the Family Educational Rights and Privacy Act of 1974 to clarify that nothing in that Act may be construed to prohibit an educational institution from disclosing information provided to the institution concerning registered sex offenders; and requires the secretary of education to take appropriate steps to notify educational institutions that disclosure of this information is permitted.

To find the sex offender registry for Maryland, go to www.dpcs.state.md.us/sorSearch or access the web link through HCC’s website security page listed above. This site provides information on registered sex offenders enrolled and/or employed at all Maryland institutions of higher education.

In addition, sex offenders are required to register at the college’s security office prior to registering for any course or program at HCC. The college will not hire any convicted sex offender; therefore, sex offenders should not apply for vacant positions. Disclosure of information provided to the security office will be provided to the vice president of administration and finance and the executive vice president accordingly. Additional campus notifications will be initiated as deemed necessary. Failure to register with the college’s security office will result in disciplinary action including expulsion, as outlined in the Student Code of Conduct.

**Discrimination Complaint Procedures**

The following procedures are adopted to process complaints alleging violations of the college’s policies on Non-discrimination, Equal Employment Opportunity, Equal Education Opportunity, Affirmative Action or Sexual Harassment, and will be in addition to any complaint or charge an employee, applicant or student files with state or federal agencies. These procedures apply to all complaints of discrimination or harassment made against either an employee or a student. Howard Community College will conduct its own investigation and will respond to the complaint, regardless of the reporting party. Complaints or concerns of discrimination made by or against a college employee should be reported to the director of human resources. Complaints or concerns of discrimination made by or against a student should be reported to the executive vice president. Complaints of discrimination made against a student will be processed under the student judicial process.

Any student who alleges a violation of the college policy on Non-discrimination, Equal Employment Opportunity, Equal Education Opportunity, Affirmative Action or Sexual Harassment should file a complaint with the executive vice president. The executive vice president will initiate the fact-finding process, which will be in accordance with the student judicial process, as defined in the student code of conduct. All parties and staff will keep the complaint, fact-finding process and conferences or hearings confidential, except to the extent that it is necessary to investigate and process the complaint. Furthermore, all student records and access to student records shall comply with the Family Educational Rights and Privacy Act of 1974 (FERPA).

Persons filing complaints of harassment will be protected against reprisals by actions that are appropriate to the circumstances. Those persons filing deliberate false complaints will be subject to disciplinary action.

Substantiated complaints of violation of the above referred to policies may subject the offending party to disciplinary action.

**Drug and Alcohol-Free Campus**

It is the intent and obligation of the college to provide a drug-free, healthy, safe and secure educational environment. Students are expected to contribute to the desired environment by conducting themselves within the guidelines of the student code of conduct.

The unlawful manufacture, distribution, dispensation, possession or use of illicit drugs or alcohol as a part of any Howard Community College activity whether on or off college premises is absolutely prohibited. Violations of this policy will result in disciplinary action, up to and including dismissal, consistent with normal college policy and procedures. In addition, any violations may have legal consequences consistent with local, state, and federal law. The college will cooperate with appropriate health and law enforcement agencies.

The college recognizes drug or alcohol abuse as an illness and a major health problem. The college also recognizes drug or alcohol abuse as a potential safety and security problem. Students needing help in dealing with such problems are encouraged to use their health insurance plans, the college Academic Support, Counseling and Career Services Office and other appropriate community agencies. A list of other county agencies, and descriptions of various health risks associated with the use of illicit drug or alcohol abuse, is available in the offices of the Academic Support, Counseling and Career Services, Student Life, Human Resources, and the Athletic Department.

Voluntary participation in an assistance program will not jeopardize enrollment at the college and will not be noted in any student record provided that behavior is consistent with established standards. However, voluntary participation in an assistance program will not prevent disciplinary action for violation of the policy described here.

For further information, pick up one of our Drug-Free Campus brochures in the Office of Student Life or the Security office. The brochure includes the effects and corresponding names of a variety of drugs and lists local service agencies which provide assistance and support to those seeking help.
Admissions Policies and Procedures

Howard Community College maintains an open door policy of admission. Persons who have the maturity and ability to benefit from the college’s learning programs will be admitted on a basis available without regard to race, gender, age, religion, ethnic background, marital status, sexual orientation, political persuasion or disability. No student will be denied initial admission to the college on the basis of previous educational experience, except as prescribed by law.

General admissions procedures include:

- completing and submitting the Application for Admission and $25 one-time, non-refundable application fee
- providing proof of legal residence upon request, such as a driver’s license or lease agreement. Post office box addresses are not sufficient proof of legal residence. (International citizens must provide proof of their immigration status. Original documents must be presented.) See page 2 for more details regarding proof of legal residence. Please note: Students who refuse or fail to properly complete such a statement can be admitted to the college, but will be assessed at the out-of-state tuition rate.

Students are strongly encouraged to submit high school transcripts and/or transcripts from previously attended postsecondary institutions. This information is used to advise students and does not affect general admission to the college. Application fees differ for some programs and are waived for active duty military personnel, Freshman Focus and Early Entrance applicants. The Roux Scholars Program’s application fee is also waived for Distinguished Scholars, National Merit Scholars and Early Entrance students. Applicants to the clinical portion of the college’s various nursing programs must submit an additional $25 fee. All college application fees are waived for students eligible for the SAT and College Bound application fee waiver programs, which are based on financial need.

Additional admissions procedures are required for high school, transfer and previously dismissed students as well as for international citizens. Additional procedures are also required for students seeking admission to the clinical component of some health career programs such as nursing, cardiovascular technology and emergency medical technician/paramedic (including the Paramedic/Firefighter High School Pathway Program). Students seeking admission to radiologic technology clinical coursework must complete the specific admissions procedures jointly agreed to by Howard Community College and Anne Arundel Community College. Students planning to enroll in Mid-Maryland Allied Healthcare Education Consortium Programs must complete the specific admissions procedures jointly agreed to by consortium institutions (Howard Community College, Carroll Community College and Frederick Community College). Different application procedures are required for the James W. Rouse, Silas Craft Collegians, Freshman Focus and Early Entrance Programs (see page 35 for more details).

Although admitted to the college, students may not enroll in particular courses unless they have the necessary educational background. The college has a mandatory basic skills assessment policy. Placement tests are required for most students planning to enroll in English or math courses or courses with English or math prerequisites. Placement test exemptions are possible (see pages 25-26 for more information).

Placement exam scores may take several days to process. Testing is ongoing; appointments are generally required. Students should test soon enough to take advantage of early registration options. The Testing/Preparatory Studies Policy provides further details regarding placement assessment requirements, exemptions, and course placement (pages 25-26).

All students will be offered assistance in planning a program of learning in accordance with their academic background and goals. Students must meet with an advisor to review placement test results. Results are not available by phone. Students are strongly advised to begin any required developmental course sequences immediately and are required to do so upon completion of 12 credits. Non-degree seeking students must meet with an advisor on or before completion of 12 credits to determine if they will be required to take placement exams.

High School Students

Various enrollment options are available to high school students.

CONCURRENT ENROLLMENT—High school juniors and seniors may attend the college on this basis enrolling for a maximum of two courses per semester. Credits earned apply toward high school graduation only under highly specific circumstances. The award of high school credit for college coursework is arranged through a student’s high school and does not invoke the college in any way. Requirements for admissions include submission of the college’s Early Entrance Program application, high school transcripts, and proof of legal residency. Appropriate placement testing is also required. Public and private high schools and home schooling programs also have their own policies and procedures that students must follow (see page 35 for additional information).

EARLY ADMISSION—This option enables seniors to complete high school graduation requirements at Howard Community College under very specific conditions. Students qualifying for this option are generally required to complete 24-30 credits of college coursework, including at least one college-level English composition course. Students must apply for the Early Admissions option during their junior year. Application procedures include submission of the college’s standard application, the application fee, high school transcripts, college entrance exam scores, proof of residency, and two letters of recommendation which address the student’s academic ability and social and emotional maturity. Students must also submit a letter of consent from their high school principal and any other required public, private or home school officials. The college also requires an admissions interview attended by the student and a parent or guardian. Students must consult high school personnel regarding specific courses needed to fulfill high school graduation requirements. The college reserves the right to grant consent to enroll for the Early Admission option on a case-by-case basis. Consent to enroll as an Early Admissions student is dependent upon what the college determines to be in the student’s and its own best interests.
Gifted and Talented Students

Students in the eighth through tenth grades who are enrolled in public or private school gifted and talented programs, or who have otherwise demonstrated outstanding ability, may be considered for admission on a case-by-case basis. Requirements for admission include submission of the college’s Early Entrance Program application, official secondary school transcripts, and proof of legal residency. In accordance with state law, other documentation of outstanding abilities and maturity, such as enrollment in gifted and talented programs, test scores, recommendations, portfolios or awards, must be submitted to assist with admissions decisions. A pre-admission interview, with at least one parent or guardian in attendance is required. Appropriate placement testing is also required. Students attending the college on this basis may enroll for a maximum of two courses per semester. Students admitted based upon the college’s Gifted and Talented policies are generally restricted from enrolling in developmental coursework.

Home Schooled Students

High school juniors and seniors who are home schooled must follow Concurrent Enrollment procedures (page 13). Additional information, such as recommendations must be provided upon request. Home schooled students in the equivalent of eighth through tenth grades must follow Gifted and Talented Student procedures. As with other secondary school students, home schooled students are limited to two courses per semester. Under certain conditions, high school seniors who are home schooled will be considered for the Early Admission option. Home schooled students’ primary purpose in enrolling in the college should be for enrichment and not as a substitute for home school instruction.

Howard Community College reserves the right to grant admission to secondary school students, including home schooled students, on an individual basis. For further information regarding the college’s services for secondary school students, please contact 410-772-4599 or hsmajorinfo@howardcc.edu. Information is also available on the college’s website at www.howardcc.edu/admissions.

Health Career Clinical Programs

Admissions requirements and procedures for health career clinical programs vary by program. Articulation agreements between Howard Community College and other community colleges as well as agreements with the Howard County Public School System may also be factors in admission for specific programs.

To address critical shortages, the State has designated certain learning programs as Health Personnel Shortage Incentive Grant Programs. Legal residents of Maryland can enroll in these programs at the in-county tuition rate. (Tuition benefits are also available to out-of-state residents for the nursing program, but with additional conditions.) Health Personnel Shortage Incentive Grant Programs do not entitle students to in-county admissions benefits. HCC’s Nursing and Emergency Medical Services programs are designated as Health Personnel Shortage Incentive Grant Programs.

In an effort to avoid duplication of programs while at the same time providing access and opportunity, the State has designated certain learning programs as Statewide Instructional Programs. Like Health Personnel Shortage Incentive Grant Programs, legal residents of Maryland can enroll in such programs at the in-county tuition rate. They are also entitled to the same admissions benefits for clinical coursework as in-county residents. HCC’s Cardiovascular Technology Program and Biomedical Engineering Technology Programs are Statewide Instructional Programs. (See page 49 for more information on Statewide Instructional Programs.)

Howard Community College is a partner with the Howard County Government in the innovative grant funded Project RENEW Scholarship Program. Sponsored by the Howard County Block Grant Development Program, Project RENEW provides low and moderate income individuals with a health career ladder. It combines theory and clinical practice that leads to a certificate of completion as a certified nursing/geriatric nursing assistant (CNA/GNA) along with the preparation required for admission into the college’s Licensed Practical Nursing (LPN) Certificate Program or the Associate of Arts Degree in Registered Nursing (RN). Prospective students should contact the Project RENEW coordinator at 410-772-4438 or alliedhealth@howardcc.edu. (The continuation of this program is dependent upon grant funding.)

Because seating in Nursing clinical coursework cannot be guaranteed, international (F1) students may not enroll in the college’s Nursing or Cardiovascular Technology programs. They also may not select Radiologic Technology or the Mid-Maryland Allied Health Care Education Consortium Programs. International (F1) students interested in preparing for a nursing career should choose the college’s Pre-Allied Health or General Studies-Science Emphasis programs or consult with an international student admissions officer. All other international citizens legally entitled for admission to the college may select nursing or cardiovascular technology as their learning program.

Under the Maryland Articulation Model, graduates who obtain Maryland Licensure are eligible for advanced placement in nursing courses when they progress to registered nursing programs in state public and participating private institutions. Graduates with an active unencumbered Maryland or Compact state practical nursing license (i.e., LPN) who wish to progress to the associate degree level may be awarded advanced placement nursing credits equivalent to a maximum of one year of full-time nursing courses. Graduates with an active unencumbered Maryland or Compact state registered nursing license who wish to progress to the baccalaureate degree level are awarded advanced placement nursing credits equal to a maximum of one year of full-time nursing courses in the program they enter.

NURSING--The college offers three Associate of Arts (A.A.) Degree Nursing options--Traditional, Accelerated, and the LPN Pathway Sequence. The major differences between these options are the selection process and the timeframe for clinical coursework. The Traditional Program’s clinical coursework is taken over a two-year period (four major terms), with classes seated for both the Fall and the Spring. The Accelerated Program’s clinical coursework is offered over a 13-month period beginning in the Summer. Admission to the Traditional Program is selective based upon the fulfillment of specific prerequisites. Admission to the Accelerated Program is competitive with seats being offered to the strongest candidates based on certain minimum GPA requirements and other specific factors within a specific application period. The LPN Pathway Sequence is an advanced standing option available only to students who are already licensed practical nurses and who also meet other admissions criteria. HCC also offers a Licensed Practical Nursing Certificate Program. Day and evening/weekend options are available in all but the Accelerated Program which is a full-time, day-only program.

Prospective applicants–with the exception of those interested in the LPN Pathway Sequence–must attend a nursing information session as a first step in the enrollment process prior to meet-
ADMISSIONS POLICIES AND PROCEDURES

ing individually with an admissions advisor. Information provided at these sessions is important in enabling prospective students to determine the best option for them. **Students interested in the LPN Pathway Sequence should schedule an appointment to meet with the admissions advisor responsible for this program.**

In addition to standard application procedures, supplemental application procedures are required for clinical coursework. **All nursing applicants must take the English placement exam unless they have earned a bachelors degree in the United States.** All applicants to clinical coursework must have a high school or General Education Development (GED) diploma. Acceptance to clinical coursework is based upon fulfillment of all prerequisites, GPA requirements, time limitations for science prerequisites, legal residency, and space availability as well as additional processes specific to each nursing option. **Fulfillment of the terms and conditions of specific articulation agreements and clinical site partnerships are also factors in admission for some applicants.** Nursing is a Health Personnel Shortage Incentive Grant Program entitlement legal residents of Maryland in-county tuition rates (see prior page). Out-of-state residents should speak with an admissions counselor to determine their possible eligibility for in-county tuition rates.

Students are required to provide various health certifications prior to starting clinical coursework. They may also be required to obtain a criminal record check and a drug screening. During the clinical coursework enrollment period, any official change or the initiation of any governmental proceeding affecting the information revealed by a required criminal record check or drug screening must be reported to the program director/coordinator. Information regarding health certifications, criminal background checks and drug screening is required at the time of admission or at the program orientation as directed.

**CARDIOVASCULAR TECHNOLOGY:** The college offers an **Associate of Applied Science (A.A.S.) Degree in Cardiovascular Technology (CVT)** as well as various certificate programs. Clinical coursework starts in the Summer and is available **day option only.** All applicants to clinical coursework must have a high school diploma or General Education Diploma (GED) and fulfill other prerequisites depending on the option they select. Cardiovascular Technology is a Statewide Instructional Program. Legal residents of Maryland are entitled to the same tuition and admissions benefits as in-county residents. Fulfillment of the terms and conditions of specific articulation agreements and clinical site partnerships are also admissions factors for some applicants. Prospective applicants should contact the Office of Admissions and Advising or the CVT program director.

**RADIOLOGIC TECHNOLOGY—The Radiologic Program** is a combined degree program with Anne Arundel Community College (AACC). This degree is awarded by AACC. Students must complete specific prerequisites before applying for admission to the program’s clinical coursework. All general education coursework can be completed at HCC. Students are admitted to clinical coursework based on procedures and criteria agreed upon by both institutions. Clinical placements convenient to Howard County are available. **A specific number of seats in this program are saved each year for HCC students who are legal residents of Howard County.** Specific admission benefits are not available for out-of-county students. At the present time a limited number of clinical seats will be available at AACC through Summer 2007. For further information, prospective students should contact HCC’s Office of Admissions and Advising.

**EMERGENCY MEDICAL TECHNICIAN/PARAMEDIC—The college offers **Associate of Applied Science (A.A.S.) Degree. Certificate of Proficiency, and Letter of Recognition options in Emergency Medical Technician-Paramedic (EMT-P).** Students must complete specific prerequisites and have current EMT-Basic certification to enroll in all Emergency Medical Technician-Paramedic clinical coursework beyond EMS-P-100. The EMT-P program is a Health Personnel Shortage Grant Program entitlement legal residents of Maryland to in-county tuition rates. International (F1) students may apply for admission to the EMT-P degree option. Prospective students should contact the Office of Admissions and Advising or the EMT-P program director for more information.

**The Paramedic/Firefighter High School Pathway Program** is a joint program created by Howard Community College, the Howard County Public School System, and Howard County Fire and Rescue Services. The program provides students enrolled in most Howard County public high schools a head start in preparing for a career as a paramedic/firefighter. Students must apply for this opportunity through the public school system in their sophomore year of high school. The program involves completing specific high school courses, training through Howard County Fire and Rescue Services, completing HCC Early Entrance admissions requirements during the junior year of high school, and enrolling in specific classes at the college during the senior year. For more information, students should consult their high school guidance office, their high school career and research development (CRD) teacher or HCC’s Office of Admissions and Advising.

**MID-MARYLAND ALLIED HEALTHCARE EDUCATION CONSORTIUM—Howard Community College is a participant in the Mid-Maryland Allied Healthcare Education Consortium (MMAHEC), along with Carroll Community College (CCC) and Frederick Community College (FCC).** Various combined degree and certificate options and admissions and in-county tuition benefits are available in selected clinical health career programs for students at consortium institutions. HCC students have special access to the clinical component of CCC’s Physical Therapist Assistant Program and FCC’s Surgical Technology and Respiratory Therapy programs. Students from CCC have special access to HCC’s Emergency Medical Technician-Paramedic Program. Students from CCC and FCC have special access to HCC’s Cardiovascular Technology Program.

Admission to clinical coursework is based upon procedures and criteria agreed upon by consortium institutions. Students complete general education and other prerequisite coursework at their home institution. They then apply through their home institution for admission to clinical coursework offered at the appropriate consortium institution. A specific number of seats in each program are saved each year for qualified consortium students.

Howard Community College and, when appropriate, partner and MMAHEC institutions reserve the right to change admissions policies and procedures as required by law and/or as otherwise deemed necessary.

For further information regarding the college’s Health Career Programs, please contact 410-772-4230 or alliedhealth@howardcc.edu. Information is also available on the college’s web site at www.howardcc.edu/admissions. Prospective students are strongly advised to attend appropriate information sessions and are required to do so for the Nursing Program.

Howard Community College reserves the right to revise its admissions policies for clinical healthcare programs in accordance with state law and accreditation requirements and for any reasons deemed necessary for student and program success.
Transfer Students

Students planning to transfer to Howard Community College should arrange to meet with an admissions advisor. In addition to standard application procedures, students seeking credit for prior college-level coursework must declare a major and officially request a transcript evaluation by completing and submitting a Transcript Evaluation Request Form and the appropriate transcript evaluation fee ($15 for a single learning program evaluation; $25 for multiple evaluations). Transfer students must also submit official transcripts and appropriate catalogues and other documentation necessary for evaluating their transcripts.

The college will award transfer credit when appropriate for prior college-level coursework successfully completed at foreign colleges and universities. However, students with foreign transcripts must have a course evaluation by a nationally accredited foreign transcript evaluation service and submit such evaluations to the Office of Admissions and Advising for further review.

Information regarding such services is available in the Office of Admissions and Advising. Details regarding credit for prior learning policies are provided on pages 27-28. The Transcript Evaluation Request Form is available in the Office of Admissions and Advising and online at www.howardcc.edu/admissions/forms.

Military Personnel and Veterans

Howard Community College welcomes the opportunity to assist military personnel, their families, and veterans in achieving their academic goals. The college is a member of Service Members Opportunity Colleges (SOC). The college also serves participants in the Veterans' Educational Assistance program.

The application fee is waived for all active duty military personnel and their dependents. In accordance with Maryland state law, all active duty personnel are eligible to pay in-state tuition regardless of legal residence. Active duty personnel residing in Howard County are eligible to pay in-county tuition.

Active members of the Maryland National Guard are entitled to a twenty-five percent discount if they are legal residents of Howard County. Maryland National Guardsmen who reside outside the county or the state are entitled to a twenty-five percent discount of their applicable tuition rate. Verification of active duty status and residency is required. Guardsmen should consult with their commanding officers or the Office of Admissions and Advising for additional information.

Military personnel and veterans should contact the Office of Admissions and Advising for information pertaining to enrollment, transcript evaluation, and tuition assistance. Also see Military Education and Training (page 27). Further information regarding National Guard tuition documents and veterans affairs is available through the Office of Records and Registration at www.howardcc.edu/registration. Military personnel should also refer to the Veterans Affairs section on page 4. Further information is also available at www.howardcc.edu/admissions.

International Citizens

Howard Community College is pleased to serve citizens from nations around the world. The college is a diverse learning community that is friendly and welcoming. Students from other nations feel at home and are valued as important members of the college community. Different admissions procedures apply based upon immigration status.

F1 IMMIGRATION STATUS—Howard Community College issues I-20s to qualified applicants, which they then use to obtain an F1 student visa. Learning programs available to F1 students are listed on the International (F1) Student Application for Admission. Prospective F1 students are responsible for submitting all required forms and related documents. The original versions of documents must be submitted; photocopies are not acceptable. All application materials and documents must be submitted well within established deadlines to allow the college adequate time for processing and the prospective student enough time to obtain a visa. Deadline dates are earlier for overseas applicants than for those already in the US at the time they apply.

F1 ADMISSION REQUIREMENTS FOR THE ENGLISH LANGUAGE INSTITUTE—Students residing overseas and students seeking to change to F1 status should fulfill all application requirements by June 15 for the Fall term; November 15 for the Spring term; and March 1 for the Summer term. Students currently in the United States should fulfill all application requirements by June 30 for the Fall term; by November 30 for the Spring term; and by March 15 for the Summer term. Admissions requirements for the English Language Institute include submission of:

1. The English Language Institute Application and a $50.00 non-refundable application fee (money order required for overseas students).
2. Official TOEFL transcript, or proof of high school graduation, or taking the ELI placement exam (for those already in the U.S.). There is no minimum score requirement on any of the tests.
3. Certification of Finances form, bank statements and statements of support. Students must verify that they can pay for their academic and living expenses before they can be admitted. At present, $21,000 is the cost for a year of study. Costs are subject to change.
4. Proof of health insurance that covers medical care in the United States.

F1 ADMISSION REQUIREMENTS FOR DEGREE AND CERTIFICATE PROGRAMS—Students residing overseas and students seeking to change to F1 status must fulfill all application requirements by June 1 for the Fall term and by October 1 for the Spring term. Students currently in the United States who are seeking to transfer to the college or change their academic level must fulfill all application requirements by June 30 for the Fall term and by November 15 for the Spring term. Summer semester admission is not available for degree and certificate programs. All requirements and deadlines are strictly upheld. Admissions requirements include submission of:

1. International (F1) Student Application to Certificate & Degree Programs and a $50 non-refundable application fee (money order required for overseas students).
2. Official transcript of the TOEFL: Test of English as a Foreign Language (score requirements for degree and certificate programs are 203+ on the computerized version, 537+ on the paper version, and 74-75 on the web-based version). Students already in the United States may take the college’s placement exam instead of the TOEFL, in which case placement into ENGL-086 and ENGL-087 or higher is required for admission.
3. Certification of Finances form, bank statements and statements of support. Students must verify that they can pay for their academic and living expenses before they can be admitted. At present, $21,000 is the cost for a year of study. Costs are subject to change.
4. Proof of health insurance that covers medical care in the United States.

CHANGE OF STATUS TO F1, F1 TRANSFER STUDENTS, AND CHANGE OF ACADEMIC LEVEL—Additional procedures, forms and fees
are necessary for individuals seeking to change their immigration status to international student (F1) status. It is strongly advised that students seeking a change of status apply at least ninety days prior to the start date of the term for which they plan to enroll in order to allow sufficient time for the status change approval. The college’s application deadlines for students seeking change of status to F1 are June 1 for the Fall term and October 1 for the Spring term. Additional procedures and forms are necessary for F1 students enrolled at other US institutions seeking to transfer to HCC. Students seeking to change their academic level at HCC from the English Language Institute to degree or certificate programs, must meet all requirements (see page 16) and have a new I-20 issued by either the Office of Admissions and Advising or the English Language Institute. An additional $50.00 application fee is also required when changing academic levels. The application deadlines for transfer students and change of level students are June 30 for the Fall term and November 15 for the Spring term.

F1 STUDENTS ENROLLED AT OTHER COLLEGES OR UNIVERSITIES—F1 students enrolled at other colleges or universities may attend Howard Community College at the same time under certain conditions. Specific procedures must be followed, including submission of the college’s standard application for admission, proof of immigration status (I-94) and submission of a letter of consent to enroll at Howard Community College prepared by the institution that issued the student’s I-20.

OTHER INTERNATIONAL CITIZENS—In addition to standard application procedures, all other international citizens are required to submit proof of their immigration status at the time of application. Photocopied credentials are not acceptable. Students without the appropriate documentation of immigration status may be admitted, but will be charged the out-of-state tuition rate. Students in the United States on B1 or B2 visas are generally not permitted to enroll in credit coursework.

Tuition for international citizens enrolled in credit classes and programs is based upon immigration and residency status as prescribed by state law. International citizens with Permanent Resident, Refugee or Asylee status who reside in Howard County are entitled to in-county or in-state tuition in accordance with state law. They may also be eligible for financial aid and scholarships. International citizens with A, BC, E, G, H1, H4, I, K1, K2, L, N, O, R, SN, T, U, and V visas are eligible for in-county and in-state tuition in accordance with state law, but are generally not eligible for financial aid. Financial Aid Services verifies eligibility for financial aid and scholarships.

For further information: Prospective F1 students interested in degree and certificate programs should contact HCC’s Office of Admissions and Advising at 410-772-4420 or intlstudent@howardcc.edu. Those interested in the English Language Institute should contact 410-772-4740 or eli@howardcc.edu. (For those calling from outside the US, the US country phone code is 1.) The college’s website is www.howardcc.edu/admissions/intl.

Students Seeking Readmission

Students who previously attended the college may need to update admission information. This is generally required if a student has not been in attendance for two or more academic years, but may also be required in other instances. If this is necessary, a new application must be completed and proof of residency provided upon request; however, the application fee will be waived.

Students who are dismissed from the college for academic reasons as of a specific semester and who want to be readmitted for that semester, must submit a letter requesting approval for readmission to the Readmission Committee. They must also make an appointment to meet with a member of the committee. Students who were dismissed and have been out for one or more semesters must also make an appointment to meet with the Retention Coordinator. (Contact the Learning Assistance Center, L-230; 410-772-4822 in either case.) Information about academic probation and dismissal policies is available on pages 31-33.

READMISSION TO THE NURSING PROGRAM—Readmission to the Nursing Program is contingent upon specific criteria, submission of a new supplemental nursing application, and available space. Readmit students may have to complete various curricular components and demonstrate competencies. Students should consult the Nursing Education Handbook to determine procedures for re-entry to clinical nursing coursework. For further information, contact the Office of Admissions and Advising.
Meghan Hess
Destination: Disney World
HCC’s Hospitality Management Program

Meghan Hess has lived many different places in the U.S. and abroad through her father’s naval career, but was introduced to a totally unique “World” through an HCC semester internship at Disney. She considers her experience at Disney “great exposure to the numerous paths hospitality can take as a career.”

Meghan has also experienced HCC as hospitable – with praise for campus resources like the computer labs and library, and the helpfulness and availability of the teachers. After graduating from HCC with an associate’s degree in Hospitality Management, she plans on transferring to a four-year institution to complete her bachelor’s degree.
**Financial Aid Policies and Procedures**

It is the college’s goal that no student should be restricted from attending this institution because of limited financial resources. To meet this goal the college maintains a program of grants, scholarships, loans and part-time employment for eligible students who are accepted and enrolled in the college as certificate or degree-seeking students in good standing. Howard Community College awards financial aid in a manner that does not discriminate on the basis of race, religion, disability, color, gender, national origin, age, political opinion, sexual orientation, veteran status, or marital status.

**Application Procedures**

Students must complete a Howard Community College Financial Aid Application and the Free Application for Federal Student Aid (FAFSA) to begin application procedures. These forms are available on the HCC website at www.howardcc.edu/financialaid.

Students seeking any type of financial aid are strongly urged to apply by the March 1 priority filing date. Applications submitted by this date will be given first priority for limited grant funds. Applicants are also strongly encouraged to apply early to ensure the timely receipt of financial aid funds.

**Eligibility Criteria**

You are eligible to apply for financial aid if:

- You have a high school diploma, or GED.
- If you are no longer in high school and did not earn a high school diploma or GED, you must be prepared to receive financial aid by taking the Ability to Benefit Test administered by HCC’s Test Center. **Please note:** if you are no longer in high school and earned a Certificate of Attendance, you must take the Ability to Benefit Test to be considered for financial aid.
- You are a U.S. citizen or an eligible non-citizen.
- You are making satisfactory progress toward completion of a degree or certificate.
- You are not in default on a Perkins Loan, Federal Stafford Loan or Federal PLUS Loan.
- You do not owe a balance or a refund on a Federal Pell Grant or Federal Supplemental Educational Opportunity Grant at any post-secondary institution.
- You are enrolled in an eligible certificate or degree program at HCC.
- You are in compliance with Selective Service registration.
- You have a valid Social Security Number.
- Students enrolled in programs not leading to a degree or certificate awarded by Howard Community College, such as CPA Preparation, are not eligible for financial aid through HCC.

**Census Date**

- You may receive aid only for classes which you are registered in as of the official last date to drop for the regular semesters.
- You may not receive aid for late start classes such as Office Technology or minisession classes such as Microsoft, unless you register for these classes during the official drop period.
- You should refer to the Schedule of Classes for the specific date each term.

**Transfer Student Procedures**

Transfer students interested in receiving financial aid at HCC must:

- Complete the HCC Financial Aid Application available online at www.howardcc.edu/financialaid
- List HCC’s federal school code (008175) with the federal processor by going online at www.fafsa.ed.gov or calling 1-800-4fed-aid. You must have a copy of your Student Aid Report (SAR) available when calling.
- Cancel any remaining loan disbursements at your previous college (if a loan borrower).
- Complete the HCC loan packet available online at www.howardcc.edu/financialaid if you plan to borrow a loan at HCC.
- Contact the Maryland State Scholarship Administration (if applicable) to have your scholarship transferred to HCC. **Please note:** this may cause an adjustment to your scholarship amount.

**Award Procedures**

All financial aid awards are made in accordance with two criteria: demonstrated financial need and the student’s ability to maintain satisfactory academic progress. Completed files are processed on a first-come, first-served basis. A financial aid file is complete only after the following documents or information have been received:

- Completed HCC Student Financial Aid Application.
- Completed FAFSA on file with the U.S. Department of Education. The processed FAFSA must be valid and have the Howard Community College school code (008175) listed so that Financial Aid Services can obtain the results electronically.
- Submission of all other information requested by Financial Aid Services (required prior to disbursement of federal aid).

Once a student’s financial aid file has been reviewed and deemed complete by a financial aid counselor, a financial aid package will be processed and an award notification will be mailed to the student. The initial financial aid package will be based on assumed full-time status for the fall and spring semesters. Awards will be adjusted to actual enrollment prior to disbursement. Financial aid awards can be viewed on HCC Express.

**Verification**

The U.S. Department of Education (USDOE) randomly selects financial aid applicants for review in a process called verification. HCC also reserves the right to select applicants. All documents must be received before the student’s last date of attendance. If documents are received by Financial Aid Services after the student’s last date of attendance, the documents will not be reviewed and the student will not be entitled to any financial aid for that semester.

**Summer and Winter Term Awards**

Summer and winter classes will be considered as separate sessions when determining your financial aid eligibility. Pell is the only fund that will be awarded for the summer and winter terms. Students who wish to be considered for summer or winter financial aid, must be registered in order for their eligibility to be determined. Financial Aid
FINANCIAL AID POLICIES AND PROCEDURES

Services will automatically review eligibility for students who register prior to the two business day payment period. Students who register during the 2 business day payment period must meet with Financial Aid Services to determine eligibility.

**Disbursement Procedures**

Students awarded financial aid will have their financial aid applied directly to their tuition bill beginning the fourth week of the fall and spring semester. If the financial aid disbursed (paid) exceeds the tuition bill, the student gives permission for the excess aid to be used for purchasing books and supplies in the HCC bookstore unless a written statement declining to do so is submitted to Financial Aid Services before charging books and supplies. Any financial aid funds, including Federal Stafford Loans, over and above tuition, fees, and bookstore charges are mailed directly to the student’s home by HCC check within 14 days after the credit balance is created each semester. Any Federal PLUS Loan, over and above tuition, fees, and bookstore charges are mailed directly to the parent by HCC check within 14 days after the credit balance is created each semester.

Federal Stafford Loan and Federal PLUS Loan funds are applied directly against the tuition bill. Loan disbursements received by Electronic Fund Transfer do not require additional signature/endorsement. The student/parent will be notified in writing of the receipt of EFT loan funds and may cancel the disbursement in writing within 14 days of receipt. Loan disbursements received by check require the borrower’s endorsement at the Cashier’s Office.

Students participating in the work study program will receive checks semi-monthly from the Cashier’s Office based on the number of hours worked.

**Continued Eligibility for Receipt of Financial Aid**

Student aid awards are normally for one academic year. Continuation is dependent upon meeting application priority deadline dates each year, re-establishing financial need, making satisfactory academic progress, and continuing to enroll for at least one (1) credit per semester (six credits for loan applicants).

**Determination of Need**

Need for financial aid is determined by the following calculation:

\[
\text{Cost of Attendance Budget (COA)} - \text{Expected Family Contribution (EFC)} = \text{Financial Aid Eligibility (Need)}
\]

To determine the Expected Family Contribution (EFC), the calculation formula used is the Federal Needs Analysis mandated by the U.S. Congress. By completing the Free Application for Federal Student Aid (FAFSA), the student’s family contribution is calculated and reported on the Student Aid Report (SAR) which is emailed or mailed to the student’s home by the federal processor.

**Expenses at Howard Community College**

For a Howard County student living at home with parents, the following Cost of Attendance budget represents the estimated student cost for nine months. (Based on 12 credit hours and $110 per credit tuition cost without individual course lab fees).

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$3,020</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>1,000</td>
</tr>
<tr>
<td>Room and Board</td>
<td>6,464</td>
</tr>
<tr>
<td>Transportation</td>
<td>1,000</td>
</tr>
<tr>
<td><strong>Total Budget</strong></td>
<td><strong>$12,766</strong></td>
</tr>
</tbody>
</table>

Budjests for other categories of students may be obtained from Financial Aid Services.

*Tuition figures are based on FY 2007 fee schedule. All tuition and fees are subject to change.

**Student Consumer Rights and Responsibilities**

Section 493.A of the Higher Education Act requires post-secondary educational institutions to disseminate relevant, candid information on student financial aid programs available at the college. These rights and responsibilities may be found in the U.S. Department of Education (USDOE) publication entitled The Student Guide. This guide is available online at [http://studentaid.ed.gov/students/publications/student_guide/index.html](http://studentaid.ed.gov/students/publications/student_guide/index.html).

Any change in a student’s financial situation, address, or school enrollment must be reported to Financial Aid Services. Students have the right to request a review of their financial aid package when a change in family or personal circumstances occurs. Students also have the right to review their financial aid records and may do so during our walk-in counseling hours.

**Information Dissemination and Report Disclosure**

The U.S. Department of Education requires HCC to disseminate information and disclose certain information to students. This information includes, but is not limited to: Voter Registration, Equity in Athletics, Campus Crime and Security, Completion and Transfer Out Rates, and Drug and Alcohol-Free Campus policies. For further information on the listed topics, please refer to the HCC website at www.howardcc.edu.

**Financial Aid Programs**

Howard Community College maintains and/or coordinates the following financial aid programs for students. Financial aid awards are normally for one academic year and it is the student’s responsibility to reapply each year.

Counseling services are available in Financial Aid Services to assist students with application procedures and to discuss program eligibility.

**GRANTS**

Federal Pell Grant—Pell Grant is a Title IV program offering need-based grants ranging up to $4,050, dependent upon appropriations by Congress, student eligibility and level of enrollment.

Federal Supplemental Educational Opportunity Grant (FSEOG)—FSEOG is a Title IV program offering grant funds for students demonstrating exceptional financial need. Grants can range from $100 to $4,000 per year, based on the student’s need and funds available from the U.S. Department of Education. Typical full-time grants at HCC range from $200 to $1000 per year. Priority for FSEOG is given to those students with the lowest Expected Family Contributions (EFC) as determined by the FAFSA and those who apply by the college’s priority filing date of March 1.

**SCHOLARSHIPS**

Maryland State Scholarship Program—The Maryland State Scholarship Administration offers several need-based scholarships for Maryland residents. The scholarships most frequently awarded to HCC students include, but are not limited to, Educational Assistance Grants, the Guaranteed Access Grants, Senatorial Scholarships, and Delegate Scholarships. In order to be considered for a Maryland State Scholarship, a student must file the Free Application for Federal Student Aid (FAFSA) by March 1. Some state scholarships may have additional application requirements. Some scholarships require full-time (12+ credit hours) enrollment. Please check with the Maryland State Scholarship Administration at 800-974-1024 or [www.mhcc.state.md.us](http://www.mhcc.state.md.us) for additional information.
FINANCIAL AID POLICIES AND PROCEDURES

HCC Grants/Scholarships—This is a need-based grant/scholarship program funded from Howard Community College’s operating budget. Scholarships are available to new and returning students. Awards range from $100 to $3000, not to exceed the cost of tuition, fees, and books in combination with other grant/scholarship aid. Priority is given to those who apply by the March 1 priority deadline and demonstrate financial need as determined by Financial Aid Services.

HCC Educational Foundation, Inc. Scholarships—The college’s foundation maintains a scholarship program through contributions from private businesses, foundations, civic organizations and individuals. Scholarships are available to new and returning students who demonstrate academic achievement, leadership and/or financial need. Scholarship awards can range from $100 to $4000 per year, not to exceed the cost of tuition, fees, and books in combination with other grant/scholarship aid. Award amounts and availability of funds are subject to change. Generally priority is given to those students who apply by the March 1 priority deadline. For more information on specific scholarships available, consult Financial Aid Services or refer to the HCC website at www.howardcc.edu. To contribute a scholarship for students, contact the HCC Educational Foundation Office at 410-772-4450.

PART-TIME EMPLOYMENT

Federal Work-Study Program—Federal Work-Study is a Title IV program offering part-time work for HCC students who demonstrate financial need. Students work up to 20 hours per week during the regular semester, depending upon the student’s financial need, availability of federal funds and the student’s class schedule. Seven percent of the school’s annual Federal Work-Study allocation will be used to fund community service jobs. For more information, please inquire in Financial Aid Services or refer to the HCC website at www.howardcc.edu/financialaid.

HCC Student Work-Study Program—An institutionally funded part-time work program. Any student who desires part-time employment at the college may apply. Students work up to 20 hours per week during the regular semester, depending upon the student’s financial need, availability of the college’s funds, and the student’s class schedule. For more information, please inquire in Financial Aid Services or refer to the HCC webpage at www.howardcc.edu/financialaid.

LOANS

Federal Stafford Student Loans—Stafford loans are a Title IV financial aid program and federal aid eligibility requirements apply. Loan applicants must be actively enrolled in at least six credits. Students must maintain satisfactory academic progress. Applications and loan packets are available online at www.howardcc.edu/financialaid. The Family Federal Educational Loans (FFEL) loan packet must be completed in addition to the FAFSA and HCC Financial Aid Application. A student may borrow a maximum of $2625 for the first year of an academic program. The loan limit for a second year in an associate degree program is $3500. “Independent” students have additional Unsubsidized Stafford Loan eligibility of $4000 per year, not to exceed the cost of attendance. Currently, the interest rate is fixed at 6.8%. For more details regarding this program consult “The Student Guide,” a free financial aid brochure available online at www.howardcc.edu/financialaid. Students enrolled in certain certificate programs may not be eligible for the full loan amount due to the short duration of the program. Please inquire in Financial Aid Services for more information. Students who wish to borrow funds from FFEL loan programs at HCC are required to complete Loan Entrance and Exit counseling each year.

Federal PLUS Loans—Federal PLUS Loans are a Title IV program which enables parents with favorable credit histories to borrow funds to pay the educational expenses of their child if the student is classified as a “dependent” and is enrolled at least half-time (6 credits or more). The student and the parent must meet the general eligibility requirements for federal student aid and the student must maintain satisfactory academic progress. The parent must be a citizen or eligible non-citizen and may not be in default or owe a refund to any federal student aid program. A PLUS Loan application must be completed in addition to an HCC Financial Aid Application and a FAFSA. Applications are available at www.howardcc.edu/financialaid. The PLUS loan is not a need-based loan. A parent is eligible to borrow up to the cost of attendance less any other financial aid the student is receiving. Currently, the interest rate is fixed at 8.5%. For more details regarding this program review “The Student Guide,” a free financial aid brochure available at www.howardcc.edu/financialaid.

The U.S. Department of Education gives institutions the authority to exercise professional judgment in determining students’ eligibility to participate in Title IV funding programs. Financial aid administrators will utilize this discretion accordingly to assess the circumstances of students with unique borrowing history. Additional steps may be required in the application process for a loan as a result.

Federal Return of Title IV Funds Policy

Students receiving financial aid have the responsibility to follow the college’s withdrawal procedures as outlined in the Howard Community College catalogue (page 31).

The Higher Education Act requires the college calculate a Return of Title IV Funds on all federal financial aid students who withdraw (officially or unofficially) from all classes on or before the 60% attendance point in the semester. A schedule is used to determine the percentage of the semester the student attended based on the withdrawal date/last date of attendance.

The percentage of the semester the student attended is calculated as follows:

- Number of days in attendance
- Number of days in semester

The number of days counted includes all calendar days in the semester including weekends and holidays, but excludes college breaks of five or more days.

The percentage of the semester the student attended is used to calculate the amount of the student’s earned versus unearned federal aid funds. The unearned portion of federal aid funds received must be returned to the appropriate aid program in accordance with the order of return as mandated by law. The order of return is: Federal Unsubsidized Stafford Student Loan, Federal Subsidized Stafford Student Loan, Federal PLUS Loan, Federal Pell Grant, Federal SEOG Grant, Other Title IV Aid.

The college is responsible for returning the lesser of unearned Title IV Aid or unearned institutional charges. Unearned institutional charges are based on the determined percentage of the semester the student did not attend. The college is responsible for its return of funds first, followed by the student’s return of funds.

The student is responsible for returning:

- Amount of unearned Title IV Aid
- Amount of aid school returns
- Amount Student Returns

The college must return its portion of unearned Title IV aid (loan and grant) to the appropriate federal program within 45 days from the student’s withdrawal date as determined by Financial Aid Services. If the amount
the student returns includes a federal loan program, the student is responsible for repayment of the loan in accordance with the terms of the loan program. If the amount the student returns includes grant aid, the student must repay 50% of the grant money received, rather than 100%.

The student must return unearned grant aid to the college within 45 days from date of notification. Failure by the student to return or make arrangements to return unearned grant aid to the College within 45 days will result in the student being reported to the U.S. Department of Education (USDOE). The student will be considered in an Overpayment Status, and will not be eligible for additional aid at any post-secondary institution participating in Title IV Aid programs. Students who are reported to USDOE in an Overpayment Status should contact the USDOE to make payment arrangements to repay the necessary grant funds.

Students who stop attending Howard Community College may not receive further financial aid disbursements, may lose some or all of the aid that has already been disbursed to their account, may be responsible for repayment of unpaid charges, and may be considered in overpayment status with USDOE.

Students who stop attending all classes without officially withdrawing from the college will be subject to a Return of Funds calculation at the end of the semester, based on their last date of attendance as determined by Financial Aid Services.

**Satisfactory Academic Progress Standards**

Students who receive financial aid must not only demonstrate financial need, but must also make satisfactory academic progress as determined by Howard Community College in accordance with federal regulations.

Financial aid recipients are required to be in good standing and to maintain satisfactory academic progress toward their degree/certificate requirements for each semester in which they are enrolled. Satisfactory academic progress is evaluated at the end of the Fall and Spring semesters. Failure to maintain satisfactory academic progress each semester will result in cancellation of financial aid awards. All students who enroll at HCC will be evaluated for satisfactory academic progress each semester, regardless of aid awarded. Failure to maintain satisfactory academic progress may result in cancellation of financial aid awards.

**Semester Requirements**—The semester requirements for minimum satisfactory performance for financial aid recipients are defined as follows:

1. semester grade point average (GPA) of at least 2.0 AND
2. completion of at least 50% of attempted credits for the semester.

**Cumulative Requirements**—In addition to the semester requirements, federal regulations mandate that the following cumulative requirements also be satisfied:

1. At the end of the student's second year (as measured by credit hours attempted) the student has at least a cumulative grade point average of 2.0 (that is, earned at least a 2.0 cumulative GPA after attempting 48 credits).
2. The student must complete his or her educational program within a time frame no longer than 150% of the published length of the educational program (for example, completed his or her program after attempting a maximum of 90 credits for a 60 credit program).

Required developmental courses are calculated into the GPA and are counted as regular course work. Required developmental courses will be added onto the program length when determining compliance with the 150% program length completion requirement. Federal regulations require that Financial Aid Services track the academic progress of financial aid recipients from the first date of enrollment, whether or not financial aid was received. Credits transferred from another institution will be considered as attempted and completed credits in the evaluation of the 150% program completion standard.

Students who fail to meet the cumulative standards will be placed immediately on Financial Aid Restriction, not Financial Aid Probation. No financial aid will be disbursed for the student during subsequent semesters unless the student has made an appeal of the Financial Aid Restriction and the appeal is granted for that semester. The only exception is that a student who is on Financial Aid Restriction because of failure to satisfy the 2.0 cumulative GPA requirements will regain eligibility when his/her cumulative GPA is raised to a 2.0 or above.

**Treatment of W, I, L and N Grades and Repeated Course Work**—

1. Course withdrawals (W) after the drop/add period are not included in the QPA calculation, but are considered a non-completion of attempted course work.
2. Incomplete (I) grades are not included in the QPA calculation, but are considered a non-completion of attempted coursework until the incomplete grade is replaced with a permanent grade and academic progress can be re-evaluated. Any student who completes an “I” grade contract(s) with a “C” or better should contact Financial Aid Services to have their Satisfactory Academic Progress status recalculated.
3. The “L” grade is an incomplete achievement of course objectives. The “L” grade is included in the QPA calculation as “0” quality points earned and is treated as a non-completion of attempted coursework.
4. An audit (N) grade is not considered attempted course work. It is not included in the QPA calculation or completion rate determinations.
5. The highest grade earned in a course that is repeated will count in the QPA computation, but every repeated attempt will be included in the completion rate determinations. Please note: Financial aid can not be disbursed for a repeated attempt if the student already has achieved a passing grade for that course.

**Financial Aid Probation**—Failure to meet the minimum semester grade point average standards or to complete fifty percent of semester course work attempted will result in Financial Aid Probation for the subsequent Fall or Spring semester attended. Financial aid can be received during the attended semester of probation. Disbursement of future semester financial aid awards will be held until the grades and course completions have been reviewed for the semester of Financial Aid Probation. Any student who has a change of grade must notify Financial Aid Services to have their satisfactory academic progress status recalculated.

**Financial Aid Restriction**—Students who are currently on Financial Aid Probation and fail to meet the semester requirements will be immediately placed on Financial Aid Restriction for the next semester, term or intersession. Students who fail to meet the cumulative requirements will also be immediately placed on Financial Aid Restriction. All financial aid awarded for the restriction semester, term, or intersession will be cancelled. No aid will be disbursed during subsequent terms unless the
student has made an appeal and the appeal is granted for that term. The only exception is that a student who is on Financial Aid Restriction because of failure to satisfy the cumulative requirement will regain eligibility when/if his/her cumulative GPA is raised to a 2.0 or above.

**Students who have been placed on restriction cannot step out for a semester and regain eligibility.**

**Reinstatement of Aid After Financial Aid Restriction**—Reinstatement of financial aid after a student is placed on Restriction is achieved as follows:

1. The student submits a Financial Aid Restriction Appeals Form and the Financial Aid Appeals Committee grants the appeal. The student is placed on Financial Aid Probation for the semester rather than on Restriction; or
2. The student attends HCC during the Restriction semester, pays for tuition and fees without the help of student financial aid, AND does well enough in the coursework to satisfy all the satisfactory academic progress standards.

Students with a cumulative GPA under 2.0 will be removed from Restriction Status once their GPA is above a 2.0 and they have satisfied all Satisfactory Academic Progress Standards.

Students who have exceeded 150% of their program length can only regain financial aid eligibility on a semester-by-semester basis through the appeal process.

**Appliance Process**—Financial Aid Restriction Appeals must be made in writing by submitting the Financial Aid Restriction Appeals Form to the Financial Aid Appeals Committee by the date specified in the Financial Aid Restriction notification letter. No late appeals will be considered. When an appeal letter is received, any aid which had been cancelled due to restriction status will be temporarily restored to an estimated status with the exception of scholarship funds for which the student has lost eligibility. Students with estimated aid may also register for classes and their registration will be held until the decision concerning their appeal is finalized. Students who submit an appeal will have their aid restored for the term or session for which their appeal was approved. The Financial Aid Appeals Committee will review the appeal and notify the student in writing of its decision within fifteen (15) working days of the committee’s meeting date. All decisions made by the Financial Aid Appeals Committee are final.

If the appeal is denied all financial aid will be cancelled and the student is responsible for either dropping the classes or paying for the classes. Any student whose appeal is denied and who fails to officially drop the classes before the 100% refund period is over must pay for the classes.

**Support Services**

Counseling services and academic support (tutoring) are available for HCC students who are disabled, first generation college students or students from low income families. Academic support services and other services that contribute to student success are available to all students through the Admissions and Advising, Counseling and Career Services and Learning Assistance Center. Further information regarding these services is available on pages 35-37 and on the college’s website.

Financial Aid Services also provides workshops during the year, both on campus and in the community. The office’s Spotlight Program, conducted early in the Spring term, is designed to help current and prospective students complete the financial aid application process.

**Financial Aid Reminders**

- A student must apply by the March 1 priority filing date to be considered for limited grant funds.
- It takes six to eight weeks to process an application for any type of financial aid. 
  **Plan ahead!**
- Applicants should use completed Federal tax returns to complete the FAFSA. This will ensure accuracy and simplify the process. Applicants who have not completed their tax returns can estimate based on prior year tax returns to meet the priority filing date. If income has changed significantly from the previous year, speak with a financial aid counselor to determine how to proceed.
- All financial aid is awarded for one academic year. **Students must re-apply each academic year.**
Shanise Clark

Destination: First grade teacher  
Path: Silas Craft Collegians program

Shanise Clark has no hesitation whatsoever when asked about her career goal: “I want to be a first grade teacher,” she said. “There is nothing better in the world than being a teacher.”

Shanise grew up in Columbia and graduated from Oakland Mills High School in 2002. When considering college, she was strongly influenced by her church family which included a woman named Dorothy Craft, whose husband is the namesake for HCC’s Silas Craft Collegians Program.

Shanise was accepted as a Silas Craft Collegian, designed for promising students whose true potential may not be reflected in their past performance. “It’s such a blessing to have a great network of people to help me fulfill my goals and my dreams.

“Through the Silas Craft Collegians Program, I’ve learned leadership and how to let my thoughts be known and to express my thoughts in a clear and concise way so that I can help others.”

After HCC, Shanise plans to transfer to Morgan State University, continue her major in elementary education and hopefully pursue a doctorate.
ASSOCIATE OF ARTS DEGREE AND ASSOCIATE OF APPLIED SCIENCE DEGREE

Requirements include:
1. completion of at least 60 semester hours of credit, depending upon the major selected, with a minimum of a "C" (2.0) overall quality point average;
2. a minimum of 15 semester hours of credit above must be completed at Howard Community College.
3. completion of the requirements of an approved curriculum in the college catalogue; and
4. the recommendation of the faculty.

The associate of arts degree typically includes a 36-credit general education core and the associate of applied science degree includes a 20-credit general education core. The general education core includes courses in writing, literature, fine arts, humanities, mathematics, science, history, social sciences, and interdisciplinary and emerging issues.

ASSOCIATE OF ARTS IN TEACHING DEGREE

Requirements include:
1. completion of at least 64 semester hours of credit in the specified program of study;
2. a cumulative quality point average of at least 2.75 in the specified program of study;
3. a passing score on the Praxis I exam; and
4. the recommendation of the faculty.

LETTER OF RECOGNITION

A letter of recognition is awarded to full-time and part-time students who have completed a designated group of courses, totaling fewer than 12 credits. Letters of recognition are associated with certificate and degree programs. See individual division programs of study listings for available letters of recognition (pages 55-150). For more information please visit the appropriate academic division office. Students should submit applications for Letters of Recognition to the appropriate academic division office.

GRADUATION PETITIONS

Students who anticipate completing the requirements for an AA, AAS, or AAT degree or certificate are responsible for filing a graduation petition with the Office of Records and Registration and for paying the graduation fee (currently $25 for each degree or certificate). The petition includes a review of the student’s completion of degree requirements; therefore, the petition must be signed by an advisor. The deadlines for submitting graduation petitions are: May graduation—March 15; Summer 1 Extended graduation—April 15; Summer 3 graduation—May 15; December graduation—October 15.

To be awarded a degree or certificate from Howard Community College, students must:
1. Satisfy all requirements of an Associate of Arts Degree, Associate of Applied Science Degree, Associate of Arts in Teaching Degree, or a Certificate of Proficiency as indicated on this page.
2. Be in good academic and financial standing with the college.
3. Have their graduation petitions reviewed by an academic advisor and cleared by the Office of Records and Registration.

Students who do not complete degree or certificate requirements in the semester in which they first applied for graduation may petition for graduation at a later date.

A commencement ceremony is held in May each year. Students who completed degree or certificate requirements the previous Summer 3 or Fall, as well as those who complete their requirements in Spring or Summer 1 of the current year, are invited to participate.

Graduation candidates for certain years may be required to take a forty-minute Academic Profile Outcome Assessment Examination prior to the date of graduation. The scores on the exam will be used for statistical purposes measuring student progress. The scores will NOT be a part of a student’s academic record. The exams will be given in the HCC Test Center.

PLACEMENT TESTING AND COLLEGE PREPARATORY STUDIES POLICY

Howard Community College’s faculty and staff are committed to student success. Research has shown that students with reading, writing, and mathematics skills below the college level are at great risk of failing college-level coursework. Therefore, the college requires students to take reading, writing, and mathematics placement tests in order to place them in courses appropriate to their skill level unless students qualify for an exemption as explained below. Information about placement tests and sample test questions is also available on the college website.

Mandatory Placement Testing Policies

1. Students planning to enroll in English or math courses or in courses requiring English or math prerequisites must take placement tests unless they qualify for an exemption.
2. All students in learning programs requiring English or mathematics must take placement tests by the time they have completed 12 credits unless they qualify for an exemption (see #4). After completion of 12 credits, students will not be
permitted to register until appropriate placement tests have been taken.
3. All students seeking admission to clinical nursing courses must take the English placement test unless they have earned a US bachelors degree.
4. Placement Test Exemption Policies:
   a. **Non-Degree Seeking Students**—Non-degree seeking students who are not otherwise exempt from taking the placement test have two options:
      • Upon completion of 12 credits, non-degree seeking students must consult with an advisor for consent to register for additional coursework without placement testing. Such consent is granted based upon academic goals and past performance.
      • Enrollment as a CustomClass (non-credit student in a credit class) student. See page 31 or refer to the Schedule of Classes or the HCC website for more information.
   b. **Prior College-Level English and/or Math Coursework**—Demonstration in the form of a transcript or grade report of successful completion of prior college-level English and appropriate college-level math courses are exempt from taking the related placement exam.
   c. **Completion of the Placement Test and/or the Highest Developmental Level at another Maryland Community College**—Students who have taken the placement exam at another Maryland community college within the past two years or students who have completed the highest level reading, writing and/or math placement exam at another community college are eligible for a placement test exemption.
   d. **Standardized Tests**
      • CLEP, IB, AP Exams—Students who have taken English and/or math CLEP, IB or AP exams may receive placement test waivers based upon the exam and the score. AP scores of 3, 4, or 5 are required on appropriate exams to receive placement test waivers. IB scores of 4, 5, 6, or 7 are required on appropriate exams to receive placement test waivers. Appropriate CLEP test scores vary by exam.
      • SAT Exams—Students who took the SAT during or after March 2005 do not have to take the reading or writing placement exams if they received a score of 550 or higher on the SAT Critical Reading exam. Students who took the SAT prior to March 2005 do not need to take the reading or writing placement exams if they received an SAT Verbal score of 550 or higher. A score of 550 or higher on either of these test versions results in an English placement into English-121. The basic math placement exam is waived for students with an SAT Math score of 550 or higher regardless of which version of the exam was taken. This results in placement into MATH-121, 122, 127, 128, 131 or 138. Students seeking higher placements must take HCC’s advanced math placement exam unless they have met other criteria for higher placement.
      • ACT Exams—Students who received an ACT Reading subtest score of 21 or higher do not need to take the reading placement test. Students who received an ACT English subtest score of 21 or higher are exempt from the writing placement test. A score of 21 or higher on both the Reading and English subtests results in a placement into English-121. The basic math placement test is waived for those with and ACT Math subtest score of 21 or higher. This results in placement into MATH-121, 122, 127, 128, 131, 138. Students seeking higher placements must take HCC’s advanced math placement exam unless they have met other criteria for higher placement.

Students must contact the Office of Admissions and Advising to arrange placement test exemptions.

**Mandatory College Preparatory Studies**

Students who require college preparatory coursework must enroll in the appropriate course(s). Enrollment in college preparatory courses must be continued each semester until the required sequence is completed.

**DISTANCE LEARNING**

Howard Community College delivers its academic programs in a variety of ways so students can choose to take courses from their homes or offices, reduce or eliminate the need to physically come to campus, or accelerate their course completion. Distance learning courses are either offered online using the Internet, through telecourses which combine lessons aired on television and sessions with faculty, or in the interactive classroom which allows HCC students to share their educational experience with students and faculty at a completely different site.

All distance learning courses, no matter the delivery method, meet the same objectives as the on-site course, are as academically rigorous, and transfer to other institutions. HCC recognizes that providing distance learning opportunities makes it possible for even more people to receive a quality education. Each semester there is an increase in the HCC courses offered at a distance. Check the schedule of classes for a complete listing of the current semester’s offerings. For more information, click on the Distance Learning hot spot on the HCC homepage at http://www.howardcc.edu.

**Distance Learning Degrees**

Students can complete the entire Associate in Arts degree in Liberal Arts, General Studies, and Business Administration online. More information and a complete listing of our online courses can be viewed at http://www.howardcc.edu/online. Students can complete the entire Associate in Arts degree in Liberal Arts, General Studies, and Business Administration online or through a combination of telecourses, online, and interactive TV courses.

**Online Courses**

Online courses allow students an opportunity to take classes from home, the office, or wherever they have access to a computer. Students interact with the instructor and other students via the Internet using e-mail, online discussions and chat groups. They can do classwork at their own pace using Internet technology and other tools. Online chat is an integral part of many of our online courses giving students a real-time opportunity to exchange ideas and a sense of being part of a class. Most instructors will provide students with a variety of times to join a chat group, and transcripts of online discussions can be saved and printed.

Students should be familiar with e-mail and accessing the Internet. Also, students must have access to the necessary computer technology, typically a Windows 95 or above PC or a Macintosh with at least a 14.4 modem and an Internet provider and WEB browser. Usually students find that their computer skills increase dramatically over the course of a semester.
CampusWeb Courses
CampusWeb courses make significant use of the Internet and online resources in addressing the course objectives. Because so many of the course transactions are conducted online, the amount of on-campus class meeting time is half that of the traditional on-campus version of the course.

CREDIT FOR PRIOR LEARNING
Howard Community College believes that learning is a lifelong process and is acquired in many different ways. In addition to the traditional classroom setting, mastery of college-level knowledge and skills may occur as a result of nontraditional learning experiences such as employment, military training and experience, noncollegiate training programs, advanced high school courses, and self-development.

In accordance with State law, credit for up to seventy-five percent (generally forty-five credits) of an associate degree, or fifty percent of a certificate, may be granted for prior learning.

Credit limits apply for many health career programs, such as Nursing and Cardiovascular Technology. Clinical coursework is generally not accepted if completed more than three years ago. Time limitations exist for science courses. Depending on the health career program and science courses, the limit may be five or ten years. While age limitations do not apply to coursework in other programs, it is each student’s responsibility to ensure that they have adequate prerequisite knowledge to be successful in their program of study. Therefore, students are strongly advised to retract or otherwise review prior prerequisite coursework whenever necessary.

To be awarded transfer credits, students must have a declared major. Official transcripts, along with an Official Transcript Evaluation Request Form, must be submitted to the Office of Admissions and Advising. (The fee is $15 for a single learning program; $25 for multiple learning programs.) When students change their learning program, a new transcript evaluation must be done. It is the student’s responsibility to officially request a new evaluation.

Howard Community College cannot guarantee that other colleges and universities where students may transfer will evaluate credit for prior learning in the same way it does. Students are strongly advised to consult with other institutions they are considering regarding their transfer credit policies.

Students may contact the Office of Admissions and Advising for further information at 410-772-4856 or Adm-Adv@howardcc.edu. The Transcript Evaluation Request Form is available at www.howardcc.edu/admissions/forms.

Traditional Prior Learning
COLLEGE AND UNIVERSITY CREDIT-Credit may be granted for coursework completed at accredited colleges and universities. Transfer credit is granted based upon a student’s learning program. A grade of “C” or higher is required for any coursework that is prerequisite to health career clinical courses in programs such as Nursing, Cardiovascular Technology, Emergency Medical Services, Radiologic Technology and programs included in the Mid-Maryland Allied Healthcare Education Consortium. The college awards credit for other coursework completed with a grade of “D” or above. However, it is imperative that students understand that while “D” grades may satisfy general education requirements at transfer institutions, they are unlikely to satisfy specific course requirements directly related to a student’s major.

FOREIGN COLLEGE AND UNIVERSITY CREDIT-Credit is awarded, as appropriate, for coursework completed at foreign colleges and universities. However, Howard Community College’s Office of Admissions and Advising generally does not evaluate foreign transcripts. Students seeking credit for coursework completed at foreign colleges and universities must have their transcripts evaluated by an accredited foreign transcript evaluation service. Credit may be granted for foreign coursework based upon the results of such evaluations as well as the same procedures which apply to coursework completed at U.S. colleges and universities. Additional information and a list of several accredited foreign transcript evaluation sources are available in the Office of Admissions and Advising.

HIGH SCHOOL ARTICULATION CREDIT-Students who have completed Howard County Public School career programs through the Technology Magnet Program or Career Academies may be eligible for academic credit at Howard Community College through an articulation agreement with the school system. Eligibility for this credit is based on a number of factors, including the student’s learning program, other college coursework the student has earned, the student’s grade in the high school course, and the specific terms of the articulation agreement. Students must submit to the college’s Office of Admissions and Advising an official high school transcript and an Articulated Credit Form (available in high school guidance offices and the Office of Admissions and Advising). The award of credit for high school coursework does not guarantee that transfer institutions will grant credit for these courses or grant the same type of credit.

Nontraditional Prior Learning
State law limits the number of credits which can be awarded for nontraditional learning to thirty for both two-year and four-year colleges and universities. (This limit is based upon a 60-credit associate degree and/or a 120-credit bachelors degree. The nontraditional credit limit can be increased proportionally when these degrees exceed these credit totals.) The college awards applicable credits earned for the following nontraditional prior learning:

NONCOLLEGIATE PROGRAMS-Credit may be granted for educational programs which apply to students’ learning programs and have been successfully completed at noncollegiate organizations such as government agencies, corporations and businesses, trade and technical schools, and others. Noncollegiate courses will be evaluated in accordance with American Council on Education (ACE) recommendations, as well as in accordance with the college’s articulation agreements with nontraditional organizations and agencies. Official transcripts, along with an Official Transcript Evaluation Request Form, must be submitted to the Office of Admissions and Advising.

MILITARY EDUCATION AND TRAINING-Credit may be granted for a variety of formal military, vocational, and educational programs based upon a student’s declared learning program at Howard Community College. Students will be awarded credit based upon recommendations made by the American Council on Education (ACE), as well as in accordance with the college’s articulation agreements with individual military branches and organizations. Official military transcripts, including Community College of the Air Force (CCAF), AARTS, SMART, DD214, DD295 or other military transcripts, must be submitted with a Transcript Evaluation Request Form to the Office of Admissions and Advising.

PORTFOLIO ASSESSMENT-Credit for prior learning acquired through employment, self-study, volunteer, civic, or other activities may be awarded through the portfolio assessment option. To earn credit through this method, students must enroll in a course specifically designed to assist in the development of a
portfolio summarizing prior experiential learning. In COOP-160: Portfolio Development, students learn to document previous learning in a format that enables faculty to assess eligibility for academic credit. Students must demonstrate that prior learning and experience have resulted in the acquisition of college-level competencies and skills directly related to courses in their learning programs. Students have eighteen months to complete their assessment of prior learning through Portfolio Assessment. Specific prerequisites are necessary to participate in this program. For most programs, a maximum of 15 credits may be earned through this option. Further information may be obtained by contacting Dr. Peggy Walton, English/World Language Division 410-772-4068; pwalton@howardcc.edu.

CREDIT BY EXAMINATION—Students may be awarded credit through nationally standardized or HCC institutional testing programs. Howard Community College has specific policies for all testing programs for which it awards credits based upon scores, other credits earned, and students’ learning programs. Credit is generally not awarded for institutional exams taken at other colleges and universities.

Students must submit official score transcripts, declare a major, and submit an official request for a transcript evaluation to receive credit for national examination programs. Information regarding required scores and credits awarded may be obtained by contacting the Office of Admissions and Advising.

NATIONAL EXAMINATIONS—The national examination programs for which the college awards credit are:

Advanced Placement (AP) Exams—These are subject-matter exams sponsored by the Educational Testing Service and generally administered through high schools at the culmination of Advanced Placement course offerings. Further information can be obtained by contacting high school guidance offices or the Educational Testing Service, Attention: AP Exams, Princeton, New Jersey 08540 (www.ets.org). The college generally awards credit for scores of 4, 5, 6 or 7. For more information, contact the Office of Admissions and Advising or the College Entrance Examination Board, Attention: CLEP, Princeton, New Jersey, 08540 (www.ets.org).

International Baccalaureate (IB) Exams—These are subject-matter exams administered in high school International Baccalaureate Programs. The college generally awards credit for scores of 4, 5, 6 or 7. For more information, contact the Office of Admissions and Advising or the International Baccalaureate Program, North American and Caribbean Region, 200 Madison Avenue, Suite 2301, New York, New York 10016 (www.ibo.org).

INSTITUTIONAL EXAMINATIONS—Institutional exams are offered at HCC for selected courses:

Proficiency Exams—These exams are taken prior to course enrollment when students believe they have mastery of course skills and objectives. Successful test performance results in course credits and appears on transcripts as proficiency credit. Proficiency exams cannot be retaken and cannot be taken by students previously unsuccessful in courses for which they are seeking credit. Students must be admitted to the college prior to taking proficiency exams. A fee equal to fifty percent of the current in-county tuition for the course will be charged for each proficiency examination. Proficiency exams must be taken within thirty calendar days after fee payment; students who do not take exams within this thirty-day limit will be notified that they have not passed.

Challenge Exams—These exams are taken after enrolling in courses when students believe they have acquired course skills and objectives. Successful test performance results in the award of course credit which, along with the grade earned, appears on a student’s transcript. A challenge exam may only be attempted once during a course. If the exam does not result in a passing grade, the student remains in the course. There is no additional cost for challenge exams beyond course tuition and fees.

Students must contact the appropriate faculty or division chairperson to arrange proficiency and challenge exams. Lists of proficiency and challenge exams are available in the Office of Admissions and Advising and in division offices.

NURSING ACCELERATION CHALLENGE EXAM—Howard Community College administers the National League for Nursing’s Acceleration Challenge Exam I. This exam is produced by the National League for Nursing and is designed to facilitate LPN to RN career mobility. The exam is one option used by the college to assess prior learning and experience in the nursing field and to assist the college with the award of clinical nursing transfer credit and advanced standing placement decisions. Further information regarding this may be obtained through the Office of Admissions and Advising.

HONORS AND ACADEMIC RECOGNITION

The Frederick K. Schoenbrodt Honors Program

The Frederick K. Schoenbrodt Honors Program offers excellent full- and part-time students of all ages flexible opportunities to fulfill their general education requirements as part of a supportive, intellectual community that helps prepare them for more advanced study and transfer. Students enjoy learning with outstanding faculty and peers in stimulating honors courses and through active participation in the college’s academic and cultural events.

The Frederick K. Schoenbrodt Honors Program admits students who meet one or more of the following criteria:

- A high school or college cumulative GPA of 3.2 or higher and a combined score of 1100 or higher on the critical reading and math sections of the SAT
- A high school or college cumulative GPA of 3.2 or higher and a composite score of 25 or higher on the ACT
- An HCC grade point average of 3.2 or higher and completion of 12 or more credits
- A grade point average of 3.2 or higher at another institution for applicants who are transferring in to HCC

Entry into an individual honors course by a non-honors track participant will be by the consent of the instructor of the course or by the Director of the Honors Program.

Honors students maintain a yearly cumulative GPA of 3.2 or higher at HCC and participate in honors-designated events each semester.
Students who successfully complete 15 credits of honors coursework and present satisfactory evidence of honors-event participation will receive “Honors” designation on their transcripts.

Honors classes have limited enrollments. The college keeps the class size moderate so that there can be maximum contact between the instructor and the students.

In certain circumstances, consideration will be given to students for whom traditional indicators of success are not always valid.

James W. Rouse Scholars Program

This selective admissions honors and leadership program is for incoming high school seniors. For further details, see page 35.

Dean’s List

Students who have carried and maintained at least 12 semester hours with a semester grade point average of 3.5 or better are eligible for nomination to the Dean’s List. Students who qualify for the Dean’s List must have carried a minimum of six credits in the semester under consideration. Furthermore, students who qualify for the list must not have received an F, L, or W grade during the semester. Students who have met the qualifications will be recognized as superior students by the college, and their names will be published on the Dean’s List each semester.

Dean’s List for Part-Time Students

Part-time students who have accumulated 12 or more semester hours with a semester grade point average of 3.5 are eligible for nomination to the Dean’s List. Students who qualify for the Dean’s List must have completed a minimum of six credits in the semester under consideration. Furthermore, students who qualify for the list must not have received an F, L, or W grade during the semester. Students who qualify for this list will be recognized as superior students by the college, and their names will be published on the Dean’s List for Part-Time Students each semester.

Honor Society

Alpha Alpha Sigma is the HCC chapter of Phi Theta Kappa, the national honor society of two-year colleges. To be invited to join, students must meet the following criteria during a spring or fall semester: accumulate at least 12 credits in 100- and 200-level courses with no F, L, or W grade and have at least a 3.5 cumulative GPA in those courses. Induction celebrations are held during both the fall and spring semesters. Phi Theta Kappa students who enroll in honors courses are eligible for a limited number of scholarships.

Graduation with Honors

Students who have maintained a cumulative grade point average of 3.5 or above will be graduated with honors. Those students who have a grade point average of 3.75 or above will be graduated with high honors.

ACADEMIC PROCEDURES

Statement on Academic Freedom

Institutions of higher education exist for the common good and not to further the interest of either the individual faculty member or the institution as a whole. The common good depends upon the free search for truth and its free exposition. It shall be the policy of Howard Community College to maintain and encourage full freedom, within the law, of inquiry, teaching and research for all faculty.

Although academic freedom is fundamental to the rights of the teacher and the student, it carries with it related duties and responsibilities. The faculty member is entitled to freedom in the classroom in discussing subject matter but should be careful not to introduce controversial topics which are not related to the course. The faculty member is responsible for insuring that the course content includes material specified by the college in the course description and course objectives.

The college faculty member is a citizen, a member of a learned profession, and an officer of an educational institution. When speaking or writing as a citizen, the faculty member should be free from institutional censorship or discipline. However, the special position of the faculty member in the community imposes special obligations. As a person of learning and an educational officer, he/she should remember that the public may judge the institution or the profession by statements made by individual faculty members. Therefore, accuracy, exercise of appropriate restraint and respect for the opinion of others should be displayed on- and off-campus. The faculty member should also make every effort to indicate that the opinions expressed are not necessarily those of the institution.

Statement on General Education and Liberal Learning

A liberal education prepares students to lead ethical, productive, and creative lives and to understand how the pursuit of lifelong learning and critical thinking fosters good citizenship. General education courses form the core of a liberal education within the higher education curriculum and provide a coherent intellectual experience for all students by introducing the fundamental concepts and methods of inquiry in the areas of mathematics, the physical and natural sciences, the social sciences, the arts and the humanities, and composition. General education courses develop students’ abilities to communicate effectively in oral and written English and to perform numerical analyses at a college level; develop students’ abilities to think and express themselves analytically, critically, and creatively, and to read with comprehension; foster qualities of open-mindedness, inquiry, and the rational assessment of data; provide opportunities for students to apply their knowledge and skills in solving complex problems and to apply ethical principles to inquiry; prepare students to adapt to the increasing integration of information technology in all fields of knowledge; encourage students to connect knowledge across these disciplines and to understand themselves as well as their social, aesthetic, political, and physical environment; and foster in students an understanding of and respect for diverse human cultures. Howard Community College recognizes the development of ethical judgment as an integral part of one’s education and supports the integration of ethical issues into the core curriculum.

Learning Outcomes Assessment and Accountability

Howard Community College is committed to the philosophy of educational accountability. In order to determine that students are attaining the knowledge and skills appropriate to various courses and programs, regular and planned assessment activities occur.

The assessment activities may take diverse forms including standardized assessments, placement tests, faculty-developed evaluations, focus sessions, and surveys. The college believes that such input is vital to its responsibility to maintain quality instruction. Therefore, class time may be used at times for these activities and it is expected that students will participate in the processes when asked. Con-
fidentiality of responses is ensured. Entering freshmen and graduating students are required to take the Academic Profile.

**Student Records Policy**

TRANSCRIPTS AND ENROLLMENT VERIFICATION—Students may view and print unofficial academic transcripts online by using HCC Express found on the HCC website. Students may request copies of their official academic transcript through The National Student Clearinghouse via HCC Express or by mailing a request to the Office of Record and Registration or submitting a written request in person. The office processes transcripts within 48 business hours of receiving requests.

Instant enrollment verification certificates may be obtained online at no charge through the National Student Clearinghouse via HCC Express.

Students must notify the Records and Registration or Admissions offices, in writing, of record changes including name, address, telephone number, or e-mail address. The Office of Admissions and Advising must be notified about learning program changes. Forms are available on both office’s websites.

The college reserves the right to withhold a transcript if the student has an outstanding debt to the college or other restrictions.

CONFIDENTIALITY—No one outside the college shall have access to, nor will the college disclose, any personally identifiable information from a student’s records without the student’s written consent.

Exceptions include: college employees who have legitimate educational interest, such as personnel in the offices of Admissions and Advising, Records and Registration, faculty, vice presidents, executive vice president and the president within the limitations of their need to know. Additional exceptions include officials of other institutions in which students seek to enroll; persons or organizations providing students with financial aid; accrediting agencies carrying out their accreditation function; persons complying with a judicial order; and those who, in an emergency, must protect the health or safety of students or others. All these exceptions are permitted under the Family Educational Rights and Privacy Act (FERPA).

This policy is written and published in accordance with the amended Family Educational Rights and Privacy Act (FERPA) of 1974. The college accords all rights under the act to its students.

DIRECTORY INFORMATION—The Family Educational Rights and Privacy Act (FERPA) allows the Director of Records and Registration (Registrar) to release student directory information. This information may include names, date of birth, addresses, e-mail addresses, telephone numbers, major fields of study, attendance dates, degrees, honors, and awards, participation in officially recognized college activities or sports and athletic team members’ weight and height. The college generally will release only the student’s name, dates of attendance, degrees, and honors earned as directory information.

To have directory information withheld, notify the registrar in writing. The college honors such requests only for the current term; students should file renewed requests at the start of each term.

RECORD INSPECTION—The Family Educational Rights and Privacy Act (FERPA) gives students the right to inspect and review information contained in their education records and to challenge the content of their records. The registrar coordinates the inspection and review procedures for student education records.

Under FERPA, students may request inspection and review of all or part of their records by writing to the registrar. Records covered by FERPA will be available within 45 days of the request. A student may have copies made of the records with certain exceptions (e.g., a copy of the academic transcript for which a “hold” exists or a transcript of an original or source document which exists elsewhere).

Education records include admissions, financial, academic, and financial aid files as well as cooperative education and placement records. Education records do not include records of instructional and administrative personnel, which are the sole possession of the maker.

Disciplinary records are held by the executive vice president of student services separate from education records in accordance with the Student Code of Conduct. Alumni, student health and security records are not considered education records.

Students may not review financial information submitted by their parents, confidential letters and recommendations tied to admissions, employment, job placement or honors to which they have waived inspection and review rights; or records involving more than one student. In that case, the college will allow access only to the part of the record involving the inquiring student.

Also, the college is not required to let students review confidential letters and recommendations placed in their files prior to Jan. 1, 1975 if they were collected under established policies of confidentiality and used only for purposes for which they were collected.

Further, any student who believes his/her rights were abridged may file a complaint with the U.S. Department of Education Family Policy Compliance Office, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

**Student Academic Complaint Procedures**

Students who have academic complaints (including a specific academic complaint involving a faculty member) that remains unresolved through informal means, may enter a formal process of problem resolution. The Student Academic Complaint Procedures and the appropriate form may be obtained from the division offices. An academic complaint is defined as issues related to classroom instruction or grade disputes (including late penalties, acceptance or non-acceptance of late assignments and incomplete grades). The student and instructor are encouraged to seek resolution informally before filing an academic complaint. Students wishing to initiate a formal academic complaint must submit an academic complaint form to the appropriate division chair by the end of the seventh week of the next full semester.

**Grading and Attendance Policy for Courses**

The method(s) for evaluation and grading within a course will be clearly stated in the course syllabus. Evaluation procedures will be objective and appropriately related to the course’s objectives and content.

Howard Community College does not have a college-wide attendance policy; however, regular class attendance is one of the most important responsibilities of the student. Each instructor determines the requirements for attendance, which in many cases will count toward the final grade. Attendance requirements will be clearly spelled out in the course syllabus and discussed by the instructor.

**Academic Persistence and Catalogue Requirements**

Students attending Howard Community College will follow the catalogue requirements in effect during the semester they enrolled, or any catalogue thereafter, provided they maintain continuous enrollment. Students may take up to two calendar years off and still graduate under the catalogue requirements they had been following as long as they complete
a course in the last semester attended and complete a course in the semester they return. Students who take more than two calendar years off must be readmitted to the college (though they do not need to pay another application fee). (Exceptions are possible only in extraordinary circumstances.)

All students who change their learning program must follow the curriculum requirements of the catalogue in place when the change is made. (Exceptions are possible only in extraordinary circumstances such as military deployment.)

Even when students select the same learning program, they must follow the program requirements in place when they are readmitted.

To officially change learning programs, students must complete a Change of Learning Program Form which must be signed by an advisor and submitted to the Office of Admissions and Advising. This form is available in this office or on the college’s advising website (www.howardcc.edu/advising/forms/HTML).

Students who have been granted course substitutions or who previously transferred credits into the college must also officially request a re-evaluation of their academic record based upon their new learning program and/or the new catalogue they are following.

**Drop**

A student who wishes to drop a class and receive a refund must officially do so using the HCC Express link on the college website, through Telephone Registration, or in person at the Office of Records and Registration during the specified period of time. A class may only be dropped during the first 20% of its scheduled meeting dates. The schedule of classes publication lists the drop dates for each semester. The percent of refund depends upon the date that the class is officially dropped. Classes that are dropped do not appear on the academic transcript. Drop periods are prorated for classes that have fewer meeting dates or classes that start later than the regular semester start date.

Veterans whose classes have been certified under the GI Bill, must notify the VA Certifying Official in the Office of Records and Registration when dropping classes. Failure to do so may result in overpayment from the VA. International (F-1) students must receive consent from the international student advisor prior to withdrawing from a course. Not doing so could seriously jeopardize an F-1 student’s status. This action should be taken as soon as the student ceases attendance but must be done between the third and tenth week of classes during a regular semester. The schedule of classes publication will list each semester’s withdrawal deadline date. Students withdrawing officially from a class will receive a grade of “W.” Students who do not withdraw by the posted deadline must accept the final grade earned for the course. The “W” will appear on the student’s transcript and show as hours attempted but will not be calculated into the student’s GPA. After attempting twelve (12) cumulative credits, students will be placed on academic probation if they withdraw from more than 50% of credits.

**NA Grade**

A student who registers for a course and does not report to class within the first twenty percent of scheduled class sessions may be given the grade of “NA” (indicating never attended) for the course and will not receive any refund of tuition. This may affect financial aid.

**Official Withdrawal**

A student who wishes to officially withdraw from a course must complete a withdrawal form in the Registration Office or withdraw by web or touchtone. Verification of this action will be sent to the student via US mail. Veterans whose classes have been certified under the GI Bill, must notify the VA Certifying Official in the Office of Records and Registration when withdrawing from classes. Failure to do so may result in overpayment from the VA. International (F-1) students must receive consent from the international student advisor prior to withdrawing from a course. Not doing so could seriously jeopardize an F-1 student’s status. This action should be taken as soon as the student ceases attendance but must be done between the third and tenth week of classes during a regular semester. The schedule of classes publication will list each semester’s withdrawal deadline date. Students withdrawing officially from a class will receive a grade of “W.” Students who do not withdraw by the posted deadline must accept the final grade earned for the course. The “W” will appear on the student’s transcript and show as hours attempted but will not be calculated into the student’s GPA. After attempting twelve (12) cumulative credits, students will be placed on academic probation if they withdraw from more than 50% of credits.

**REGISTRATION AND ENROLLMENT**

**Auditing Courses**

An audit designation must be specified during registration. No credit will be given. Audit status can only be converted to credit status and credit status can only be converted to audit status during the first three weeks of a major semester. Students may convert their status only once during that period. Audited courses do not count as part of the semester’s credit hour load nor as credit towards graduation unless repeated for credit. In addition, audited courses will appear on the transcript with a grade of N.

**CustomClass**

“CustomClass” is an enrollment option which allows students to enroll in credit classes without having been admitted as credit students or meeting the normal prerequisites. CustomClass students select this option at the time of registration and cannot later change to credit or audit status. They will be exposed to the material and instruction in a credit course but will not receive grades or transcripts for the course. Some courses may be eligible for CEUs (continuing education units) or certifications from the Continuing Education Division.

**Cancellation of Courses**

The college may cancel any course due to insufficient registration.

**Credits**

One semester hour of credit is generally assigned for each lecture period or laboratory session. Lecture periods are 52 minutes and laboratory sessions are two to three hours in length per credit.

**Semester Schedule**

A full-time student schedule for either the fall or spring semester generally consists of 12 to 18 credit hours. Students registered for less than 12 credit hours are classified as part-time. Schedules in excess of 18 semester hours must be approved by a counselor or academic advisor. Students enrolled in a term of less than ten weeks may take a maximum of eight credits.

Certain Allied Health programs, during the clinical phase, may be considered full-time with less than 12 credits.

**ACADEMIC STANDARDS**

It is expected that students will make satisfactory progress each semester they are enrolled. At the end of the Fall and Spring semesters, the progress of each student will be reviewed against the standard of satisfactory progress as stated below. Financial aid recipients are subject to additional standards of academic progress as required by financial aid regulations; see page 22 for further information.

Satisfactory performance at Howard Community College means:

a. achieving a minimum semester grade point average (GPA) of 2.0; and

b. successfully completing at least 50% of the credits attempted each semester.
Academic Probation

After attempting 12 cumulative credits and having enrolled for a minimum of 6 credits in a given semester, a student will be placed on academic probation if his or her academic performance falls into either category at the completion of that semester:

a. The student grade point average (GPA) falls below 2.0; or
b. The student does not successfully complete at least 50% of the credits attempted. Grades of “F” and “W” are considered non-successful completion of credits. Grades of I, N, L, and NA are not considered as attempted credits.

When placed on academic probation, the student must meet the requirements for minimum satisfactory performance in the next major semester or the student will be suspended. If the student meets those standards, the student will be off probation.

Participants in the selective admissions Rouse Scholars Program will be put on probation if their cumulative GPA falls below 2.5. The student has a semester to recover his or her GPA. During this probation period there will be no diminishing of support or standing. A student failing to re-establish his or her GPA within the next semester will no longer be a Rouse Scholar. This situation does not affect his or her standing, enrollment or non-program scholarships and aid at Howard Community College.

Students on probation may be required to take a reduced course load.

Academic Suspension

The student on probation who does not meet the minimum standard of satisfactory performance the next major semester in which he or she is enrolled will be placed on academic suspension. When placed on suspension, the student may not attend HCC during the next major semester. Students have the right to appeal academic suspension.

SUSPENSION APPEAL—There may be mitigating circumstances contributing to a student being suspended; therefore, the student may appeal his or her suspension. Details of the appeal process are included in the letter notifying the student of his or her suspension. If the student’s appeal is granted, the student will remain on academic probation and the course schedule may be restricted. Additionally, if the student does not meet satisfactory performance standards, he or she will be placed on suspension.

READMISSION AFTER SUSPENSION—Students who are suspended and have been out for one major semester must contact the Coordinator of Retention. Upon readmission, the student will remain on academic probation, the course schedule may be restricted and the student must meet the satisfactory progress standard as stated above. If satisfactory progress is not met, the student will be suspended. Students have the right to appeal academic suspension. Specific readmission procedures for the nursing program are found under the “Withdrawal” guidelines found on page 31.

GRADING SYSTEM

Final grades will be issued at the end of each semester. All grades earned will remain on the official transcript.

Letter grades earn quality points according to the following schedule:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points Per Credit Hour</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>Mastery of course objectives with outstanding quality of academic achievement</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>Mastery of course objectives with high quality of academic achievement</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>Mastery of course objectives</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>Minimum passing grade (does not meet minimum grade required for developmental courses, Nursing, Cardiovascular Technology, and Emergency Medical Services prerequisites and clinical coursework.)</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Lack of mastery of course objectives</td>
</tr>
<tr>
<td>W</td>
<td>None</td>
<td>Withdraw. This grade is given at the time of withdrawal no later than the end of the tenth week of classes. Incomplete. A temporary designation generally given only in an emergency situation such as illness which results in the student's inability to complete course objectives. A student must have successfully completed 75% of the course objectives, as determined by the instructor, for the &quot;I&quot; designation. This designation must be changed to a permanent grade other than W or L within a period of time determined by the instructor at the time the I designation is assigned. Normally the period to complete objectives shall not exceed the end of the seventh week of the next full semester or it will be converted to an F grade. A written agreement by the instructor specifying the necessary objectives and period of time within which they need to be completed shall be sent to the student with a copy to the student's permanent file.</td>
</tr>
<tr>
<td>I</td>
<td>None</td>
<td>Incomplete. A temporary designation generally given only in an emergency situation such as illness which results in the student's inability to complete course objectives. A student must have successfully completed 75% of the course objectives, as determined by the instructor, for the &quot;I&quot; designation. This designation must be changed to a permanent grade other than W or L within a period of time determined by the instructor at the time the I designation is assigned. Normally the period to complete objectives shall not exceed the end of the seventh week of the next full semester or it will be converted to an F grade. A written agreement by the instructor specifying the necessary objectives and period of time within which they need to be completed shall be sent to the student with a copy to the student's permanent file.</td>
</tr>
<tr>
<td>NA</td>
<td>None</td>
<td>Never Attended. This grade is assigned to students who register for a course and do not report or participate within the first twenty percent of scheduled class sessions.</td>
</tr>
<tr>
<td>L</td>
<td>None</td>
<td>The L grade is assigned only in developmental courses to students who have not mastered the course objectives due to individual learning characteristics. In order to qualify for an L grade, students must work with steady diligence, effort and near perfect attendance, and must show progress on course objectives. Students may be required to seek additional assistance beyond class sessions. The L grade is not computed in the students' grade point averages. Those who receive an L grade must re-register and repeat the developmental course.</td>
</tr>
<tr>
<td>N</td>
<td>None</td>
<td>Audit</td>
</tr>
<tr>
<td>W</td>
<td>None</td>
<td>Withdraw. This grade is given at the time of withdrawal no later than the end of the tenth week of classes. Incomplete. A temporary designation generally given only in an emergency situation such as illness which results in the student's inability to complete course objectives. A student must have successfully completed 75% of the course objectives, as determined by the instructor, for the &quot;I&quot; designation. This designation must be changed to a permanent grade other than W or L within a period of time determined by the instructor at the time the I designation is assigned. Normally the period to complete objectives shall not exceed the end of the seventh week of the next full semester or it will be converted to an F grade. A written agreement by the instructor specifying the necessary objectives and period of time within which they need to be completed shall be sent to the student with a copy to the student's permanent file.</td>
</tr>
</tbody>
</table>

Letter grades earn quality points according to the following schedule:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points Per Credit Hour</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>Mastery of course objectives with outstanding quality of academic achievement</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>Mastery of course objectives with high quality of academic achievement</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>Mastery of course objectives</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>Minimum passing grade (does not meet minimum grade required for developmental courses, Nursing, Cardiovascular Technology, and Emergency Medical Services prerequisites and clinical coursework.)</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Lack of mastery of course objectives</td>
</tr>
<tr>
<td>W</td>
<td>None</td>
<td>Withdraw. This grade is given at the time of withdrawal no later than the end of the tenth week of classes. Incomplete. A temporary designation generally given only in an emergency situation such as illness which results in the student's inability to complete course objectives. A student must have successfully completed 75% of the course objectives, as determined by the instructor, for the &quot;I&quot; designation. This designation must be changed to a permanent grade other than W or L within a period of time determined by the instructor at the time the I designation is assigned. Normally the period to complete objectives shall not exceed the end of the seventh week of the next full semester or it will be converted to an F grade. A written agreement by the instructor specifying the necessary objectives and period of time within which they need to be completed shall be sent to the student with a copy to the student's permanent file.</td>
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<td>W</td>
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</tr>
</tbody>
</table>
ACADEMIC INFORMATION

Records and Registration. An official transcript may be obtained for completed work by writing to the Office of Records and Registration. Students who have not met all of their financial obligations will have transcripts and grades withheld until such obligations are satisfied. If a student repeats a course, the highest grade earned in the course will count toward the grade point average (GPA); however, all attempts and the resulting grades will appear on the transcript.

ACADEMIC HONESTY

Definition

Academic honesty means the use of one’s own thoughts and materials in the writing of papers, taking of tests, and other classroom related activities. Any student intentionally aiding another student in any infraction of the academic honest policy is considered equally guilty.

Students are expected to give full credit for the borrowing of other’s words or ideas. Intentional or unintentional use of another’s words or ideas without acknowledging this use constitutes plagiarism.

There are four common forms of plagiarism:

• The duplication of an author’s words without references or footnotes.
• The duplication of author’s words or phrases with footnotes or accurate references, but without quotation marks.
• The use of an author’s ideas in paraphrase without accurate references or footnotes.
• Submitting a paper in which exact words are merely rearranged even though footnoted.

Misrepresentation is the submission of materials for evaluation that are not the student’s own.

Unauthorized use of notes or another individual’s materials, copying, using another individual’s materials, or unauthorized prior knowledge of the contents of tests, quizzes or other assessment instruments shall be considered a violation of the Academic Honesty Policy.

Penalties

The college expects academic honesty from its students. Procedures for dealing with intentional infraction of the Academic Honesty Policy are:

FIRST INFRACTION—For the first infraction of the Academic Honesty Policy the faculty member shall give the student a “0” or its equivalent on the paper, examination, or presentation in question. The faculty member will notify the student and explain the reason for the grade. This action could result in a lower final grade. The appropriate division chairperson will be informed of the infraction in writing and the vice president of student services will notify the student in writing of the consequences and implications of this infraction.

SECOND INFRACTION—The faculty member shall give the student a “0” on the paper, examination, or presentation in question. A second infraction of the Academic Honesty Policy, either in the same course or in another course, will also result in an automatic “F” in the course in which the second infraction occurred. Upon notification from the appropriate division chair that an academic honesty infraction occurred and a determination is made that a second infraction has occurred, the vice president of student services will notify the student of the “F” for the course and make the faculty member aware that a second infraction has occurred. The student will be dropped from the course and barred from further class participation. In cases where the second infraction occurs in the same course, the faculty member will notify the student and explain the reason for the “F” in the course. Otherwise, the vice president of student services will notify the student of the “F” in the course. The vice president of student services will notify the director of records and registration that the student is to receive an “F” for the course. The vice president of student services will meet with the student involved and apprise the student of the implication of this second infraction.

THIRD INFRACTION—The faculty member shall give the student a “0” on the paper, examination, or presentation in question. The faculty member will notify the student and explain the reason for the grade. A third infraction of the Academic Honesty Policy will also result in an automatic “F” in the course in which the third infraction occurred. Upon notification from the appropriate division chair that an academic honesty infraction occurred and a determination is made that a third infraction has occurred, the vice president of student services will notify the student of the “F” for the course and make the faculty member aware that a third infraction has occurred. The student will be dropped from the course and barred from further class participation. In cases where the third infraction occurs in the same course, the faculty member will notify the student and explain the reason for the “F” in the course. Otherwise, the vice president of student services will notify the student of the “F” for the course. The vice president of student services will meet with the student involved and apprise the student of the implication of this third infraction.
Juan Spearman

Destination: Professional cartoonist
Path: Studio art major

A talking penguin and a stuffed tiger that comes to life have been the influencing factors in Juan Spearman’s career ambitions.

“I’ve been drawing cartoons since I was a little kid,” Juan says. “I used to read Calvin and Hobbes [the stuffed tiger] and Bloom County [Opus the Penguin], and they were an inspiration to me.”

A graduate of Wilde Lake High School, Juan is majoring in studio art at HCC and contributes his cartoons to the HCC Times student newspaper. After HCC, Juan hopes to work professionally as an illustrator or cartoonist.

“I would like to see my work published all over the world,” he said.
ADMISSIONS

It is the responsibility of the Office of Admissions and Advising to ensure that all students admitted to the college receive the pre-enrollment services necessary to ensure the successful completion of academic, career, and personal goals.

The Admissions and Advising staff advises prospective, newly admitted, transfer, and international students. A special effort is made to prepare students for that most critical first semester of college. In addition to pre-enrollment advising, other services provided by the Office of Admissions and Advising include academic and transfer advising for currently enrolled students, and transcript evaluation and course clearance based on coursework completed at other postsecondary institutions, through the military, other designated organizations, and specific national examination programs (see pages 27-28).

The Admissions and Advising staff welcomes the opportunity to inform students about programs and services that will contribute to the fulfillment of their goals.

Programs for High School Students

The college offers a variety of programs for current and graduating high school students including:

JAMES W. ROUSE SCHOLARS PROGRAM--The James W. Rouse Scholars Program is a selective, challenging honors and leadership program designed for transfer to distinguished four-year colleges and universities at the end of the sophomore year. The program combines academic opportunities, development of leadership skills, mentorships, cultural and recreational experiences and travel opportunities, including international travel. Rouse Scholars and program faculty and staff work closely with high schools and universities. A number of scholarships specifically designated for this program are available. Admissions to this highly selective program is competitive based on grades, college entrance exam scores, course selection, intellectual interests, extracurricular activities, recommendations, and other indicators of academic excellence and leadership potential. In certain circumstances, consideration will be given to students for whom traditional indicators of success are not always valid.

SILAS CRAFT COLLEGIANS PROGRAM--The Silas Craft Collegians Program is designed for recent high school graduates whose past academic performance does not reflect their true potential. The program maximizes academic achievement, graduation, and transfer. Program features include a customized curriculum that prepares students for transfer and for their chosen career, skills assessment and development, academic support, mentoring, and various extracurricular, enrichment and travel experiences. A number of scholarships specifically designated for this program are available. Admissions is selective and is based upon academic potential, motivation, and specific English and math skill levels.

FRESHMAN FOCUS PROGRAM--Early preparation is directly related to college success. The Freshman Focus Program is an award winning program designed specifically for graduating high school seniors who are Howard Community College’s incoming freshmen. The program provides the opportunity to be tested, advised, and registered early, prior to the hectic pace and more limited course selection of general registration. Students who take advantage of this program complete the college registration process prior to high school graduation and prior to all other new students.

EARLY ENTRANCE PROGRAM FOR HIGH SCHOOL STUDENTS—Enrollment opportunities are available for high school students throughout the year under certain circumstances. These opportunities include concurrent, early admission, and summer enrollment. Special enrollment conditions apply based upon State law, public and private school regulations, and college policies.

The Early Entrance Program facilitates the enrollment of high school students planning to enroll concurrently at the college during the fall and/or spring of their senior year. The program enables students to plan their high school and HCC schedules at the same time and complete all or most procedures, including application, testing, and registration, well in advance of general registration periods. Students must also fulfill public school system or private school requirements necessary to participate. High school juniors also use Early Entrance procedures but may only take classes after high school hours and/or during the summer. (Additional procedures apply for students in the eighth through tenth grades and home schooled students. See page 14.)

The college reserves the right to grant admission to secondary school students on an individual basis. More information about programs and admissions policies and procedures for current and graduating high school students is available on pages 13-14. For further information, please contact 410-772-4599 or hsinfo@howardcc.edu. Information is also available on the college website at www.howardcc.edu/admissions.

NEW STUDENT ORIENTATION

The New Student Orientation program prepares students for the critical first semester of college. By providing important information about academic policies and procedures, registration options, college services and student activities, the New Student Orientation program helps students avoid potential obstacles to the achievement of their goals while enhancing the enjoyment of campus life. Information important to transfer and career preparation is also outlined. Students have the opportunity to meet college faculty and staff, as well as fellow students. Comprehensive New Student Orientation programs are conducted immediately prior to the fall and spring terms. In addition to the general New Student Orientation program, some programs may have required orientation sessions. Additionally, specific workshops are offered by various departments throughout the entire semester for both new and returning students. Further information is provided to students as part of the enrollment process and through the Office of Student Life.

ADVISING SERVICES

Academic Advising

One of the college’s most important responsibilities is to provide comprehensive academic advising services. Students are responsible for fulfilling the requirements of their learn-
ing program for the catalogue year that applies to them and/or for fulfilling the requirements of other academic goals they may have. Therefore, it is also each student’s responsibility to meet with an advisor prior to each term, during each term and more often, if needed. Advisors provide students with information and recommendations regarding learning programs, course selection, and graduation and transfer preparation. Students in selected programs are assigned to specific academic or faculty advisors as appropriate. All other students are assigned to the Office of Admissions and Advising. Advising is available to all students year round through the Office of Admissions and Advising.

Advising Weeks are scheduled during the first two weeks of each major term’s General Registration period. While advising is available year round, the purpose of the Advising Weeks period is to place special emphasis on early registration options for upcoming terms.

Important academic and transfer advising information is available to each student on the Office of Admissions and Advising’s website at www.howardcc.edu/advising. Students are also strongly encouraged to utilize HCC Express’s My Student Profile feature to check on the accuracy of their personal information such as address, phone, email, learning program, and catalogue year. For further information, contact the Office of Admissions and Advising at 410-772-4856; then select 3 or AdmAdv@howardcc.edu.

Transfer Information and Advising

To ensure a successful transfer to other institutions and/or specific programs within institutions, it is each student’s responsibility to regularly meet with an advisor and utilize transfer resources. For example, the University System of Maryland (USM) of Maryland institutions have designated certain programs as “Limited Enrollment Programs.” These programs differ by institution and may include such majors as business administration, computer science, engineering, teacher education and others. It is critical that students work closely with an advisor to ensure they are meeting general and specific requirements, application deadlines, and other criteria right from the start.

The Transfer Center is part of the Office of Admissions and Advising. It provides the following services:

- Transfer Advising and Assistance
- Transfer Website–www.howardcc.edu/transfer: This website offers access to general information, a transfer activities and events calendar, college and university websites, other online resources, information about articulation agreements, and more.

- Transfer Fairs–The college conducts general and specialized transfer fairs during the fall and spring terms to inform students about their many transfer options. Representatives from a broad range of both public and private, in-state and out-of-state colleges and universities are available to provide information. Specialized transfer fairs are also held for specific majors, such as teacher education and allied health.

- Transfer Workshops–Transfer workshops focusing on various topics are conducted throughout the year.

- Transfer Representative Visits–Representatives from individual schools visit the college throughout the year and are available to meet with students on an individual basis.

- ARTSYS–A computerized transfer system designed to provide guidance to students planning to transfer to Maryland public colleges and universities, and several private institutions.

- College Source–A software program that provides access to college catalogues across the nation.

- CollegeView–A software program offering virtual tours of North American college campuses.

- Internet–Access to college, scholarship and financial aid websites, as well as many related websites.

- Transfer Library–A collection of guides, catalogues, viewbooks, transfer applications, scholarship materials, and more is available.

- Specialized Transfer Information–Information is available for students with specific concerns or interests, including information for international students, students with disabilities, athletes and others.

FINANCIAL AID SERVICES

It is the college’s goal that no student should be restricted from attending this institution because of limited financial resources. To meet this goal the college maintains a program of grants, scholarships, loans and part-time employment for eligible students who are accepted and enrolled in the college as certificate or degree-seeking students in good standing. Detailed information regarding financial aid and scholarships is located on pages 19-23.

CHILD CARE SERVICES

The Children’s Learning Center provides child care services for the children of students, faculty and staff. Part-time and full-time educational early childhood programs are available for children ranging in age from six weeks to five years of age. Rates vary depending on the age of the child, part-time or full-time enrollment of the child and the income of the parent. HCC students may be eligible for income based subsidies to offset the costs of child care. The center is open Monday through Friday from 7:15 a.m. to 6 p.m.

The Children’s Learning Center is also a lab school for students in the Early Childhood Development Program and other programs requiring learning experiences with young children.

For further information concerning the Children’s Learning Center, contact the Child Care Director at 410-772-4150.

RECORDS AND REGISTRATION

The Office of Records and registration oversees online (HCC Express), Touchtone Telephone, and in-person registration services. It is also responsible for student records and related processes such as enrollment verification, posting grades and issuance of official transcripts. The Office of Records and Registration administers the graduation process including providing the final clearance for graduation petitions and issuing diplomas and certificates. Veterans Affairs services are provided by this office, which also assists members of the Maryland National Guard with eligibility verification for tuition discounts. For further information, see page 16 or contact the office at 410-772-4764. Information is also available on the college’s website at www.howardcc.edu/registration.

ACADEMIC SUPPORT, COUNSELING AND CAREER SERVICES

Career and Life Planning Services

Whether deciding on a major, preparing to enter the job market, or considering a career change, career and life planning services are available to students, prospective students,
alumni and community members. The college offers a wide range of career and life planning services which help students focus on their values, interests, skills, and personality traits. These services include individualized career counseling, special topic workshops, career assessments, and job assistance services. The Resource Library is open to the public and provides a variety of job and career materials, including printed resources, video tapes, and computerized self-assessment and career exploration programs. For further information, contact the Counseling and Career Services Office, room L-140 or call 410-772-4840. For additional resources, please visit our website at www.howardcc.edu/career.

Cooperative Education/Internships

Cooperative education (co-ops) and internships are supervised work experiences directly related to a student’s learning program and/or career interests. The basic purpose is to integrate classroom theory with work applications. For further information, contact the Counseling and Career Services Office, room L-140 or call 410-772-4840.

Employment Counseling

Employment Counseling is available to students, alumni and community members who are interested in pursuing full time, part time, permanent and temporary positions.

Resources include:
- Job books listing current openings in the Baltimore/Washington corridor.
- Job hunting reference materials featuring books and videos about resume writing, interviewing skills, creative job search techniques, and related topics.
- HCC Jobs Online, job matching database that can be accessed via the internet at www.howardcc.edu/career/hccjoil.htm.

Employment Counseling services include:
- Individual assistance in resume writing and interviewing.
- Job hunting reference materials.
- Customized workshops on a wide range of topics as requested by the college community.
- Job fairs are held each semester and on campus recruiter visits are scheduled regularly.

For further information, contact the Counseling and Career Services Office, room L-140 or call 410-772-4840.

Personal Counseling

College can sometimes be a difficult and stressful time for students. With students trying to juggle school, work, and family responsibilities, there are times when these demands can be overwhelming. Personal counseling provides an opportunity to talk with an objective professional about your concerns. What is discussed with a personal counselor will remain confidential and will not be shared with others. There is short-term individual counseling, as well as crisis intervention, available to students who are struggling with a variety of issues. Personal counseling services are free of charge to HCC students. In addition, there are educational resources available on a wide range of mental health issues, as well as information and referral to community programs and services. Personal counselors are available by appointment. To schedule an appointment or for further information, contact the Counseling and Career Services Office, room L-140, or call 410-772-4840. Please feel free to visit our website at www.howardcc.edu/counseling for additional resources.

Learning Assistance Center

The Learning Assistance Center provides tutoring and academic support services to all students enrolled in credit courses who would like to become more successful and efficient learners. The LAC, located inside the library on the second floor of the LRC Building (L-230), provides free group tutoring in most courses offered at the college. Drop-in tutoring services are scheduled and advertised each semester. The LAC conducts workshops on study skills, learning styles, time management, memory building, note-taking, and test-taking. Drop-in help for writing assignments is available in the Write Room, located inside the LAC. Tutoring, writing, and study skills software are available for use on computers. For further information, call 410-772-4822.

Student Support Services

Student Support Services is a federally-funded program offering free comprehensive services to eligible students. Eligibility criteria include low-income and/or first generation college (neither parent received a four-year college degree), and/or a documented disability.

The program’s goal is to increase the retention and graduation rates of students at the college. The Student Support Services Program provides free, individualized instruction by academic specialists in the areas of math, reading, writing, English as a second language, and study skills. Learning disabilities specialists assist students who have varying learning styles. Free individual tutoring is available in most courses. Personal, academic, financial aid, career, and transfer counseling is available to program students. Advocacy, assistance with accommodations, and equipment are also available for students with disabilities. For further information, call 410-772-4629 or come to room N-200.

Services for Students with Disabilities

Students with disabilities are encouraged to contact the Disability Support Services Office upon admission to the college or when contemplating attending the college. A minimum of two weeks notice before classes begin is necessary to schedule some accommodations. This will give the college ample opportunity to respond to any special needs of the student, as well as provide the student an opportunity to see what services are available. Prior to receiving accommodations and services, students must initiate a request with the Disability Support Services Office and supply appropriate documentation of a disability. This information is kept confidential unless the student signs a written waiver of release. Services provided to students with documented disabilities include: advocacy, tutoring, interpreters, notetakers, test-taking accommodations, counseling, and academic advising. Equipment such as computer systems with Kurzweil 3000, text Help! Dragon Naturally Speaking and Zoomtext is available for student use along with other assistive and adaptive technology, closed circuit TV, tape recorders, listening devices, and magnifiers. Students in need of sign language interpreters must contact the Disability Support Services Office at least two weeks prior to the start of classes. For further information, call 410-772-4629 TTY or come to room N-200.

Vocational Support Services

The Vocational Support Services is designed for students in vocational/career programs who are having academic difficulties or who have disabilities. Vocational Support Services Program provides free small group and individual tutoring in vocational courses, such as nursing, accounting, and electronics. Career Counseling is available from a Career Specialist located in Career Services, room L-140. Group test reviews for vocational courses, and study skills and test-taking workshops are also available. The program assists students with disabilities majoring in vocational/career programs in arranging accommodations and specialized equipment.
STUDENT SERVICES

Retention Services
Retention Services assists in the development of retention plans that support students’ academic persistence and success. This includes student monitoring, assessment, follow-up, skill reinforcement, co-curricular programming, and learning community involvement, which complements enhanced student performance. Programs monitored by Retention Services include Early Alert, Peer Mentoring, and Academic Suspension Appeals. For further information, call 410-772-4822.

Career Links
The Career Links program assists low-income single parents, displaced homemakers and single pregnant women to become economically self-sufficient. The goals of the program are to achieve education and career goals toward long-term economic self-sufficiency.

Career Links staff will help participants determine their goals and decide on the type of work they would like to do based on their interests and past experiences. If appropriate, the staff will help participants plan a program of study, assist with the application for college admission and financial aid, as well as facilitate the registration process. Information on resume writing, interviewing skills, the job search process, and job retention is provided.

The staff will also assist program participants with concerns that interfere with job or school activities. Staff members can make referrals to a wide variety of community services. The Career Links program assists with any difficulty participants may encounter on their way to economic self-sufficiency.

Low-income single parents, displaced homemakers, or single pregnant women should contact the Counseling and Career Services Office for further information and to attend a Career Links program orientation. For further information, call 410-772-4954 or 410-772-4840.

TEST CENTER
The Test Center provides centralized testing services to the college community. Academic make-up exams, as well as placement assessments are administered in the Center. Students arrange academic make-up testing by contacting instructors. Placement testing is arranged by contacting the Office of Admissions and Advising. The Center also provides accommodations for students with special needs. Students requiring accommodations must inform the Test Center staff prior to the administration of the exam. All students must present a current HCC student ID or government issued picture ID (i.e., driver’s license; passport) at the time of testing.

The college is an Authorized Prometric Test Center (APTC) and administers exams such as Novell, Microsoft, and A+ certification testing on a daily basis. The Test Center is an Authorized Test Center (ATC) for Microsoft Office Specialist (MOS) exams. In addition, the Center administers the College Board’s CLEP (College-Level Examination Program) exam to current and prospective students by appointment. The CLEP exam allows students to earn college credits by exam. For more information regarding the CLEP exams and scores that the college awards credit for, students should see an academic advisor in the Office of Admissions and Advising.

Fees are not assessed for academic make-up and placement exams, but are assessed for CLEP, Prometric and other external exams. Different procedures apply depending on the exam.

Test Center services are available year round. The Center’s schedule is published each semester and is occasionally subject to change. For further information, contact the Test Center at 410-772-4833 or testcenter@howardcc.edu. Information is also available on the Center’s web site @www.howardcc.edu/testcenter.

STUDENT LIFE
“Student Life” is comprised of the Office of Student Activities, The Student Government Association (SGA), The Student Program Board (SPB), Student Newspaper (The HCC Times), Co-Curricular and Diversity Programs, Gameroom, Clubs and Leadership Development. Each area provides a distinct service and opportunity to HCC students that complements the classroom through social, multi-cultural, experimental and leadership experiences. Activities are planned based on student input and participation. Any student who has the desire is strongly encouraged to “get involved” with Student Activities as a leader, participant, or volunteer to ensure that these programs and events are reflective of the interests of the student body.

Student Activities also plans several “off campus” trips such as Broadway plays, amusement parks, museums, and student leadership conferences.

All Student Activities programs are funded by student generated fees.

Location: Second floor of the Student Activities Center (SA 201).

For further information, call 410-772-4896.

Student Government Association
The Student Government Association (SGA) allows for student involvement in the development and administration of college policies and serves as the official voice of the student body. The SGA is comprised of the SGA president, his/her officers and general membership. Working with the student life team, SGA is responsible for designating student funds to college clubs and organizations as well as selecting specific themes and issues for programs brought to the college by the student body. SGA members also play a significant role in representing the student body on various college and statewide committees. All students are invited and encouraged to join and participate. For more information on the SGA structure and how to get involved, call or stop by the Student Activities or Student Government offices. Email address: SGA@howardcc.edu.

Location: Second floor of Student Activities Center (SA 201B).

For further information, call 410-772-4573.

Student Program Board
The Student Program Board (SPB) is responsible for selecting, planning and implementing a diverse offering of social and educational activities for all HCC students. This board is overseen by the SPB chairperson and comprised of full and part-time students. Students wishing to serve on this board are invited to join by talking with the SPB chairperson (SA 201E) or contacting the Assistant Director of Student Life (SA 201). Activities include, but are not limited to dances, concerts, lectures, films, cultural arts and special events. SPB also offers discount tickets to local movie theatres, the Maryland Renaissance Festival and other similar events. Email address: SPB@howardcc.edu.

Location: Second floor of the Student Activities Center (SA 201E).

The HCC Times
The student newspaper is published monthly by students for the college community. The editor and staff cooperate with the many different departments on campus to keep the school population informed about school events, resources and club activities.

The paper needs student participation and wishes to encourage any student having an interest in working on the newspaper staff to
STUDENT SERVICES

contact the paper’s editor (SA 201C) or a Student Activities staff member. Opportunities exist for experiences in photography, desktop publishing, layout and design, advertising, creative writing and reporting. Email address: newspaper@howardcc.edu
Location: Second floor of the Student Activities Center (SA 201C).
For further information, call 410-772-4937.

The Wellness Center
The Wellness Center provides a centralized location for students to learn more about wellness related topics, address health concerns, and take action toward self-improvement. The main goal of the Wellness Center is to empower students to make informed decisions about their health, ultimately enhancing their wellbeing and quality of life. The Wellness Center will have a variety of educational materials, host educational health workshops, plan awareness activities and provide students with referrals as necessary. Areas of focus include but are not limited to, stress management, nutrition, fitness, reproductive health, alcohol and substance abuse and preventative health services. Visit the wellness center and find balance and harmony in all aspects of your life. For more information, please call 410-772-4640 or 410-772-4950.
Location: First floor of the Student Activities Center (SA 101).

The Game Room
The Game Room is equipped with a widescreen TV, pool tables, table tennis, and video arcade games free of charge for students. Board games and tables are also provided for student enjoyment. See the Coordinator of Co-Curricular Programs or stop by the Student Activities office for details.
Location: First floor of the Student Activities Center (SA 201).
For further information, call 410-772-4896.

Clubs
Clubs are formed by students who have a common interest and wish to explore topics and issues that relate to a particular subject; sometimes sharing information with the college community. A list of existing clubs is available in the Office of Student Activities. If students desire to start a club, they should contact the Student Government Association president or stop by Student Activities (SA 201).

ATHLETICS
The intercollegiate athletic program is an integral part of the college’s educational objectives. The program is part of a network of services provided to enhance the student life environment. As a member of the NJCAA, the Maryland JUCO, and Region XX Conferences, the college provides programs of a highly diverse nature to appeal to a vast majority of the Howard Community College student body.
At present, our sports program offers men’s and women’s lacrosse, women’s volleyball, men’s and women’s soccer, and men’s and women’s basketball, cross country, and outdoor track. Participation in most sports requires full-time academic enrollment. For further information, contact a coach in the Athletic & Fitness Center at 410-772-4804.

In Student Life, there are baseball and softball club programs. Call the Office of Student Life for more details at 410-772-4896.

Equity in Athletics Disclosure Act (EADA)
HCC is a Division III school (Division II in Men’s and Women’s Basketball) and a member of the Maryland Juco Athletic Conference and NICAA (National Junior College Athletic Association). The college does not offer ANY athletically related aid to Division III programs. There are available athletic scholarships to Division II programs which are men’s and women’s basketball. The athletic program is funded through a portion of student consolidated fees. A full disclosure of gender participation, expenditures and other resources are made available by the college in the main office in the Athletic & Fitness Center.

Drop In
The Drop In programs are part of the network of services provided to meet the leisure time needs of students. The college provides selective programs on a year to year basis based on student interest and levels of participation with the intent to appeal to a majority of the Howard Community College population. In the past, basketball, flag football, soccer, tennis and volleyball have been offered. Contact Errick Henlon of the staff in the Athletic & Fitness Center at 410-772-4684.
Chris Morris

Destination: Study economics
Path: James W. Rouse Scholar

Chris Morris recently went digging around, literally, in his family’s past. Chris spent a summer in Greece on an archeological dig as part of a study-abroad program with HCC and Dickinson College. “I enjoyed it because I am Greek and I wanted to go and explore what my ancestors left behind,” said Chris, a lifelong Ellicott City resident.

The study-abroad program was one of many benefits of being a James W. Rouse Scholar, Chris said. The innovative honors program also features strong academic programs, mentorship, and community service.

Chris is majoring in global economics. He hopes to transfer to Georgetown University and pursue a career in economics. “For a career, I’d like to work at the New York Stock Exchange,” he said. “That would be a dream.”
I. Scope and Applicability.
This chapter applies only to public institutions of higher education.

II. Definitions.
A. In this chapter, the following terms have the meanings indicated.
B. Terms Defined.
(1) “A.A. degree” means the Associate of Arts degree.
(2) “A.A.S. degree” means the Associate of Applied Science degree.
(3) “A.A.T. degree” means the Associate of Arts in Teaching degree.
(4) “Arts” means courses that examine aesthetics and the development of the aesthetic form and explore the relationship between theory and practice. Courses in this area may include fine arts, performing and studio arts, appreciation of the arts, and history of the arts.
(5) “A.S. degree” means the Associate of Science degree.
(6) “Biological and physical sciences” means courses that examine living systems and the physical universe. They introduce students to the variety of methods used to collect, interpret, and apply scientific data, and to an understanding of the relationship between scientific theory and application.
(7) “English composition courses” means courses that provide students with communication knowledge and skills appropriate to various writing situations, including intellectual inquiry and academic research.
(8) “General education” means the foundation of the higher education curriculum providing a coherent intellectual experience for all students.
(9) “General education program” means a program that is designed to:
   (a) Introduce undergraduates to the fundamental knowledge, skills, and values that are essential to the study of academic disciplines;
   (b) Encourage the pursuit of lifelong learning; and
   (c) Foster the development of educated members of the community and the world.
(10) “Humanities” means courses that examine the values and cultural heritage that establish the framework for inquiry into the meaning of life. Courses in the humanities may include the language, history, literature, and philosophy of Western and other cultures.
(11) “Mathematics” means courses that provide students with numerical, analytical, statistical, and problem-solving skills.
(12) “Native student” means a student whose initial college enrollment was at a given institution of higher education and who has not transferred to another institution of higher education since that initial enrollment.
(13) “Parallel program” means the program of study or courses at one institution of higher education which has comparable objectives as those at another higher education institution. For example, a transfer program in psychology at a community college is defensible as a parallel program to a baccalaureate psychology program at a 4-year institution of higher education.
(14) “Receiving institution” means the institution of higher education at which a transfer student currently desires to enroll.
(15) “Recommended transfer program” means a planned program of courses, both general education and courses in the major, taken at a community college, which is applicable to a baccalaureate program at a receiving institution, and ordinarily the first 2 years of the baccalaureate degree.
(16) “Sending institution” means the institution of higher education of most recent previous enrollment by a transfer student at which transferable academic credit was earned.
(17) “Social and behavioral sciences” means courses that examine the psychology of individuals and the ways in which individuals, groups, or segments of society behave, function, and influence one another. The courses include, but are not limited to, subjects which focus on:
   (a) History and cultural diversity;
   (b) Concepts of groups, work, and political systems;
   (c) Applications of qualitative and quantitative data to social issues; and
   (d) Interdependence of individuals, society, and the physical environment.
(18) “Transfer student” means a student entering an institution for the first time having successfully completed a minimum of 12 semester hours at another institution which is applicable for credit at the institution the student is entering.

III. General Education Requirements for Public Institutions.
A. While public institutions have the autonomy to design their general education program to meet their unique needs and mission, that program shall conform to the definitions and common standards in this chapter. A public institution shall satisfy the general education requirement by:
   (1) Requiring each program leading to the A.A. or A.S. degree to include not less than 30 and not more than 36 semester hours, and each baccalaureate degree program to include not less than 40 and not more than...
46 semester hours of required core courses, with the core requiring, at a minimum, course work in each of the following five areas:

(a) Arts and humanities
(b) Social and behavioral sciences,
(c) Biological and physical sciences,
(d) Mathematics, and
(e) English composition; or

(2) Conforming with COMAR 13B.02.016D(2)(b)(c).

B. Each core course used to satisfy the distribution requirements of IIIA(1) of this regulation shall carry at least 3 semester hours.

C. General education programs of public institutions shall require at least:

(1) One course in each of two disciplines in arts and humanities;
(2) One course in each of two disciplines in social and behavioral sciences;
(3) Two science courses, at least one of which shall be a laboratory course;
(4) One course in mathematics at or above the level of college algebra; and
(5) One course in English composition.

D. Interdisciplinary and Emerging Issues.

(1) In addition to the five required areas in IIIA of this regulation, a public institution may include up to 8 semester hours in a sixth category that addresses emerging issues that institutions have identified as essential to a full program of general education for their students. These courses may:

(a) Be integrated into other general education courses or may be presented as separate courses; and
(b) Include courses that:

(i) Provide an interdisciplinary examination of issues across the five areas, or
(ii) Address other categories of knowledge, skills, and values that lie outside of the five areas.

(2) Public institutions may not include the courses in this section in a general education program unless they provide academic content and rigor equivalent to the areas in IIIA(1) of this regulation.

E. General education programs leading to the A.A.S. degree shall include at least 20 semester hours from the same course list designated by the sending institution for the A.A. and A.S. degrees. The A.A.S. degree shall include at least one 3-semester-hour course from each of the five areas listed in IIIA(1) of this regulation.

F. A course in a discipline listed in more than one of the areas of general education may be applied only to one area of general education.

G. A public institution may allow a speech communication or foreign language course to be part of the arts and humanities category.

H. Composition and literature courses may be placed in the arts and humanities area if literature is included as part of the content of the course.

I. Public institutions may not include physical education skills courses as part of the general education requirements.

J. General education courses shall reflect current scholarship in the discipline and provide reference to theoretical frameworks and methods of inquiry appropriate to academic disciplines.

K. Courses that are theoretical may include applications, but all applications courses shall include theoretical components if they are to be included as meeting general education requirements.

L. Public institutions may incorporate knowledge and skills involving the use of quantitative data, effective writing, information retrieval, and information literacy when possible in the general education program.

M. Notwithstanding IIIA(1) of this regulation, a public 4-year institution may require 48 semester hours of required core courses if courses upon which the institution’s curriculum is based carry 4 semester hours.

N. Public institutions shall develop systems to ensure that courses approved for inclusion on the list of general education courses are designed and assessed to comply with the requirements of this chapter.

O. A public college or university shall notify all other public degree-granting institutions of its intention to adopt a new lower-division course for general education credit at least six months prior to offering the course for general education credit.

IV. Transfer of General Education Credit.

A. A student transferring to one public institution from another public institution shall receive general education credit for work completed at the student’s sending institution as provided by this chapter.

B. A completed general education program shall transfer without further review or approval by the receiving institution and without the need for a course-by-course match.

C. Courses that are defined as general education by one institution shalltransfer as general education even if the receiving institution does not have that specific course or has not designated that course as general education.

D. The receiving institution shall give lower-division general education credits to a transferring student who has taken any part of the lower-division general education credits described in Regulation .03 of this chapter at a public institution for any general education courses successfully completed at the sending institution.

E. Except as provided in Regulation .03L of this chapter, a receiving institution may not require a transfer student who has completed the requisite number of general education credits at any public college or university to take, as a condition of graduation, more than 10-16 additional semester hours of general education and specific courses required of all students at the receiving institution, with the total number not to exceed 46 semester hours. This provision does not relieve students of the obligation to complete specific academic program requirements or course prerequisites required by a receiving institution.

F. Each sending institution shall designate on or with the student transcript those courses that have met its general education requirements, as well as indicate whether the student has completed the general
education program.

G. A.A.S. Degrees
   (1) While there may be variance
   in the numbers of hours of gen-
   eral education required for A.A.
   A.S., and A.A.S. degrees at a
   given institution, the courses
   identified as meeting general
   education requirements for all
   degrees shall come from the
   same general education course
   list and exclude technical or
   career courses.

   (2) An A.A.S. student who trans-
   fers into a receiving institution
   with fewer than the total num-
   ber of general education cred-
   its designated by the receiving
   institution shall complete the dif-
   ference in credits according to
   the distribution as designated
   by the receiving institution. Ex-
   cept as provided in Regulation
   .03M of this chapter, the total
   general education credits for
   baccalaureate degree-granting
   public receiving institutions may
   not exceed 46 semester hours.

H. Student Responsibilities. A student
   is held:
   (1) Accountable for the loss of cred-
   its that:
      (a) Result from changes in the
          student’s selection of the
          major program of study,
      (b) Were earned for remedial
          course work, or
      (c) Exceed the total course
          credits accepted in transfer
          as allowed by this policy; and
   (2) Responsible for meeting all re-
       quirements of the academic
       program of the receiving insti-
       tution.

V. Transfer of Nongeneral Education
   Program Credit.
A. Transfer to Another Public Institution.
   (1) Credit earned at any public in-
   stitution in the State is transfer-
   able to any other public institution
   if the:
      (a) Credit is from a college or
          university parallel course or
          program;
      (b) Grades in the block of
          courses transferred average
          2.0 or higher; and
      (c) Acceptance of the credit is
          consistent with the policies
          of the receiving institution
          governing native students
          following the same program.

   (2) If a native student’s “D” grade
   in a specific course is accept-
   able in a program, then a “D”
   earned by a transfer student in
   the same course at a sending
   institution is also acceptable in
   the program. Conversely, if a
   native student is required to earn
   a grade of “C” or better in a
   required course, the transfer
   student shall also be required
   to earn a grade of “C” or better
   to meet the same requirement.

B. Credit earned in or transferred from
   a community college is limited to:
   (1) the baccalaureate degree pro-
       gram requirement, but may not
       be more than 70 semester hours;
       and
   (2) The first 2 years of the under-
       graduate education experience.

C. Nontraditional Credit.
   (1) The assignment of credit for AP,
       CLEP, or other nationally rec-
       ognized standardized examina-
       tion scores presented by transfer
       students if determined accord-
       ing to the same standards that
       apply to native students in the
       receiving institution, and the as-
       signment shall be consistent with
       the State minimum require-
       ments.

   (2) Transfer of credit from the fol-
       lowing areas shall be consistent
       with COMAR DB.02.02. and shall
       be evaluated by the receiving in-
       stitution on a course-by-course
       basis:
      (a) Technical courses from ca-
          reer programs;
      (b) Course credit awarded
          through articulation agree-
          ments with other segments
          or agencies;
      (c) Credit awarded for clinical
          practice or cooperative edu-
          cation experiences; and
      (d) Credit awarded for life and
          work experiences.

   (3) The basis for the awarding of
       the credit shall be indicated on
       the student’s transcript by the
       receiving institution.

   (4) The receiving institution shall
       inform a transfer student of the
       procedures for validation of
       course work for which there is
       no clear equivalency. Examples
       of validation procedures include
       ACE recommendations, portfo-
       lio assessment, credit through
       challenge examinations, and sat-
       isfactory completion of the next
       course in sequence in the aca-
       demic area.

D. Program Articulation.
   (1) Recommended transfer pro-
       grams shall be developed
       through consultation between
       the sending and receiving insti-
       tutions. A recommended trans-
       fer program represents an
       agreement between the two in-
       stitutions that allows students
       aspiring to the baccalaureate
       degree to plan their programs.
       These programs constitute fresh-
       man/sophomore level course
       work to be taken at the com-
       munity college in fulfillment of
       the receiving institution’s lower
       division course work require-
       ment.

   (2) Recommended transfer pro-
       grams in effect at the time that
       this regulation takes effect, which
       conform to this chapter, may
       be retained.

VI. Academic Success and General Well-
      Being of Transfer Students.
A. Sending Institutions.
   (1) Community colleges shall en-
       courage their students to com-
       plete the associate degree or to
       complete 56 hours in a recom-
       mended transfer program which
       includes both general education
       courses and courses applicable
       toward the program at the re-
       ceiving institution.

   (2) Community college students are
       encouraged to choose as early
       as possible the institution and
program into which they expect to transfer.

(3) The sending institution shall:
   (a) Provide to community college students information about the specific transferability of courses at 4-year colleges;
   (b) Transmit information about transfer students who are capable of honors work or independent study to the receiving institution; and
   (c) Promptly supply the receiving institution with all the required documents if the student has met all financial and other obligations of the sending institution for transfer.

B. Receiving Institutions.
   (1) Admission requirements and curriculum prerequisites shall be stated explicitly in institutional publications.
   (2) A receiving institution shall admit transfer students from newly established public colleges that are functioning with the approval of the Maryland Higher Education commission on the same basis as applicants from regionally accredited colleges.
   (3) A receiving institution shall evaluate the transcript of a degree-seeking transfer student as expeditiously as possible, and notify the student of the results not later than mid-semester of the student’s first semester of enrollment at the receiving institution, if all official transcripts have been received at least 15 working days before mid-semester. The receiving institution shall inform a student of the transcript of a degree-seeking transfer student the option of repeating equivalent coursework successfully completed at a community college.
   (4) A receiving institution shall give a transfer student the option of satisfying institutional graduation requirements that were in effect at the receiving institution at the time the student enrolled as a freshman at the sending institution. In the case of major requirements, a transfer student may satisfy the major requirements in effect at the time when the student was identifiable as pursuing the recommended transfer program at the sending institution. These conditions are applicable to a student who has been continuously enrolled at the sending institution.

VII. Programmatic Currency.
   A. A receiving institution shall provide to the community college current and accurate information on recommended transfer programs and the transferability status of courses. Community college students shall have access to this information.
   B. Recommended transfer programs shall be developed with each community college whenever new baccalaureate programs are approved by the degree-granting institution.
   C. When considering curricular changes, institutions shall notify each other of the proposed changes that might affect transfer students. An appropriate mechanism shall be created to ensure that both 2-year and 4-year public colleges provide input or comments to the institution proposing the change. Sufficient lead time shall be provided to effect the change with minimum disruption. Transfer students are not required to repeat equivalent coursework only, not individual student cases, and shall also address questions raised by institutions about the acceptability of new general education courses. As appropriate, the Committee shall consult with faculty on curricular issues.
   C. The findings of the Transfer Mediation Committee are considered binding on both parties.

IX. Appeal Process.
   A. Notice of Denial of Transfer Credit by a Receiving Institution.
      (1) Except as provided in IXA(2) of this regulation, a receiving institution shall inform a transfer student in writing of the denial of transfer credit not later than mid-semester of the transfer student’s first semester, if all official transcripts have been received at least 15 working days before mid-semester.
      (2) If transcripts are submitted after 15 working days before mid-semester of a student’s first semester, the receiving institution shall inform the student of the denial of transfer credit within 20 working days of receipt of the official transcript.
   B. A student believing that the receiving institution has denied the student transfer credits in violation of this chapter may initiate an appeal by contacting the receiving institution’s transfer coordinator or other responsible officer of the receiving institution. The appeal process is available in the institution’s catalog.
   (1) The statement of the student’s right to appeal; and
   (b) A notification that the appeal process is available.
   C. Response by Receiving Institution.
      (1) A receiving institution shall:
         (a) Establish expeditious and simplified procedures governing the appeal of a denial of transfer credit; and
         (b) Respond to a student’s appeal within 10 working days.
      (2) An institution may either grant or deny an appeal. The institution’s reasons for denying the appeal shall be consistent with this chapter and conveyed to the student in written form.
STUDENT TRANSFER POLICIES

(3) Unless a student appeals to the sending institution, the writing decision in SD(2) of this regulation constitutes the receiving institution’s final decision and is not subject to appeal.

D. Appeal to Sending Institution.
(1) If a student has been denied transfer credit after an appeal to the receiving institution, the student may request the sending institution to intercede on the student’s behalf by contacting the transfer coordinator of the sending institution.

(2) A student shall make an appeal to the sending institution within 10 working days of having received the decision of the receiving institution.

E. Consultation Between Sending and Receiving Institutions.
(1) Representatives of the two institutions shall have 15 working days to resolve the issues involved in an appeal.

(2) As a result of a consultation in this section, the receiving institution may affirm, modify, or reverse its earlier decision.

(3) The receiving institution shall inform a student in writing of the result of the consultation.

(4) The decision arising out of a consultation constitutes the final decision of the receiving institution and is not subject to appeal.

X. Periodic Review.
A. Report by Receiving Institution.
(1) A receiving institution shall report annually the progress of students who transfer from two-year and four-year institutions within the State to each community college and to the Secretary of the Maryland Higher Education Commission.

(2) An annual report shall include ongoing reports on the subsequent academic success of enrolled transfer students, including graduation rates, by major subject areas.

(3) A receiving institution shall include in the reports comparable information on the progress of native students.

B. Transfer Coordinator. A public institution of higher education shall designate a transfer coordinator, who serves as a resource person to transfer students at either the sending or receiving campus. The transfer coordinator is responsible for overseeing the application of the policies and procedures outlined in this chapter and interpreting transfer policies to the individual student and to the institution.

C. The Maryland Higher Education Commission shall establish a permanent Student Transfer Advisory Committee that meets regularly to review transfer issues and recommend policy changes as needed. The Student Transfer Advisory Committee shall address issues of interpretation and implementation of this chapter.
Sharon Tuttle

Destination: Advance her office computer skills
Path: Continuing Education Ready to Work Series

Sharon Tuttle can now confidently respond in the affirmative to that ubiquitous job requirement “knowledge of MS Office.”

A veteran of the restaurant business, Sharon was contemplating different career paths, particularly office management, but knew she would need to advance her computer skills. Looking through an HCC noncredit class brochure mailed to her home, she found both the title and the price of the “Ready to Work Series” to be just the ticket.

Sharon completed the four-course series for a thorough introduction to the software applications used in most businesses, and is ready for an introduction to new job opportunities.
The Division of Continuing Education & Workforce Development, HCC’s center for lifelong, noncredit learning, offers courses and training in:

- Basic Skills
- Business
- Computers and Information Technology
- English for Foreign Students
- Health Care
- Kids on Campus
- Languages
- Lifestyle & Leisure
- Management and Supervision
- Mediation and Conflict Resolution
- Motorcycle Safety
- Professional Licensure and Certification
- Project Management

Courses appeal to students of all ages and interests and can run three to 100 hours, days, evenings, or weekends throughout the year. Classes are offered in a variety of formats and held in convenient locations throughout the county. Choose the education you want without having to follow the traditional model of a semester-long course with tests and grades.

Advance your career, have fun, and enrich your life with our abundant, diverse classes. Samples of the hundreds of courses we offer include:

- Accounting Applications, Desktop Publishing, Database Management
- English As A Second Language, GED Preparation
- Microsoft Certification
- Nursing Updates
- Pharmacy Technician, Certified Nursing Assistant, Dental Assistant
- Human Resources Management
- Eleven foreign languages
- Stained Glass, Financial Planning, Cooking, Handicrafts
- Swimming, Basic Boating, Yoga, Dancing, Travel, Music, Howard County History, Arts, Writing
- Child Care Provider, Veterinary Assistant, Medical Billing

Special services to the community include:

- BUSINESS TRAINING—Customized staff training is available from the Ecker Business Training Center, Gateway campus, a corporate park easily accessed from Interstate 95, with state-of-the-art labs, equipment, and software. Courses such as Visual Basic, Flash, Oracle, and C Programming are taught in modern labs and at employers’ sites. 410-772-4808
- CUSTOMCLASS PROGRAMS—Allow non-degree-seeking students to take courses listed in the credit catalog without having to meet prerequisites, take exams, or receive grades. 410-772-4659
- INTERNATIONAL EDUCATION—Choices include study trips abroad, cultural awareness courses, and instruction in foreign languages.
- KIDS ON CAMPUS—Summer and year-round enrichment programs for elementary, middle, and high schoolers. Selections include study skills, computer classes, languages, creative writing, science, arts, crafts, games, career exploration, social skills. 410-772-4110
- NONTRADITIONAL HIGH SCHOOL DIPLOMAS FOR ADULTS—Formats include the portfolio-based external diploma (EDP) and standardized class instruction leading to the GED test. 410-772-4971
- SENIORS PROGRAM—Courses, special events, and recreational opportunities. 410-772-4972

Continuing education class listings are delivered to every County residence in March, May, August, and December.

Brochures for Adult Basic Education, English for Foreign Students, and Kids on Campus are also mailed periodically to special lists.

For brochures and general information, call 410-772-4823, or visit www.howardcc.edu and click on “Continuing Education.”
Beth Talbot-Sanders

Destination: Hospice Nurse  
Path: Accelerated Nursing Program

Columbia resident Beth Talbot-Sanders came out of retirement to begin a fourth career, and she chose the fast lane – HCC’s Accelerated Nursing Program.

Beth was one of 11 students in the first class of this 12-month RN program. She would eventually like to work as a hospice nurse – a title she can add to former positions as a Peace Corp volunteer, English teacher, and Human Resources director, and a credential to add to her graduate degrees in education and applied behavioral science.

So it was high praise indeed when Beth said the program offered her “some of the most challenging courses and some of the best instructors I’ve ever had.”

But she reserves top billing for her classmates, and the cohesiveness, support and friendship she experienced within the graduating class of 2005.
The Maryland Higher Education Commission has designed certain instructional programs at Maryland community colleges as statewide programs. In addition to providing greater opportunity to additional Maryland citizens, the implementation of statewide programs allows for more effective planning for the placement of new instructional programs, particularly in high-cost specialties. Since residents of one county can enroll in designated programs in adjoining areas with little or no additional cost, there is less need to have all programs available locally. The procedure tends to reduce unnecessary duplication of effort. Programs designated as statewide are:

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<th>Allegany Community College</th>
<th>Interpreter Preparation</th>
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<td>Automotive Technology</td>
<td>Labor Studies</td>
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<td>Culinary Arts</td>
<td>Mortuary Science</td>
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<td>Directed Technology (Travel/Tourism)</td>
<td>Multimedia Technology</td>
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<td>Forest Technology</td>
<td>Occupational Safety &amp; Health Technology</td>
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<td>Medical Assistant</td>
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<td>Nursing Assistant/Geriatric Aide</td>
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<td>Anne Arundel Community College</td>
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<td>Hotel/Restaurant Management</td>
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<tr>
<td>Medical Assisting</td>
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<td>Paralegal Studies</td>
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<tr>
<td>Therapeutic Massage</td>
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<tr>
<td>Cecil Community College</td>
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<tr>
<td>Transport &amp; Logistics</td>
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<tr>
<td>Visual Communications</td>
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<tr>
<td>College of Southern Maryland</td>
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<tr>
<td>Commercial Vehicle Operator</td>
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<tr>
<td>Manufacturing Technology</td>
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<tr>
<td>Massage Therapy</td>
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<tr>
<td>Security Management</td>
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<tr>
<td>Community Colleges of Baltimore County</td>
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<tr>
<td>Advertising Design</td>
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<td>Automotive Technology</td>
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<td>Aviation Management</td>
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<tr>
<td>Chemical Dependency Counseling</td>
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<tr>
<td>Computer Graphic &amp; Visual Communication</td>
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<tr>
<td>Construction Technology</td>
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<tr>
<td>E-Business</td>
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<td>Environmental Science and Technology</td>
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<td>Floral Design</td>
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<td>Health and Fitness Studies Statewide</td>
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<tr>
<td>Horticulture</td>
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<tr>
<td>Imaging Specialist</td>
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<tr>
<td>Interactive Design</td>
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<tr>
<td>Howard Community College</td>
<td></td>
</tr>
<tr>
<td>Advanced Cardiovascular Imaging and Intervention</td>
<td></td>
</tr>
<tr>
<td>Biomedical Engineering</td>
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<tr>
<td>Cardiovascular Technology</td>
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<tr>
<td>Photonics Technology</td>
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<tr>
<td>Montgomery College</td>
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<tr>
<td>Biotechnology</td>
<td></td>
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<tr>
<td>Diagnostic Medical Sonography</td>
<td></td>
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<tr>
<td>Fine Arts</td>
<td></td>
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<tr>
<td>Fire &amp; Arson Investigation</td>
<td></td>
</tr>
<tr>
<td>Technical Writing</td>
<td></td>
</tr>
</tbody>
</table>
Wendi Cook

Destination: Career with international flavor  
Path: International Business

After taking her first airplane ride to participate in HCC’s 2005 Spanish study program in Cuernavaca, Wendi Cook would like to figure out a way to re-enroll at HCC just so she can spend an entire semester studying in Mexico.

At first, Wendi was unsure of her career goals. She enjoyed her many years of employment at Don Pablo’s restaurant, liked her psychology and sociology courses, loved all her Spanish courses, and had an affinity for the food as well as the language. Wendi has also had a dream to open her own Mexican restaurant. So it’s not too surprising that she eventually declared International Business as her major.

With Wendi’s work history, study abroad experience, and HCC education in management theory with an international perspective, we may well see a new “Wendi’s” restaurant serving tacos and enchiladas.
PROGRAM SELECTION

The college offers a number of curricula leading to the associate of arts degree, the associate of arts in teaching, the associate of applied science degree, the certificate of proficiency and the letter of recognition. Each curriculum has been designed to accomplish specific purposes as indicated in the description section of the curricula or program. Students should read the descriptions carefully to ensure the program meets their educational and career goals.

Each associate degree requires between 60-70 credits in order to fulfill graduation requirements. Students may be required to take preparatory or developmental coursework as prerequisite to college level courses. Such courses are not transferable and do not count toward graduation requirements, although developmental coursework figures into the student’s cumulative grade point average (see “Placement Testing and College Preparatory Studies Policy” on page 25 for further information). Developmental courses are taught in lecture and laboratory settings where maximum supervision and support can be provided and instruction is often individualized.

Developmental English

Developmental English courses include preparation in reading, writing and study skills. In addition, courses for non-native speakers of English focus on reading, writing, study skills and oral communication skills.

Developmental Mathematics

Developmental mathematics courses focus on elementary arithmetic, fundamental algebra, and elementary geometry. Students should review their prior math material before completing math basic skills assessment testing.

GENERAL EDUCATION REQUIREMENTS

Howard Community college has the responsibility to ensure that all degree recipients have achieved a broad educational experience. To achieve this breadth of learning, the college has established fundamental general educational goals. These goals include the ability to express ideas effectively both orally and in writing; the ability to analyze written text coherently and in detail; the ability to perform mathematical operations at a college level and apply these skills; the ability to reason logically and to evaluate the reasoning of others; and the ability to understand the elements of one’s own culture in relation to other cultures.

To ensure these general education goals are met by each student, Howard Community College requires all students to take courses in writing, literature, fine arts, humanities, mathematics, science, history, social sciences, and interdisciplinary and emerging issues. These topics are woven into the General Education Core Courses. Students completing the associate of arts degree at Howard Community College must complete 35-36 credits from the general education core as designated in the specific curriculum and delineated below. Also, see STUDENT TRANSFER POLICIES on page 41. Students completing the associate of applied science degree will complete at least 20 credits in general education as specified in the individual curriculum.

HCC STATEMENT OF DIVERSITY IN THE CURRICULUM

Howard Community College makes a commitment to diversity in its varied curriculum by pursuing a multidisciplinary approach to issues that sometimes separate people. Learning the histories, cultures, contributions and perspectives of the various people who make up our world and gaining an understanding of the larger world around us may create a platform for communication and tolerance. HCC’s diverse curriculum also tries to help students develop positive cultural perspectives and thus enhances the college learning process by emphasizing the dignity and uniqueness of each person and the contributions and strength of the diverse community at large.

COURSES FULFILLING CORE REQUIREMENTS

Each program specifies general education courses needed to complete the 35-36 credit general education core requirement for the Associate of Arts degree. Most of the courses listed below fulfill core curriculum requirements at state colleges and universities. A few courses may not transfer as core requirements to every college or university. Check the requirements of your transfer institution before selecting specific courses, or see your advisor for assistance.

ENGLISH COMPOSITION CORE

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL-121</td>
<td>College Composition I: Expository Writing*</td>
</tr>
<tr>
<td>ENGL-122</td>
<td>College Composition II: Writing through Literature</td>
</tr>
<tr>
<td>ENGL-121*</td>
<td>State Composition Core</td>
</tr>
</tbody>
</table>

*ENGL-121 fulfills the state composition core requirement.

ARTS AND HUMANITIES CORE

Literature Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL-200</td>
<td>Children’s Literature</td>
</tr>
<tr>
<td>ENGL-201</td>
<td>American Literature I</td>
</tr>
<tr>
<td>ENGL-202</td>
<td>American Literature II</td>
</tr>
<tr>
<td>ENGL-203</td>
<td>English Literature I</td>
</tr>
<tr>
<td>ENGL-204</td>
<td>English Literature II</td>
</tr>
<tr>
<td>ENGL-205</td>
<td>The Short Story</td>
</tr>
<tr>
<td>ENGL-206</td>
<td>African American Literature</td>
</tr>
<tr>
<td>ENGL-207</td>
<td>Ethics in Literature</td>
</tr>
<tr>
<td>ENGL-208</td>
<td>Contemporary Poetry</td>
</tr>
<tr>
<td>ENGL/THET-209</td>
<td>Introduction to Fiction, Poetry and Drama</td>
</tr>
<tr>
<td>ENGL-210</td>
<td>Science Through Science Fiction</td>
</tr>
<tr>
<td>ENGL/WMST-212</td>
<td>By and About Women</td>
</tr>
<tr>
<td>ENGL-213</td>
<td>Latin American Literature</td>
</tr>
<tr>
<td>ENGL-225</td>
<td>Introduction to World Literature</td>
</tr>
<tr>
<td>ENGL/THET-250</td>
<td>Shakespeare from Page to Stage</td>
</tr>
</tbody>
</table>

Fine Arts Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTT-103</td>
<td>Art Appreciation</td>
</tr>
<tr>
<td>ARTT-104</td>
<td>Art History I</td>
</tr>
<tr>
<td>ARTT-105</td>
<td>Art History II</td>
</tr>
<tr>
<td>ARTT-122</td>
<td>History of Modern Art</td>
</tr>
<tr>
<td>ARTT-140</td>
<td>Photography Appreciation</td>
</tr>
<tr>
<td>ARTT-143</td>
<td>History of Photography</td>
</tr>
<tr>
<td>DANC-103</td>
<td>Dance History through Criticism</td>
</tr>
<tr>
<td>DANC-190</td>
<td>Dance Appreciation</td>
</tr>
<tr>
<td>ENGL/THET-209</td>
<td>Modern Drama</td>
</tr>
</tbody>
</table>

CURRICULA
ENGL/THET-250 Shakespeare from Page to Stage
FILM-171 Introduction to the American Cinema
FILM-172 Introduction to World Cinema
FINE-101 Humanities through the Arts
FINE-102 Arts, Cultures, and Ideas
FINE-103 Introduction to the Creative Arts
FINE/WMST-193 Introduction to Women’s Studies: Women, Art, and Culture
FINE-200 20th Century Arts, Culture and Ideas - Rouse
MUSC-100 Fundamentals of Music
MUSC-101 Music Appreciation
MUSC-102 A Survey of Music Literature
MUSC-202 Music Literature in Context I
MUSC-203 Music Literature in Context II
THET-131 Theatre Appreciation
THET-141 Basic Acting I
THET-190 Theatre History I
THET-191 Theatre History II

Humanities Core
ARTT-101 Two-Dimensional Basic Design
ARTT-103 Art Appreciation
ARTT-104 Art History I
ARTT-105 Art History II
ARTT-109 Drawing I
ARTT-122 History of Modern Art
ARTT-140 Photography Appreciation
ARTT-143 History of Photography
DANC-103 Dance History through Criticism
DANC-190 Dance Appreciation
ENGL/MASS-126 Introduction to Journalism
ENGL-200 Children’s Literature
ENGL-201 American Literature I
ENGL-202 American Literature II
ENGL-203 English Literature I
ENGL-204 English Literature II
ENGL-205 The Short Story
ENGL-206 African American Literature
ENGL-207 Ethics in Literature
ENGL-208 Contemporary Poetry
ENGL/THET-209 Modern Drama
ENGL-210 Introduction to Fiction, Poetry, and Drama
ENGL-211 Science Through Science Fiction
ENGL/WMST-212 By and About Women

ENGL-213 Latin American Literature
ENGL-225 Introduction to World Literature
ENGL/THET-250 Shakespeare from Page to Stage
FILM-171 Introduction to the American Cinema
FILM-172 Introduction to World Cinema
FINE-101 Humanities through the Arts
FINE-102 Arts, Cultures, and Ideas
FINE-103 Introduction to the Creative Arts
FINE/WMST-193 Introduction to Women’s Studies: Women, Art, and Culture
FINE-200 20th Century Arts, Culture and Ideas - Rouse
MUSC-100 Fundamentals of Music
MUSC-101 Music Appreciation
MUSC-102 A Survey of Music Literature
MUSC-108 African American Music
MUSC-202 Music Literature in Context I
MUSC-203 Music Literature in Context II
PHIL-101 Introduction to Philosophy
PHIL-103 Introduction to Ethics
PHIL-104 Introduction to Religious Studies
PHIL-201 Religions of the World
PHIL-202 Logic and Critical Thinking
SPCH-105 Fundamentals of Public Speaking
SPCH-110 Interpersonal Communication
THET-131 Theatre Appreciation
THET-141 Basic Acting I
THET-190 Theatre History I
THET-191 Theatre History II

SOCIAL SCIENCES CORE

History Core
HIST-111 American History to 1877
HIST-112 American History since 1877
HIST-121 The Ancient World: Prehistory to The Middle Ages

Humanities Core
ARTT-101 Two-Dimensional Basic Design
ARTT-103 Art Appreciation
ARTT-104 Art History I
ARTT-105 Art History II
ARTT-109 Drawing I
ARTT-122 History of Modern Art
ARTT-140 Photography Appreciation
ARTT-143 History of Photography
DANC-103 Dance History through Criticism
DANC-190 Dance Appreciation
ENGL/MASS-126 Introduction to Journalism
ENGL-200 Children’s Literature
ENGL-201 American Literature I
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ENGL-203 English Literature I
ENGL-204 English Literature II
ENGL-205 The Short Story
ENGL-206 African American Literature
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ENGL-208 Contemporary Poetry
ENGL/THET-209 Modern Drama
ENGL-210 Introduction to Fiction, Poetry, and Drama
ENGL-211 Science Through Science Fiction
ENGL/WMST-212 By and About Women

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FILM-172 Introduction to World Cinema
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FINE-103 Introduction to the Creative Arts
FINE/WMST-193 Introduction to Women’s Studies: Women, Art, and Culture
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MUSC-100 Fundamentals of Music
MUSC-101 Music Appreciation
MUSC-102 A Survey of Music Literature
MUSC-108 African American Music
MUSC-202 Music Literature in Context I
MUSC-203 Music Literature in Context II
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PHIL-103 Introduction to Ethics
PHIL-104 Introduction to Religious Studies
PHIL-201 Religions of the World
PHIL-202 Logic and Critical Thinking
SPCH-105 Fundamentals of Public Speaking
SPCH-110 Interpersonal Communication
THET-131 Theatre Appreciation
THET-141 Basic Acting I
THET-190 Theatre History I
THET-191 Theatre History II

American History to 1877
American History since 1877
The Ancient World: Prehistory to The Middle Ages

Western Civilization and the Pre-Modern World
Western Civilization and the Modern World

Social and Behavioral Science Core

No more than ONE history course can be taken in this area.

ANTH-105 Introduction to Cultural Anthropology
ANTH-120 Comparative World Cultures
ECON-101 Principles of Economics (Macro)
ECON-102 Principles of Economics (Micro)
ECON-205 International Economics
GEOG-101 Introduction to World Geography
GEOG-102 Elements of Cultural Geography
HIST-111 American History to 1877
HIST-112 American History since 1877
HIST-121 The Ancient World: Prehistory to The Middle Ages
HIST-122 Western Civilization and the Pre-Modern World
HIST-123 Western Civilization and the Modern World
HIST-211 Asian Civilization–China, Japan, and Korea
HIST-213 History of Modern Russia
HIST-226 History of African American Experience
HIST-226 History of Modern Russia
HIST-226 History of African American Experience
POLI-101 American Federal Government
POLI-201 Comparative Government
PSYC-101 General Psychology
SOCI-101 Introduction to Sociology
SOCI-102 Social Problems

SCIENCE CORE

ASTR-104 Elementary Astronomy
ASTR-114 Elementary Astronomy Lab
BIOL-101 General Biology I
BIOL-102 General Biology II
BIOL-103 Human Heredity
BIOL-104 Oceanography
BIOL-105 Environmental Science
BIOL-107 Fundamentals of Microbiology
BIOL-115 Environmental Science Laboratory
BIOL-200 Microbiology
BIOL-201 Genetics
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-202</td>
<td>Genetics Lab</td>
</tr>
<tr>
<td>BIOL-203</td>
<td>Anatomy and Physiology I</td>
</tr>
<tr>
<td>BIOL-204</td>
<td>Anatomy and Physiology II</td>
</tr>
<tr>
<td>BIOL-205</td>
<td>Cell Biology</td>
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<tr>
<td>CHEM-101</td>
<td>General Inorganic Chemistry I</td>
</tr>
<tr>
<td>CHEM-102</td>
<td>General Inorganic Chemistry II</td>
</tr>
<tr>
<td>CHEM-103</td>
<td>Fundamentals of General Chemistry</td>
</tr>
<tr>
<td>CHEM-105</td>
<td>Chemistry and Society Lab</td>
</tr>
<tr>
<td>CHEM-201</td>
<td>Organic Chemistry I</td>
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<tr>
<td>CHEM-202</td>
<td>Organic Chemistry II</td>
</tr>
<tr>
<td>GEOL-107</td>
<td>Introduction to Physical Geology</td>
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<td>GEOL-117</td>
<td>Introduction to Physical Geology Lab</td>
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<tr>
<td>METO-111</td>
<td>Meteorology</td>
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<tr>
<td>PHYS-101</td>
<td>Technical Physical Science</td>
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<tr>
<td>PHYS-103</td>
<td>Fundamentals of Physics I</td>
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<td>PHYS-104</td>
<td>Fundamentals of Physics II</td>
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<td>PHYS-106</td>
<td>Earth Space Science</td>
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<td>PHY-107</td>
<td>Physical Science</td>
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<td>PHYS-110</td>
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**MATHEMATICS CORE**

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<td>MATH-121</td>
<td>Finite Mathematics</td>
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<tr>
<td>MATH-122</td>
<td>Ideas in Mathematics</td>
</tr>
<tr>
<td>MATH-127</td>
<td>Concepts of Mathematics I</td>
</tr>
<tr>
<td>MATH-128</td>
<td>Concepts of Mathematics II</td>
</tr>
<tr>
<td>MATH-131</td>
<td>College Algebra</td>
</tr>
<tr>
<td>MATH-133</td>
<td>College Trigonometry</td>
</tr>
<tr>
<td>MATH-135</td>
<td>Precalculus</td>
</tr>
<tr>
<td>MATH-138</td>
<td>Statistics</td>
</tr>
<tr>
<td>MATH-140</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MATH-145</td>
<td>Business Calculus</td>
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<tr>
<td>MATH-150</td>
<td>Calculus II</td>
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<tr>
<td>MATH-186</td>
<td>Introductory Numerical Analysis</td>
</tr>
<tr>
<td>MATH-220</td>
<td>Introduction to Discrete Structures</td>
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<tr>
<td>MATH-240</td>
<td>Calculus III</td>
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<tr>
<td>MATH-250</td>
<td>Linear Algebra</td>
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<td>MATH-260</td>
<td>Differential Equations</td>
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**INTERDISCIPLINARY AND EMERGING ISSUES CORE**

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<tbody>
<tr>
<td>BMGT-134</td>
<td>Coaching as a Tool for Effective Leadership</td>
</tr>
<tr>
<td>BMGT-150</td>
<td>International Business Issues Seminar</td>
</tr>
<tr>
<td>CMSY-110</td>
<td>Software Applications for Micros</td>
</tr>
<tr>
<td>CMSY-126</td>
<td>Introduction to Internet</td>
</tr>
</tbody>
</table>

**STUDENT RESPONSIBILITIES**

After students have selected a particular curriculum, they should familiarize themselves with the various courses that have been specified for the freshman and sophomore years. They should note particularly the prerequisites and the placement of the various courses of learning and should also be aware of their own level of development and how their backgrounds relate to their choice of curriculum.

Because of enrollment patterns and scheduling problems, not all courses specified in the suggested curriculum are offered each semester. In addition, courses scheduled for a given semester may be canceled because of insufficient enrollment. Students must take these factors into consideration when planning their schedules and/or timetable for completing any given program or degree. It is strongly suggested that you consult with an advisor or counselor in planning your program.

It is the responsibility of students to meet the requirements of the curriculum in which they are enrolled even though counselors and faculty advisors will provide students with advice and recommendations. Students who wish to transfer courses must acquaint themselves with the requirements of the senior institution in order to obtain maximum credit at time of transfer. A complete statement of Student Transfer Policies is included in this catalog.

**CATEGORIES OF ELECTIVES**

**ARTS & SCIENCES ELECTIVES**

Any course with a prefix of AMSL, ANTH, ARAB, ARRT, ASTR, BIOL, CALD-107, CFOR, CHEM, CHNS, CRM, CMSY-110, -120, -121, -126, -129, -141, -171, -181, -281, any course with a prefix of DANC, ECON, EDUC, ENGL (except courses below the 100 level), ENES, ENTR-101, FILM, FINE, FREN, GEOG, GEOF, GERM, GREK, HDMV, HEED, HIST, HORT, HUMS, ITAL, KORE, MATH (except MATH-126, -129, -141, -171, -281), any course with a prefix of AMSL, ANTH, ARAB, ARRT, ASTR, BIOL, CALD-107, CFOR, CHEM, CHNS, CRM, CMSY-110, -120, -121, -126, -129, -141, -171, -181, -281, any course with a prefix of DANC, ECON, EDUC, ENGL (except courses below the 100 level), ENES, ENTR-101, FILM, FINE, FREN, GEOG, GEOF, GERM, GREK, HDMV, HEED, HIST, HORT, HUMS, ITAL, KORE, MATH (except MATH-126, -129, -141, -171, -281), any course with a prefix of AMSL, ANTH, ARAB, ARRT, ASTR, BIOL, CALD-107, CFOR, CHEM, CHNS, CRM, CMSY-110, -120, -121, -126, -129, -141, -171, -181, -281, any course with a prefix of DANC, ECON, EDUC, ENGL (except courses below the 100 level), ENES, ENTR-101, FILM, FINE, FREN, GEOG, GEOF, GERM, GREK, HDMV, HEED, HIST, HORT, HUMS, ITAL, KORE, MATH (except MATH-126, -129, -141, -171, -281), any course with a prefix of AMSL, ANTH, ARAB, ARRT, ASTR, BIOL, CALD-107, CFOR, CHEM, CHNS, CRM, CMSY-110, -120, -121, -126, -129, -141, -171, -181, -281, any course with a prefix of DANC, ECON, EDUC, ENGL (except courses below the 100 level), ENES, ENTR-101, FILM, FINE, FREN, GEOG, GEOF, GERM, GREK, HDMV, HEED, HIST, HORT, HUMS, ITAL, KORE, MATH (except MATH-126, -129, -141, -171, -281), any course with a prefix of AMSL, ANTH, ARAB, ARRT, ASTR, BIOL, CALD-107, CFOR, CHEM, CHNS, CRM, CMSY-110, -120, -121, -126, -129, -141, -171, -181, -281, any course with a prefix of DANC, ECON, EDUC, ENGL (except courses below the 100 level), ENES, ENTR-101, FILM, FINE, FREN, GEOG, GEOF, GERM, GREK, HDMV, HEED, HIST, HORT, HUMS, ITAL, KORE, MATH (except MATH-126, -129, -141, -171, -281), any course with a prefix of AMSL, ANTH, ARAB, ARRT, ASTR, BIOL, CALD-107, CFOR, CHEM, CHNS, CRM, CMSY-110, -120, -121, -126, -129, -141, -171, -181, -281, any course with a prefix of DANC, ECON, EDUC, ENGL (except courses below the 100 level), ENES, ENTR-101, FILM, FINE, FREN, GEOG, GEOF, GERM, GREK, HDMV, HEED, HIST, HORT, HUMS, ITAL, KORE, MATH (except MATH-126, -129, -141, -171, -281), any course with a prefix of AMSL, ANTH, ARAB, ARRT, ASTR, BIOL, CALD-107, CFOR, CHEM, CHNS, CRM, CMSY-110, -120, -121, -126, -129, -141, -171, -181, -281, a
ENGLISH ELECTIVES
ENGL-115, ENGL-126, any 200 or higher ENGL course, MASS-120, MASS-221, SPCH-105, SPCH-150, SPCH-160, SPCH-205, THET-150, THET-209, THET-250, WMST-212.

GENERAL ELECTIVES
An elective that can be chosen from any elective category is called a general elective. Depending on a student’s learning program, students may be able to choose courses within specific elective categories or they may be allowed to choose courses from any elective category. Traditional and non-traditional course work may be used to fulfill elective credit, including general elective credit, as appropriate. Electives involve a broader range of courses than general education core courses do. While some courses qualify for both categories, students are responsible for making this distinction and choosing the correct classes. Students are encouraged to consult with their advisor.

FINE ARTS ELECTIVES
Any course with a prefix of ARTT, DANC, FILM, FINE, MUSC, THET, ENGL-209, -115, -215, -230, or WMST-193.

HOSPITALITY MANAGEMENT ELECTIVES

HUMANITIES ELECTIVES
Any course with a prefix of AMSL, ARAB, ARTT, CADD-107, CHNS, DANC, ENGL-115, -126, any 200 level or higher ENGL course, any course with a prefix of FILM, FINE, FREN, GERM, GREK, ITAL, JAPN, KORE, MASS, MUSC, PHIL, PORT, RUSS, SPAN, SPCH, THET, or WMST-193, -212, -225, -227, -228.

INTERNET ELECTIVES

MATHEMATICS ELECTIVES

ORAL COMMUNICATIONS ELECTIVES

Nursing students meet the oral communication requirement through the core nursing courses in the program of study.

Students in specific science programs meet the oral communication requirement through a combination of two courses as follows: BIOL-101 and BIOL-102, or BIOL-101 and BIOL-200, or BIOL-101 and BIOL-201, or BIOL-101 and PHYS-104, or PHYS-110 and PHYS-111.

SCIENCE ELECTIVES
Any course with a prefix of ASTR, BIOL, CHEM, GEOL, METO, or PHYS.

SOCIAL SCIENCES ELECTIVES

COURSE CODES
Courses in the course description section are alphabetized by category and not by course code.

ACCT Accounting
AMSL American Sign Language
ANTH Anthropology
ARAB Arabic
ARTT Art
ASTR Astronomy
BFMT Bioinformatics
BIOL Biology
BMET Biomedical Engineering Technology
BMGT Business Administration
CARD Cardiovascular Technology
CHEM Chemistry
CHNS Chinese
CSCO Cisco
CADD Computer-Aided Design
CFOR Computer Forensics
CMSY Computer Systems
CRES Conflict Resolution
COOP Cooperative Education
CRIM Criminal Justice
CMGT Culinary Management
DANC Dance
ECON Economics
EDUC Education
ELEC Electronics Technology
EMSP Emergency Medical Services
ENES Engineering
ENGL English
ENTR Entrepreneurship
EXSC Exercise Science
FILM Film
FNPL Financial Planning
FINE Fine Arts
FREN French
GEOG Geography
GEOL Geology
GERM German
GREK Greek
HEAL Health Care
HEED Health Education
HIST History
HORT Horticulture
HMGT Hospitality Management
HMDV Human Development
HUMS Human Services
ITAL Italian
KORE Korean
LFIT Life Fitness
MASS Mass Media
MATH Mathematics
METO Meteorology
MSFT Microsoft
MUSC Music
NURS Nursing
OFFI Office Technology
PHIL Philosophy
PHOT Photonics
PHYS Physics
POLI Political Science
PORT Portuguese
PSYC Psychology
RETL Retailing
RUSS Russian
SOCI Sociology
SPAN Spanish
SPCH Speech
SABR Study Abroad
TELE Telecommunications
THET Theatre
WCOM Wireless Communications
WMST Women’s Studies
The following sections of the catalogue detail program offerings by academic division: Arts and Humanities, Business and Computer Systems, English/World Languages, Health Sciences, Mathematics, Science and Technology, and Social Sciences and Teacher Education. All degree and certificate programs, letters of recognition, and certification training programs are described in these seven divisional sections.

Transfer programs are designed to transfer primarily to University of Maryland system institutions; however, students may plan to transfer to universities and colleges throughout the nation. The college has numerous services for students preparing for transfer, such as transfer counseling, on-campus visits by transfer institutions, and extensive information available in the Career Center. Completion of a transfer program will result in the award of an associate of arts degree.

Career programs are designed to enable students to gain immediate employment upon completing the associate of applied science degree, certificate of proficiency, letter of recognition, or certification training. While these programs are designed for entry into employment, some of the courses within them may be transferable to four-year colleges and universities.

To determine the possible transfer eligibility of a course, students are encouraged to use “ARTSYS,” the computerized transfer articulation system for the University of Maryland System, which is available in the Academic Support and Career Services Office as well as the Office of Admissions and Advising. Students are also encouraged to consult with the institution to which they are interested in transferring.
Programs of Study: Division List

<table>
<thead>
<tr>
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<td>Business and Computers</td>
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<td>English/World Languages</td>
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<tr>
<td>Health Sciences</td>
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<td>Mathematics</td>
<td>119</td>
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<tr>
<td>Science and Technology</td>
<td>120</td>
</tr>
<tr>
<td>Social Sciences/Teacher Education</td>
<td>136</td>
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<tr>
<td>Complementary Medicine and Holistic Health</td>
<td>60</td>
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<tr>
<td>Community and School Health</td>
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<tr>
<td>Technical Systems</td>
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<td>Cisco (Information Technology Option)</td>
<td>87</td>
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<tr>
<td>Conflict Resolution</td>
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</tr>
<tr>
<td>Computer-Aided Design Technology</td>
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<tr>
<td>Computer Science</td>
<td>80</td>
</tr>
<tr>
<td>Computer Support Technology</td>
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<tr>
<td>Criminal Justice</td>
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<tr>
<td>Cross-Cultural and International Health</td>
<td>110</td>
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<tr>
<td>Culinary Management</td>
<td>80</td>
</tr>
</tbody>
</table>

Programs of Study: Alphabetical List

<table>
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<th>Program</th>
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<td>American Studies</td>
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<td>Anthropology</td>
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<tr>
<td>Architecture</td>
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<td>Art History</td>
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<td>Art History Research Option</td>
<td>60</td>
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<tr>
<td>Art History Research/Studio Option</td>
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<td>Arts Administration</td>
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<tr>
<td>Athletic Training</td>
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<tr>
<td>Bioinformatics</td>
<td>120</td>
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<tr>
<td>Biomedical Engineer Field Technician</td>
<td>121</td>
</tr>
<tr>
<td>Biomedical Engineer Specialist</td>
<td>121</td>
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<tr>
<td>Biomedical Engineering</td>
<td>122</td>
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<tr>
<td>Biotechnology</td>
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<tr>
<td>Business Administration</td>
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<tr>
<td>Business Management</td>
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</tr>
<tr>
<td>Cardiovascular Monitoring and Analysis</td>
<td>104</td>
</tr>
<tr>
<td>Cardiovascular Imaging and Interventional Therapies, Advanced</td>
<td>103</td>
</tr>
<tr>
<td>Cardiovascular Program, Accelerated, for Hospital Trainees</td>
<td>102</td>
</tr>
<tr>
<td>Cardiovascular Technology (Health Care for the Professional Option)</td>
<td>108</td>
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<tr>
<td>Cardiovascular Technology for Allied Health Professionals</td>
<td>104</td>
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<tr>
<td>Cardiovascular Technology – Invasive Technologist</td>
<td>105</td>
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<tr>
<td>Chemical Dependency (Human Services Option, Associate’s Degree)</td>
<td>111</td>
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<tr>
<td>Chemical Dependency (Human Services Option, Certificate)</td>
<td>111</td>
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<tr>
<td>Cisco (Information Technology Option)</td>
<td>87</td>
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<tr>
<td>Cisco Certified Networking (Certificate)</td>
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<td>Communications Studies</td>
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<tr>
<td>Community and School Health (Health Education Option)</td>
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<tr>
<td>Complementary Medicine and Holistic Health (Health Education Option)</td>
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</tr>
<tr>
<td>Computer Science</td>
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<tr>
<td>Computer Support Technology</td>
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<tr>
<td>Computer-Aided Design Technology</td>
<td>123</td>
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<tr>
<td>Conflict Resolution</td>
<td>137</td>
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<td>Criminal Justice</td>
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<td>Cross-Cultural and International Health (Health Education Option)</td>
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<td>Culinary Management</td>
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<td>Dance Performance</td>
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<tr>
<td>Developmental Disabilities (Human Services Option, Associate’s Degree)</td>
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<td>Developmental Disabilities (Human Services Option, Certificate)</td>
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<td>Diversity Studies (Interdisciplinary Studies Option)</td>
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<td>Early Childhood Development</td>
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<td>Early Childhood Education</td>
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<td>E-Commerce Designer</td>
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<td>E-Commerce/E-Business</td>
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<td>Electronics Technology</td>
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<td>Elementary Education</td>
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<td>Emergency Medical Technician (Health Care for the Professional Option)</td>
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<tr>
<td>Emergency Medical Technician/Paramedic</td>
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<td>Engineering</td>
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<td>English</td>
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<td>Entrepreneurship</td>
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<td>Environmental Science</td>
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<td>Exercise Science</td>
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<td>Financial Planning, Advanced (Certificate)</td>
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<tr>
<td>Financial Planning (Business Management Option, Associate’s Degree)</td>
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<td>Fine Arts Studies (Interdisciplinary Studies Option)</td>
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<td>Gaming and Simulation Design (Certificate)</td>
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<td>General Studies – Science Emphasis</td>
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<td>General Studies for Certificate Students</td>
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<td>Gerontology (Human Services Option, Associate’s Degree)</td>
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<td>Gerontology (Human Services Option, Certificate)</td>
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<td>Global Economics</td>
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<td>Graphic Design (Certificate)</td>
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<td>Graphic Design (Art Option, Associate’s Degree)</td>
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<td>Health Care for the Professional</td>
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<td>Health Care Management and Administration</td>
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<td>Health Education</td>
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<td>Human Services (Associate’s Degree)</td>
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<td>Human Services (Certificate)</td>
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<tr>
<td>Information Systems Management – Office Systems</td>
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<tr>
<td>Information Systems Management – Programming</td>
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<td>Technical Systems</td>
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<td>Information Technology</td>
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<td>Interdisciplinary Arts Administration Option</td>
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<td>Interdisciplinary Studies</td>
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<td>Interior Design</td>
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<tr>
<td>International Business</td>
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<tr>
<td>International Office Assistant (Office Technology Option)</td>
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<tr>
<td>International Studies</td>
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<tr>
<td>Internet and Core Computing (IC²)</td>
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<tr>
<td>Internet Professional</td>
<td>89</td>
</tr>
<tr>
<td>Interpersonal and Organizational Communications</td>
<td>64</td>
</tr>
<tr>
<td>Option</td>
<td></td>
</tr>
</tbody>
</table>
# PROGRAMS OF STUDY

## Architecture

An Arts and Sciences A.A. Degree Program (Transfer)  
**APPLICATION CODE:** 119

For Curriculum Information Contact the Arts and Humanities Division—Room VPA-200—410-772-4940

This curriculum is a guide to students planning to transfer to a four-year institution to complete a bachelor of science degree in Architecture. This program is specifically designed to transfer to UMCP. Students are advised to check the requirements of the institution to which they intend to transfer.

## GENERAL EDUCATION CORE

(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>ENGL-121 College Composition I 3</td>
</tr>
<tr>
<td></td>
<td>ENGL-122 College Composition II 3</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>Literature Core Course (see p. 51) 3</td>
</tr>
<tr>
<td></td>
<td>ARTT-122 History of Modern Art 3</td>
</tr>
<tr>
<td></td>
<td>ARTT-101 Two-Dimensional Design 3</td>
</tr>
<tr>
<td>History</td>
<td>HIST-121, 122, or 123 3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Social and Behavioral Sciences Core Courses (see p. 52) 6</td>
</tr>
<tr>
<td>Science</td>
<td>BIOL-101 General Biology I 4</td>
</tr>
<tr>
<td></td>
<td>CHEM-101 General Inorganic Chemistry I 4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MATH-145 or 140 3-4</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>Interdisciplinary and Emerging Issues Core Course (see p. 53) 1-3</td>
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</table>

## REQUIRED COURSES RELATED TO MAJOR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ARTT-108</td>
<td>Environmental Design: Introduction to the Built Environment 3</td>
</tr>
<tr>
<td>ARTT-106</td>
<td>The History of Western Architecture I 3</td>
</tr>
<tr>
<td></td>
<td>Drawing I 3</td>
</tr>
<tr>
<td>ARTT-107</td>
<td>The History of Western Architecture II 3</td>
</tr>
<tr>
<td>PHYS-103</td>
<td>Fundamentals of Physics I 4</td>
</tr>
<tr>
<td>PHYS-104</td>
<td>Fundamentals of Physics II 4</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>Arts and Sciences Electives (see p. 53) 6-8</td>
</tr>
<tr>
<td></td>
<td>Total Credits 62-67</td>
</tr>
</tbody>
</table>

## ARTS AND HUMANITIES DIVISION PROGRAMS OF STUDY

### Arts Administration

- Arts & Sciences A.A. Degree
  - Interdisciplinary Arts Administration Option
  - Visual Arts Administration Option
  - Performing Arts Administration Option
  - Media Arts Administration Option
  - Certificate

### Communications Studies

- Arts & Sciences A.A. Degree
  - Professional and Business Communications Option
  - Journalism and Media Communications Option
  - Interpersonal and Organizational Communications Option
  - Speech and Written Communications Option
  - Certificate

### Dance Performance

- Arts & Sciences A.A. Degree

### Gaming and Simulation Design

- Arts & Sciences A.A. Degree
  - Certificate

### Graphic Design

- Arts & Sciences A.A. Degree
  - Certificate

### Interdisciplinary Studies

- Arts & Sciences A.A. Degree
  - Diversity Studies Option
  - Fine Arts Studies Option
  - Women’s Studies Option

### Interior Design

- Arts & Sciences A.A. Degree

### Liberal Arts

- Arts & Sciences A.A. Degree

### Mass Media Design and Production

- Arts & Sciences A.A. Degree
  - Television Production Option
  - Web Design Option
  - Multimedia Design Option
  - Gaming and Simulation Design Option
  - Certificate

### Multimedia Design

- Arts & Sciences A.A. Degree

### Music

- Arts & Sciences A.A. Degree

### Music Therapy

- Arts & Sciences A.A. Degree

### Philosophy and Religious Studies

- Arts & Sciences A.A. Degree

### Photography

- Arts & Sciences A.A. Degree

### Television Production

- Arts & Sciences A.A. Degree

### Theatre/Performance

- Arts & Sciences A.A. Degree

### Theatre/Technical

- Arts & Sciences A.A. Degree

### Transfer Studies

- Certificate

### Web Design

- Certificate
### Art

**An Arts and Sciences A.A. Degree Program (Transfer)**

For Curriculum Information Contact the Arts and Humanities Division—Room VPA-200—410-772-4940

This curriculum is designed as a guide for students planning to transfer to a four-year institution to complete a bachelor’s degree in studio art/art history and such specialty areas as drawing, painting, graphic design, product design, interior design, printmaking, photography, ceramics, sculpture, fiber arts, crafts, digital prepress, video and multimedia design. Students are advised to check the requirements of the institution to which they intend to transfer. The main emphasis in the art program is the development of conceptual and technical visualization skills and a transfer portfolio. There is also a flexible option whereby a student can prepare for a digital prepress career in the printing industry without compromising his or her ability to transfer to a four-year institution.

### GENERAL EDUCATION CORE

*Credits*

<table>
<thead>
<tr>
<th>Core Area</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>ENGL-121 College Composition I</td>
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<tr>
<td></td>
<td>ENGL-122 College Composition II</td>
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</tr>
<tr>
<td>Arts and Humanities</td>
<td>Literature Core Course (see p. 51)</td>
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</tr>
<tr>
<td></td>
<td>FINE-102 Arts, Cultures and Ideas OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ARTT-122 History of Modern Art</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ARTT-104 or 105 History I or II</td>
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<tr>
<td>History</td>
<td>HIST-121, 122, or 123</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Social and Behavioral Sciences Core Courses (see p. 52)</td>
<td>6</td>
</tr>
<tr>
<td>Science</td>
<td>Science Core Courses (see p. 52; must include one course with lab)</td>
<td>7-8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MATH-121, 122, 131 or higher</td>
<td>3-5</td>
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<tr>
<td>Interdisciplinary</td>
<td>CMYS-110 Software Applications for Micros OR</td>
<td></td>
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<tr>
<td></td>
<td>CMYS-129 Principles of Internet OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENTR-101 Entrepreneurship and Creativity</td>
<td>3</td>
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</tbody>
</table>

### REQUIRED COURSES RELATED TO MAJOR

*Choose one of the options and complete all courses listed for the option.*

#### Studio Art Option

**APPLICATION CODE 63A**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTT-104 or 105</td>
<td>Art History I or II (course not taken in CORE)</td>
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</tr>
<tr>
<td>ARTT-101</td>
<td>Two-Dimensional Basic Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-102</td>
<td>Three-Dimensional Basic Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-109</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-110</td>
<td>Drawing II</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-211</td>
<td>Painting I</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-250</td>
<td>Art Portfolio Assessment</td>
<td>1</td>
</tr>
<tr>
<td>ARTT</td>
<td>Any course with an ARTT prefix (ARTT-201 Advanced Color Design is recommended.)</td>
<td>6-9</td>
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</tbody>
</table>

#### Photography Option

**APPLICATION CODE 63B**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ARTT-104 or 105</td>
<td>Art History I or II (course not taken in CORE)</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-101</td>
<td>Two-Dimensional Basic Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-109</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-110</td>
<td>Drawing II</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-146</td>
<td>Digital Photography I</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-141</td>
<td>Basic Photography</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-142</td>
<td>Intermediate Photography</td>
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</tr>
<tr>
<td>ARTT-250</td>
<td>Art Portfolio Assessment</td>
<td>1</td>
</tr>
</tbody>
</table>

**Electives—Select 6-9 credits from the following courses (3 credits each):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>ARTT-143</td>
<td>History of Photography</td>
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<tr>
<td>ARTT-241</td>
<td>Advanced Black and White Photography</td>
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<tr>
<td>ARTT-242</td>
<td>Creative Darkroom Techniques</td>
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<td>ARTT-244</td>
<td>Introduction to Color Photography</td>
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<tr>
<td>ARTT-246</td>
<td>Studio Lighting</td>
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#### Graphic Design Option

**APPLICATION CODE 63C**

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<th>Credits</th>
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<tbody>
<tr>
<td>ARTT-104 or 105</td>
<td>Art History I or II (course not taken in CORE)</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-101</td>
<td>Two-Dimensional Basic Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-109</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-112</td>
<td>Introduction to Digital Media</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-148</td>
<td>Digital Imaging, Raster Program I</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-158</td>
<td>Digital Imaging, Vector Program</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-200</td>
<td>Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-250</td>
<td>Art Portfolio Assessment</td>
<td>1</td>
</tr>
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</table>

**Electives—Select 3-6 credits from the following courses (3 credits each):**

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<th>Credits</th>
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<tbody>
<tr>
<td>ARTT-110</td>
<td>Drawing II</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-201</td>
<td>Advanced Color Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-204</td>
<td>Digital Publishing</td>
<td>3-6</td>
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</table>

#### Video/Multimedia Design Option

**APPLICATION CODE 63E**

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<th>Credits</th>
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<tbody>
<tr>
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<td>Art History I or II (course not taken in CORE)</td>
<td>3</td>
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<tr>
<td>ARTT-101</td>
<td>Two-Dimensional Basic Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-109</td>
<td>Drawing I</td>
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<tr>
<td>ARTT-112</td>
<td>Introduction to Digital Media</td>
<td>3</td>
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<tr>
<td>ARTT-260/MASS-260</td>
<td>Designing for Interactive Environments</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-148</td>
<td>Digital Imaging, Raster Program I</td>
<td>3</td>
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<tr>
<td>ARTT-270/MASS-270</td>
<td>Multimedia Authoring and Design I</td>
<td>3</td>
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<td>ARTT-261/MASS-261</td>
<td>Digital Video</td>
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</tr>
<tr>
<td>ARTT-250</td>
<td>Art Portfolio Assessment</td>
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</table>

**Note:** Video/Multimedia Design students should take CMYS-129, Principles of the Internet, for their Interdisciplinary Core course early in their course of study.

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**REQUIRED COURSES RELATED TO MAJOR (cont’d)**

**Credits**

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<thead>
<tr>
<th>Option Code</th>
<th>Option Name</th>
<th>Credits</th>
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<tr>
<td>ARTT-101</td>
<td>Two-Dimensional Basic Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-109</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-110</td>
<td>Drawing II</td>
<td>3</td>
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<tr>
<td>ARTT-211</td>
<td>Painting I</td>
<td>3</td>
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<tr>
<td>ARTT-250</td>
<td>Art Portfolio Assessment</td>
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<tr>
<td>ARTT</td>
<td>Any course with an ARTT prefix (ARTT-201 Advanced Color Design is recommended.)</td>
<td>6-9</td>
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Art History

An Arts and Sciences A.A. Degree Program (Transfer)
For Curriculum Information Contact the Arts and Humanities Division—Room VPA-200—410-772-4940

This curriculum is designed for students planning to transfer to a four-year institution to complete a bachelor’s degree in art history. Students may choose between two options: Art History Research and Art History Research/Studio. The Art History Research Option is designed for students who want to pursue careers in curatorial, educational, public relations, or registration areas of a museum or gallery. The Art History Research/Studio Option is for those students who plan to pursue careers in art conservation, museum exhibition preparation, exhibition design, museum education or gallery work. Students following this second option will take both studio and art history courses. Students are advised to check the requirements of the institution to which they intend to transfer.

GENERAL EDUCATION CORE
Credits
(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

| Composition                  | ENGL-121 College Composition I | 3 |
| ARTT-104 Art History I       | ENGL-122 College Composition II | 3 |
| ARTH-105 Art History II      | Literature Core Course (see p. 51) | 3 |
| History                      | HIST-121 The Ancient World: Prehistory to the Middle Ages | 3 |
| Social Sciences              | HIST-122 Western Civilization and the Pre-Modern World | 3 |
| Science                      | ANTH-105 Introduction to Cultural Anthropology | 3 |
| Mathematics                  | Science Core Courses (see p. 52; must include one course with lab) | 7-8 |
| Interdisciplinary            | MATH-121, 122, 131 or higher | 3-5 |
| Interdisciplinary            | Interdisciplinary and Emerging Issues Core Course (see p. 53) | 1-3 |

REQUIRED COURSES RELATED TO MAJOR
Choose one of the options and complete all courses listed for the option.

Art History Research Option
APPLICATION CODE 204A

| ARTT-101 | Two-Dimensional Basic Design | 3 |
| ARTT-106 | History of Western Architecture I | 3 |
| ARTT-107 | History of Western Architecture II | 3 |
| ARTT-122 | History of Modern Art | 3 |
| ARTT-143 | History of Photography | 3 |
| FINE-102 | Arts, Cultures and Ideas | 3 |
| FINE-193/WMST-193 | Introduction to Women’s Studies: Women, Art, and Culture | 3 |

Art History Research/Studio Option
APPLICATION CODE 204B

| ARTT-101 | Two-Dimensional Basic Design | 3 |
| ARTT-102 | Three-Dimensional Basic Design | 3 |
| ARTT-106 | History of Western Architecture I OR | |
| ARTT-107 | History of Western Architecture II | 3 |
| ARTT-109 | Drawing I | 3 |
| ARTT-122 | History of Modern Art | 3 |
| ARTT-141 | Basic Photography OR | |
| ARTT-143 | History of Photography | 3 |
| ARTT-151 | Ceramics I | 3 |
| ARTT-291 | Painting I | 3 |
| FINE-102 | Arts, Cultures and Ideas OR | |
| FINE-193/WMST-193 | Introduction to Women’s Studies: Women, Art, and Culture | 3 |

62467
Arts Administration
An Arts and Sciences A. A. Degree Program (Transfer)

For Curriculum Information Contact the Arts and Humanities Division—Room VPA-200—410-772-4940

This curriculum is designed for those students transferring to a four-year institution, majoring in a wide range of arts and arts administration programs. The focus of arts administration is in the areas of arts theory and history, as well as business administration. The curriculum is designed to provide a liberal education in the arts and a practical education in business, as well as preparation for career opportunities in the profit and non-profit world of the arts. Students may choose among four options: Interdisciplinary Arts Administration, Visual Arts Administration, Performing Arts Administration, and Media Arts Administration. Each option is designed to transfer to a four-year school where students would further their studies in a similar concentration. The curriculum gives the student flexibility to pursue a major interest and, at the same time, to fulfill the lower-division general education requirements for transfer to a baccalaureate degree program. Students should seek guidance from advisors and the institution to which they wish to transfer to determine appropriate coursework for specific transfer programs.

GENERAL EDUCATION CORE Credits
General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.

Composition
ENGL-121 College Composition I 3
ENGL-122 College Composition II 3
Arts and Humanities
ENGL-209/THET-209 Modern Drama OR ENGL-250/THET-250 Shakespeare from Page to Stage 3
FINE-102 Arts, Cultures and Ideas 3
ARTT-122 History of Modern Art 3
History
History Core Course (see p. 52) 3
Social Sciences
Social and Behavioral Science Core Course (see p. 52) 6
Science
Science Core Course (see p. 52; must include one course with lab) 7-8
Mathematics
MATH-121, 122, 131 or higher (MATH-138 recommended) 3-5
Interdisciplinary
CMSY-129 Principles of Internet OR ENTR-101 Entrepreneurship and Creativity 3

REQUIRED COURSES RELATED TO MAJOR
Choose one of the options and complete all courses listed for the option.

Interdisciplinary Arts Administration Option
APPLICATION CODE 216

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>ARTT-103</td>
<td>Art Appreciation</td>
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<td>Art History I</td>
<td>3</td>
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<tr>
<td>ARTT-105</td>
<td>Art History II</td>
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<tr>
<td>ARTT-106</td>
<td>History of Western Architecture I</td>
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<tr>
<td>ARTT-107</td>
<td>History of Western Architecture II</td>
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<td>ARTT-143</td>
<td>History of Photography</td>
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<tr>
<td>BMGT-100</td>
<td>Introduction to Business and Organization</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-130</td>
<td>Principles of Marketing</td>
<td></td>
</tr>
<tr>
<td>BMGT-145</td>
<td>Principles of Management</td>
<td>3</td>
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Visual Arts Administration Option
APPLICATION CODE 217

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<tr>
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<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTT-103</td>
<td>Art Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-104</td>
<td>Art History I</td>
<td>3</td>
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<tr>
<td>ARTT-105</td>
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<tr>
<td>ARTT-106</td>
<td>History of Western Architecture I</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-107</td>
<td>History of Western Architecture II</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-100</td>
<td>Introduction to Business and Organization</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-130</td>
<td>Principles of Marketing</td>
<td></td>
</tr>
<tr>
<td>BMGT-145</td>
<td>Principles of Management</td>
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Performing Arts Administration Option
APPLICATION CODE 218

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<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DANC-190</td>
<td>Dance Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>FILM-171</td>
<td>Introduction to American Cinema</td>
<td>OR</td>
</tr>
<tr>
<td>FILM-172</td>
<td>Introduction to World Cinema</td>
<td>3</td>
</tr>
<tr>
<td>MUSC-101</td>
<td>Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>MUSC-103</td>
<td>The Business of Music</td>
<td>3</td>
</tr>
<tr>
<td>THET-131</td>
<td>Theatre Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>THET-141</td>
<td>Basic Acting I</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-100</td>
<td>Introduction to Business and Organization</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-130</td>
<td>Principles of Marketing</td>
<td></td>
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<tr>
<td>BMGT-145</td>
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Media Arts Administration Option
APPLICATION CODE 219

<table>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
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<td>ARTT-130/MASS-130</td>
<td>Introduction to Video I</td>
<td>3</td>
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<tr>
<td>ARTT-131/MASS-131</td>
<td>Introduction to Video II</td>
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<tr>
<td>ENGL-126/MASS-126</td>
<td>Introduction to Journalism</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-221/MASS-221</td>
<td>Writing for Television and Radio</td>
<td>3</td>
</tr>
<tr>
<td>MASS-129</td>
<td>Mass Media</td>
<td>3</td>
</tr>
<tr>
<td>MASS-220</td>
<td>Introduction to Broadcasting</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-100</td>
<td>Introduction to Business and Organization</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-130</td>
<td>Principles of Marketing</td>
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<td>BMGT-145</td>
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Interdisciplinary Arts Administration Option
APPLICATION CODE 216

<table>
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<tr>
<td>ARTT-103</td>
<td>Art Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>DANC-190</td>
<td>Dance Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>FILM-171</td>
<td>Introduction to American Cinema</td>
<td>OR</td>
</tr>
<tr>
<td>FILM-172</td>
<td>Introduction to World Cinema</td>
<td>3</td>
</tr>
<tr>
<td>FINE-101</td>
<td>Humanities Through the Arts</td>
<td>3</td>
</tr>
<tr>
<td>MUSC-101</td>
<td>Music Appreciation</td>
<td>3</td>
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<td>THET-131</td>
<td>Theatre Appreciation</td>
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<td>Introduction to Business and Organization</td>
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<td>BMGT-130</td>
<td>Principles of Marketing</td>
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<tr>
<td>BMGT-145</td>
<td>Principles of Management</td>
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Visual Arts Administration Option
APPLICATION CODE 217

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<tr>
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<th>Course Title</th>
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<td>ARTT-103</td>
<td>Art Appreciation</td>
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<td>Art History I</td>
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<td>History of Western Architecture I</td>
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<td>ARTT-107</td>
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<td>BMGT-130</td>
<td>Principles of Marketing</td>
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Performing Arts Administration Option
APPLICATION CODE 218

<table>
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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>DANC-190</td>
<td>Dance Appreciation</td>
<td>3</td>
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<tr>
<td>FILM-171</td>
<td>Introduction to American Cinema</td>
<td>OR</td>
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<tr>
<td>FILM-172</td>
<td>Introduction to World Cinema</td>
<td>3</td>
</tr>
<tr>
<td>MUSC-101</td>
<td>Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>MUSC-103</td>
<td>The Business of Music</td>
<td>3</td>
</tr>
<tr>
<td>THET-131</td>
<td>Theatre Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>THET-141</td>
<td>Basic Acting I</td>
<td>3</td>
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<tr>
<td>BMGT-100</td>
<td>Introduction to Business and Organization</td>
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<tr>
<td>BMGT-130</td>
<td>Principles of Marketing</td>
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<tr>
<td>BMGT-145</td>
<td>Principles of Management</td>
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Media Arts Administration Option
APPLICATION CODE 219

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ARTT-130/MASS-130</td>
<td>Introduction to Video I</td>
<td>3</td>
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<td>ARTT-131/MASS-131</td>
<td>Introduction to Video II</td>
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<tr>
<td>ENGL-126/MASS-126</td>
<td>Introduction to Journalism</td>
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<td>ENGL-221/MASS-221</td>
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<tr>
<td>MASS-129</td>
<td>Mass Media</td>
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<td>MASS-220</td>
<td>Introduction to Broadcasting</td>
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<td>BMGT-100</td>
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<td>BMGT-130</td>
<td>Principles of Marketing</td>
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<tr>
<td>BMGT-145</td>
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Interdisciplinary Arts Administration Option
APPLICATION CODE 216

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<th>Course Title</th>
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<tr>
<td>ARTT-103</td>
<td>Art Appreciation</td>
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<tr>
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<td>Dance Appreciation</td>
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<td>FILM-172</td>
<td>Introduction to World Cinema</td>
<td>3</td>
</tr>
<tr>
<td>FINE-101</td>
<td>Humanities Through the Arts</td>
<td>3</td>
</tr>
<tr>
<td>MUSC-101</td>
<td>Music Appreciation</td>
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</tr>
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<td>THET-131</td>
<td>Theatre Appreciation</td>
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</tr>
<tr>
<td>BMGT-100</td>
<td>Introduction to Business and Organization</td>
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<td>Principles of Marketing</td>
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</table>
Arts Administration
A Certificate of Proficiency (Career)
For Curriculum Information Contact the Arts and Humanities Division—Room VPA-200—410-772-4940

This program is designed to meet the needs of individuals who are interested in arts administration. The focus of arts administration is in the areas of arts theory and history, as well as business administration. The curriculum is designed to provide a liberal education in the arts and a practical education in business, as well as preparation for career opportunities in the profit and non-profit world of the arts. Students may choose among four certificates: Interdisciplinary Arts Administration, Visual Arts Administration, Performing Arts Administration, and Media Arts Administration.

### Interdisciplinary Arts Administration Option

**APPLICATION CODE** 216

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ARTT-103</td>
<td>Art Appreciation</td>
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<td>Dance Appreciation</td>
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<td>FILM-172</td>
<td>Introduction to World Cinema</td>
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<td>Humanities Through the Arts</td>
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<td>MUSC-101</td>
<td>Music Appreciation</td>
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<td>THET-131</td>
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<tr>
<td>BMGT-100</td>
<td>Introduction to Business and Organization</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-130</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-145</td>
<td>Principles of Management</td>
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<tr>
<td></td>
<td><strong>Total Credits</strong></td>
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### Visual Arts Administration Option

**APPLICATION CODE** 217

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ARTT-103</td>
<td>Art Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-104</td>
<td>Art History I</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-105</td>
<td>Art History II</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-122</td>
<td>Modern Art History</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-106</td>
<td>History of Western Architecture I</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-107</td>
<td>History of Western Architecture II</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-143</td>
<td>History of Photography</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-100</td>
<td>Introduction to Business and Organization</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-130</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-145</td>
<td>Principles of Management</td>
<td>3</td>
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### Performing Arts Administration Option

**APPLICATION CODE** 218

<table>
<thead>
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<tbody>
<tr>
<td>DANC-190</td>
<td>Dance Appreciation</td>
<td>3</td>
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<tr>
<td>FILM-171</td>
<td>Introduction to American Cinema</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FILM-172</td>
<td>Introduction to World Cinema</td>
<td>3</td>
</tr>
<tr>
<td>MUSC-101</td>
<td>Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>MUSC-103</td>
<td>The Business of Music</td>
<td>3</td>
</tr>
<tr>
<td>THET-131</td>
<td>Theatre Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>THET-141</td>
<td>Basic Acting I</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-100</td>
<td>Introduction to Business and Organization</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-130</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-145</td>
<td>Principles of Management</td>
<td>3</td>
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</table>

### Media Arts Administration Option

**APPLICATION CODE** 219

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ARTT-130/MASS-130</td>
<td>Introduction to Video I</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-131/MASS-131</td>
<td>Introduction to Video II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-126/MASS-126</td>
<td>Introduction to Journalism</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-221/MASS-221</td>
<td>Writing for Television and Radio</td>
<td>3</td>
</tr>
<tr>
<td>MASS-129</td>
<td>Mass Media</td>
<td>3</td>
</tr>
<tr>
<td>MASS-220</td>
<td>Introduction to Broadcasting</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-100</td>
<td>Introduction to Business and Organization</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-130</td>
<td>Principles of Marketing</td>
<td>3</td>
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<tr>
<td>BMGT-145</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>27</strong></td>
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</tbody>
</table>
Communications Studies
An Arts and Sciences A.A. Degree Program (Transfer)
For Curriculum Information Contact the Arts and Humanities Division—Room VPA-200—410-772-4940

This curriculum is designed for those students transferring to a four-year institution, majoring in a wide range of communications and media programs. The main emphasis of communications studies takes as its subject matter the history, processes, and effects of human communication through speech and related media courses. The curriculum is designed to provide a liberal education in the arts and sciences of human communication as well as preparation for career opportunities in business, government, education, and related fields. Students may choose among four options: Professional/Business Communications, Journalism/Media Communications, Interpersonal/Organizational Communications, and Speech/Written Communications. Each option is designed to transfer to a four-year school where students would further their studies in a similar concentration. The curriculum gives the student flexibility to pursue a major interest and, at the same time, to fulfill the lower-division general education requirements for transfer to a baccalaureate degree program. Students should seek guidance from advisors and the institution to which they wish to transfer to determine appropriate coursework for specific transfer programs.

### GENERAL EDUCATION CORE

**Credits**
(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student's total of general education and required courses must equal at least 60 semester hours of credit.)

<table>
<thead>
<tr>
<th>Category</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>ENGL-121 College Composition I</td>
<td>3</td>
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<tr>
<td></td>
<td>ENGL-122 College Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>Literature Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>THET-141 Basic Acting I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SPCH-105 Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>History Core Course (see p. 52)</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Social and Behavioral Science Core Course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(see p. 52)</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Science Core Course (see p. 52; must include one course with lab)</td>
<td>7-8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MATH-121, 122, 131 or higher (MATH-138 recommended)</td>
<td>3-5</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>CMSY-129 Principles of Internet OR</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENTR-101 Entrepreneurship and Creativity</td>
<td>3</td>
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</tbody>
</table>

### REQUIRED COURSES RELATED TO MAJOR

**Credits**
Choose one of the options and complete all courses listed for the option.

#### Professional and Business Communications Option

**APPLICATION CODE 206A**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTT-101 Two-dimensional Basic Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-112 Introduction to Digital Media</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-200 Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-204 Digital Publishing</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-100 Introduction to Business and Organization</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-130 Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>SPCH-110 Interpersonal Communication</td>
<td>3</td>
</tr>
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</table>

**Electives—Select 3 credits from the following courses (3 credits each):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTT-146 Digital Photography I</td>
<td></td>
</tr>
<tr>
<td>ARTT-148 Digital Imaging, Raster Program I</td>
<td></td>
</tr>
<tr>
<td>ARTT-158 Digital Imaging, Vector Program</td>
<td></td>
</tr>
<tr>
<td>BMGT-145 Principles of Management</td>
<td></td>
</tr>
<tr>
<td>BMGT-200 Managing for the Future</td>
<td></td>
</tr>
<tr>
<td>BMGT-203 Business Ethics</td>
<td></td>
</tr>
<tr>
<td>BMGT-230 Principles of Advertising</td>
<td></td>
</tr>
<tr>
<td>BMGT-240 Human Resource Management</td>
<td></td>
</tr>
<tr>
<td>CRES-155/HEED-155 Introduction to Conflict Resolution</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-230 Technical Writing</td>
<td></td>
</tr>
<tr>
<td>MASS-129 Mass Media</td>
<td></td>
</tr>
<tr>
<td>PHIL-103 Introduction to Ethics</td>
<td></td>
</tr>
<tr>
<td>SPCH-160 Argumentation and Debate</td>
<td></td>
</tr>
<tr>
<td>SPCH-205 Intermediate Public Speaking</td>
<td></td>
</tr>
<tr>
<td>TELE-100 Introduction to Telecommunications</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Journalism and Media Communications Option

**APPLICATION CODE 206B**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTT-101 Two-dimensional Basic Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-112 Introduction to Digital Media</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-130/MASS-130 Introduction to Video I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-126/MASS-126 Introduction to Journalism</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-221/MASS-221 Writing for Television and Radio</td>
<td>3</td>
</tr>
<tr>
<td>MASS-129 Mass Media</td>
<td>3</td>
</tr>
<tr>
<td>MASS-220 Introduction to Broadcasting</td>
<td>3</td>
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</tbody>
</table>

**Electives—Select 3 credits from the following courses (3 credits each):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTT-131/MASS-131 Introduction to Video II</td>
<td></td>
</tr>
<tr>
<td>ARTT-146 Digital Photography I</td>
<td></td>
</tr>
<tr>
<td>CMSY-137 Doing Research on the Internet</td>
<td></td>
</tr>
<tr>
<td>BMGT-100 Introduction to Business and Organization</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-115 Creative Writing</td>
<td></td>
</tr>
<tr>
<td>FILM-171 Introduction to American Cinema</td>
<td></td>
</tr>
<tr>
<td>FILM-172 Introduction to World Cinema</td>
<td></td>
</tr>
<tr>
<td>PHIL-103 Introduction to Ethics</td>
<td></td>
</tr>
<tr>
<td>SPCH-110 Interpersonal Communication</td>
<td></td>
</tr>
<tr>
<td>SPCH-150/THET-150 Oral Interpretation</td>
<td></td>
</tr>
<tr>
<td>SPCH-160 Argumentation and Debate</td>
<td></td>
</tr>
<tr>
<td>SPCH-205 Intermediate Public Speaking</td>
<td></td>
</tr>
<tr>
<td>SPCH-260/THET-260 Voice and Diction</td>
<td></td>
</tr>
<tr>
<td>TELE-100 Introduction to Telecommunications</td>
<td>3</td>
</tr>
<tr>
<td>THET-241 Acting for Television</td>
<td></td>
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</table>
### Communications Studies (cont’d)

**An Arts and Sciences A.A. Degree Program (Transfer)**

**REQUIRED COURSES RELATED TO MAJOR (cont’d)**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Interpersonal and Organizational Communications Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>BMGT-100: Introduction to Business and Organization</td>
</tr>
<tr>
<td>3</td>
<td>CRES-155/HEED-155: Introduction to Conflict Resolution</td>
</tr>
<tr>
<td>3</td>
<td>HMDV-100: Introduction to Human Relations</td>
</tr>
<tr>
<td>3</td>
<td>PHIL-103: Introduction to Ethics</td>
</tr>
<tr>
<td>3</td>
<td>MASS-129: Mass Media</td>
</tr>
<tr>
<td>3</td>
<td>SPCH-110: Interpersonal Communication</td>
</tr>
<tr>
<td>3</td>
<td>SPCH-205: Intermediate Public Speaking</td>
</tr>
</tbody>
</table>

**Electives—Select 3 credits from the following courses (3 credits each):**

- BMGT-240: Human Resource Management
- CMSY-137: Doing Research on the Internet
- PSYC-102: Advanced General Psychology
- PSYC-202: Social Psychology
- SOCI-101: Introduction to Sociology
- SOCI-103: Marriage and the Family
- SOCI-111/WMST-111: Introduction to Women’s Studies: Women, Gender and Society
- SOCI-201: Minorities in American Society
- SPCH-160: Argumentation and Debate

### Speech and Written Communications Option

**APPLICATION CODE 266D**

<table>
<thead>
<tr>
<th>Credits</th>
<th>ENGL-115: Creative Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>ENGL-215: Advanced Creative Writing</td>
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<tr>
<td>3</td>
<td>ENGL-221/MASS-221: Writing for Television and Radio</td>
</tr>
<tr>
<td>3</td>
<td>ENGL-230: Technical Writing</td>
</tr>
<tr>
<td>3</td>
<td>SPCH-110: Interpersonal Communication</td>
</tr>
<tr>
<td>3</td>
<td>SPCH-160: Argumentation and Debate</td>
</tr>
<tr>
<td>3</td>
<td>SPCH-205: Intermediate Public Speaking</td>
</tr>
</tbody>
</table>

**Electives—Select 3 credits from the following courses (3 credits each):**

- CMSY-137: Doing Research on the Internet
- ENGL-126/MASS-126: Introduction to Journalism
- MASS-129: Mass Media
- MASS-220: Introduction to Broadcasting
- PHIL-103: Introduction to Ethics
- PHIL-202: Logic and Critical Thinking
- SPCH-150/THET-150: Oral Interpretation
- SPCH-260/THET-260: Voice and Diction
- THET-142: Basic Acting II

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### Communications Studies

**A Certificate of Proficiency (Career)**

For Curriculum Information Contact the Arts and Humanities Division—Room VPA-200—410-772-4940

This program is designed to meet the needs of individuals who are interested in communications. The focus of communications studies is the history, processes, and effects of human communication through speech and related media courses. The curriculum is designed to provide a liberal education in the arts and sciences of human communication as well as preparation for career opportunities in business, government, education, and related fields. Students may choose among four certificates: Professional/Business Communications, Journalism/Media Communications, Interpersonal/Organizational Communications, and Speech/Written Communications.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Professional and Business Communications Option</th>
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<tbody>
<tr>
<td>3</td>
<td>ARTT-101: Two-dimensional Basic Design</td>
</tr>
<tr>
<td>3</td>
<td>ARTT-112: Introduction to Digital Media</td>
</tr>
<tr>
<td>3</td>
<td>ARTT-200: Graphic Design</td>
</tr>
<tr>
<td>3</td>
<td>ARTT-204: Digital Publishing</td>
</tr>
<tr>
<td>3</td>
<td>BMGT-100: Introduction to Business and Organization</td>
</tr>
<tr>
<td>3</td>
<td>BMGT-130: Principles of Marketing</td>
</tr>
<tr>
<td>3</td>
<td>SPCH-105: Fundamentals of Public Speaking</td>
</tr>
<tr>
<td>3</td>
<td>SPCH-110: Interpersonal Communication</td>
</tr>
<tr>
<td>3</td>
<td>SPCH-205: Intermediate Public Speaking</td>
</tr>
</tbody>
</table>

**Electives—Select 3 credits from the following courses (3 credits each):**

- ARTT-146: Digital Photography 1
- ARTT-148: Digital Imaging, Raster Program 1
- ARTT-158: Digital Imaging, Vector Program
- BMGT-145: Principles of Management
- BMGT-200: Managing for the Future
- BMGT-203: Business Ethics
- BMGT-230: Principles of Advertising
- BMGT-240: Human Resource Management
- ENGL-230: Technical Writing
- CRES-155/HEED-155: Introduction to Conflict Resolution
- MASS-129: Mass Media
- PHIL-103: Introduction to Ethics
- SPCH-160: Argumentation and Debate
- TELE-100: Introduction to Telecommunications

---

<table>
<thead>
<tr>
<th>Credits</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>3</td>
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## Communications Studies (cont’d)
### A Certificate of Proficiency (Career)

#### Journalism and Media Communications Option

**APPLICATION CODE 221**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<td>ARTT-101</td>
<td>Two-dimensional Basic Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-112</td>
<td>Introduction to Digital Media</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-130/MASS-130</td>
<td>Introduction to Journalism</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-126/MASS-126</td>
<td>Writing for Television and Radio</td>
<td>3</td>
</tr>
<tr>
<td>MASS-129</td>
<td>Mass Media</td>
<td>3</td>
</tr>
<tr>
<td>MASS-220</td>
<td>Introduction to Broadcasting</td>
<td>3</td>
</tr>
<tr>
<td>SPCH-105</td>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>THET-141</td>
<td>Basic Acting I</td>
<td>3</td>
</tr>
<tr>
<td>THET-241</td>
<td>Acting for Television</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives—Select 3 credits from the following courses (3 credits each):**

- ARTT-131/MASS-131: Introduction to Video II
- ARTT-146: Digital Photography I
- CMSY-137: Doing Research on the Internet
- BMGT-100: Introduction to Business and Organization
- ENGL-115: Creative Writing
- FILM-171: Introduction to American Cinema
- FILM-172: Introduction to World Cinema
- PHIL-103: Introduction to Ethics
- SPCH-110: Interpersonal Communication
- SPCH-150/THET-150: Oral Interpretation
- SPCH-160: Argumentation and Debate
- SPCH-205: Intermediate Public Speaking
- SPCH-260/THET-260: Voice and Diction
- TELE-100: Introduction to Telecommunications

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#### Interpersonal and Organizational Communications Option

**APPLICATION CODE 222**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMGT-100</td>
<td>Introduction to Business and Organization</td>
<td>3</td>
</tr>
<tr>
<td>CRES-155/HEED-155</td>
<td>Introduction to Conflict Resolution</td>
<td>3</td>
</tr>
<tr>
<td>HMDV-100</td>
<td>Introduction to Human Relations</td>
<td>3</td>
</tr>
<tr>
<td>PHIL-103</td>
<td>Introduction to Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MASS-129</td>
<td>Mass Media</td>
<td>3</td>
</tr>
<tr>
<td>PSYC-202</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SPCH-105</td>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>SPCH-110</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>SPCH-205</td>
<td>Intermediate Public Speaking</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives—Select 3 credits from the following courses (3 credits each):**

- BMGT-240: Human Resource Management
- CMSY-137: Doing Research on the Internet
- PSYC-102: Advanced General Psychology
- SOCI-101: Introduction to Sociology
- SOCI-103: Marriage and the Family
- SOCI-111/WMST-111: Introduction to Women’s Studies: Women and Society
- SOCI-201: Minorities in American Society
- SPCH-160: Argumentation and Debate

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#### Speech and Written Communications Option

**APPLICATION CODE 223**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL-115</td>
<td>Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-215</td>
<td>Advanced Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-221/MASS-221</td>
<td>Writing for Television and Radio</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-230</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>SPCH-105</td>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>SPCH-110</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>SPCH-160</td>
<td>Argumentation and Debate</td>
<td>3</td>
</tr>
<tr>
<td>SPCH-205</td>
<td>Intermediate Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>SPCH-260/THET-260</td>
<td>Voice and Diction</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives—Select 3 credits from the following courses (3 credits each):**

- CMSY-137: Doing Research on the Internet
- ENGL-126/MASS-126: Introduction to Journalism
- MASS-129: Mass Media
- MASS-220: Introduction to Broadcasting
- PHIL-103: Introduction to Ethics
- PHIL-202: Logic and Critical Thinking
- SPCH-150/THET-150: Oral Interpretation

**Note:** Some courses require prerequisites for or eligibility to enroll in ENGL-121 College Composition I and/or ENGL-122 College Composition II.
Dance Performance
An Arts and Sciences A.A. Degree Program (Transfer)
APPLICATION CODE 142

For Curriculum Information Contact the Arts and Humanities Division—Room VPA-200—410-772-4940

The Dance Performance program will provide students with a solid technical foundation in dance and prepare students for transfer to a four-year institution to complete a bachelor’s degree in dance. Based on a central core of studio work, the program requirements will provide a working knowledge of all aspects of dance performance, collaborative skills, critical analysis, historical knowledge, exposure to aesthetic and cultural diversity, and the development of individual creativity.

**GENERAL EDUCATION CORE Credits**
(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL-121 College Composition I</td>
<td></td>
</tr>
<tr>
<td>ENGL-122 College Composition II</td>
<td></td>
</tr>
<tr>
<td>Literature Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td>DANC-103 Dance History Through Criticism</td>
<td>3</td>
</tr>
<tr>
<td>THET-141 Basic Acting I</td>
<td>3</td>
</tr>
<tr>
<td>History Core Course (see p. 52)</td>
<td></td>
</tr>
<tr>
<td>PYSC-101 General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI-101 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL-101 General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-203 Anatomy &amp; Physiology</td>
<td>4</td>
</tr>
<tr>
<td>MATH-121, 122, 131 or higher</td>
<td>3-5</td>
</tr>
<tr>
<td>HEED-104 Personal Nutrition Assessment</td>
<td></td>
</tr>
<tr>
<td>OR HEED/WMST-150 Women’s Health</td>
<td>1-3</td>
</tr>
</tbody>
</table>

**REQUIRED COURSES RELATED TO MAJOR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC-101 Movement Integration</td>
<td>3</td>
</tr>
<tr>
<td>DANC-102 Dance Composition I</td>
<td>3</td>
</tr>
<tr>
<td>DANC-106/107/206/207 Practicum in Choreography, Performance or Production</td>
<td>2-4</td>
</tr>
<tr>
<td>DANC-181 Ballet I</td>
<td>2</td>
</tr>
<tr>
<td>DANC-182 Ballet II</td>
<td>2</td>
</tr>
<tr>
<td>DANC-281 Ballet III</td>
<td>2</td>
</tr>
<tr>
<td>DANC-282 Ballet IV</td>
<td>2</td>
</tr>
<tr>
<td>DANC-186 Modern Dance I</td>
<td>2</td>
</tr>
<tr>
<td>DANC-187 Modern Dance II</td>
<td>2</td>
</tr>
<tr>
<td>DANC-286 Modern Dance III</td>
<td>2</td>
</tr>
<tr>
<td>DANC-287 Modern Dance IV</td>
<td>2</td>
</tr>
<tr>
<td>DANC-210 Dance Portfolio/Jury</td>
<td>1</td>
</tr>
</tbody>
</table>

**Electives—Select at least one course from the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC-190 Dance Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>DANC-188 African Dance</td>
<td>2</td>
</tr>
<tr>
<td>DANC-192 Jazz Dance I</td>
<td>2</td>
</tr>
<tr>
<td>DANC-193 Jazz Dance II</td>
<td>2</td>
</tr>
<tr>
<td>DANC-292 Jazz Dance III</td>
<td>2</td>
</tr>
<tr>
<td>DANC-194 Tap Dance I</td>
<td>2</td>
</tr>
<tr>
<td>DANC-195 Tap Dance II</td>
<td>2</td>
</tr>
<tr>
<td>DANC-197 Pilates</td>
<td>1</td>
</tr>
<tr>
<td>DANC-198 Alexander Technique</td>
<td>1</td>
</tr>
</tbody>
</table>

Gaming and Simulation Design
A Certificate of Proficiency (Career)
APPLICATION CODE 201

For Curriculum Information Contact the Arts and Humanities Division—Room VPA-200—410-772-4940

This certificate is designed to meet the needs of individuals who are interested in gaming and simulation. The skills and knowledge of the gaming and simulation designer are used by government, education and the entertainment industry. Designers in this field are employed by organizations of varying size or work as free-lance contractors.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASS-140 Introduction to Gaming and Simulation Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-101 Two-dimensional Basic Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-109 Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-112 Introduction to Digital Media</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-130/MASS-130 Introduction to Video I</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-223/MASS-223 Motion Graphics</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-260/MASS-260 Designing for Interactive Environments</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-261/MASS-261 Digital Video</td>
<td>3</td>
</tr>
<tr>
<td>CADD-107/MASS-107 Three-dimensional Modeling and Animation</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 27
Graphic Design
A Certificate of Proficiency (Career)
APPLICATION CODE 197
For Curriculum Information Contact the Arts and Humanities Division—Room VPA-200—410-772-4940

This certificate is designed to meet the needs of individuals who are interested in graphic design. The skills and knowledge of the graphic designer are used by business, government, and many other types of organizations that produce advertising, informative brochures, or educational publications. Graphic designers are employed in a wide variety of fields or work as free-lance contractors.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTT-101</td>
<td>Two-dimensional Basic Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-109</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-110</td>
<td>Drawing II</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-112</td>
<td>Introduction to Digital Media</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-148</td>
<td>Digital Imaging, Raster Program I</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-149</td>
<td>Digital Imaging, Raster Program II</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-158</td>
<td>Digital Imaging, Vector Program</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-200</td>
<td>Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-201</td>
<td>Advanced Color Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-204</td>
<td>Digital Publishing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

Interdisciplinary Studies
An Arts and Sciences A.A. Degree Program (Transfer)
For Curriculum Information Contact the Arts and Humanities Division—Room VPA-200—410-772-4940

This curriculum is designed for those students who want to use an interdisciplinary approach in the pursuit of knowledge. Students choose one of three options: Diversity Studies, Fine Arts Studies or Women’s Studies. Each option is designed to transfer to a four-year school where students would further their studies in a similar concentration. The curriculum gives the student flexibility to pursue a major interest and, at the same time, to fulfill the lower-division general education requirements for transfer to a baccalaureate degree program. Students should seek guidance from advisors and the institution to which they wish to transfer to determine appropriate coursework for specific transfer programs.

GENERAL EDUCATION CORE
(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

<table>
<thead>
<tr>
<th>Area</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>ENGL-121 College Composition I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENGL-122 College Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>Literature Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>FINE-102 Arts, Cultures and Ideas</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Humanities Core Course (see p. 52)</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>History Core Course (see p. 52)</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Social &amp; Behavioral Sciences Core Courses (see p. 52)</td>
<td>6</td>
</tr>
<tr>
<td>Science</td>
<td>Science Core Courses (see p. 52; must include one course with lab)</td>
<td>7-8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MATH-121, 122, 131 or higher (MATH-131 recommended)</td>
<td>3-5</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>Interdisciplinary &amp; Emerging Issues Core Course (see p. 53)</td>
<td>2-3</td>
</tr>
</tbody>
</table>
Interdisciplinary Studies (cont’d)
An Arts and Sciences A.A. Degree Program (Transfer)

REQUIRED COURSES RELATED TO MAJOR
Choose one of the following options and select 26-30 credits listed under that option.

Diversity Studies Option
APPLICATION CODE 145A
Choose 26-30 credits in at least four different disciplines in the Diversity Studies Option.

ANTH-120 Comparative World Cultures 3
DANC-188 African Dance 2
DANC-192 Jazz Dance I 2
ENGL-206 African American Literature 3
ENGL-225 Introduction to World Literature 3
FILM-172 Introduction to World Cinema 3
FINE-101 Humanities Through the Arts 3
HEED-160/SOCI-160 The Aging Process: Gerontology 3
HIST-211 Asian Civilization–China, Japan & Korea 3
HIST-205 A History of Race and Ethnicity in the United States 3
HIST-226 History of African American Experience 3
LFTT-126 Yoga I 1
LFTT-127 Tai Chi 1
LFTT-128 Martial Arts I 1
LFTT-129 Yoga II 1
MUSC-108 African-American Music 3
PHIL-110 Introduction to Chinese Taoism 1
PHIL-111 Introduction to Japanese Zen Buddhism 1
PHIL-112 Introduction to African Philosophy 1
PHIL-116/HEED-116 Fundamentals of Spiritual Awareness 3
PHIL-140/HEED-140 Philosophy and Practice of Tai Chi 3
PHIL-141/HEED-141 Philosophy and Practice of Yoga 3
PHIL-201Religions of the World 3
SOCI-201 Minorities in American Society 3
SPAN-100 Cultures of Latin America 3
Women’s Studies Electives 3-9
Electives World Language Sequence* 8-16

*World Language Sequence requirements vary by institution. At HCC, the World Language Sequence means two sequential world language courses in the same language (e.g. SPAN-101 and SPAN-102, or FREN-102 and FREN-201), excluding courses taught in English.

Fine Arts Studies Option
APPLICATION CODE 145B
Choose 26-30 credits in at least four different disciplines in the Fine Arts Studies Option.

ARTT-104 Art History I 3
ARTT-105 Art History II 3
ARTT-106 History of Western Architecture I 3
ARTT-107 History of Western Architecture II 3
ARTT-143 History of Photography 3
ARTT-130/MASS-130 Introduction to Video I 3
ARTT-131/MASS-131 Introduction to Video II 3
DANC-190 Dance Appreciation 3
ENGL-126/MASS-126 Introduction to Journalism 3
ENGL-201 American Literature I 3
ENGL-202 American Literature II 3
ENGL-203 English Literature I 3
ENGL-204 English Literature II 3
ENGL-205 African American Literature 3
ENGL-207 Ethics in Literature 3
ENGL-212/WMST-212 By and About Women 3
ENGL-225 Introduction to World Literature 3
FILM-171 Introduction to American Cinema 3
FILM-172 Introduction to World Cinema 3
FINE-101 Humanities Through the Arts 3
HEED-116/PHIL-116 Fundamentals of Spiritual Awareness 3
MUSC-101 Music Appreciation 3
MUSC-102 A Survey of Music Literature 3
MUSC-107 American Popular Music 3
MUSC-108 African American Music 3
PHIL-110 Introduction to Chinese Taoism 1
PHIL-111 Introduction to Japanese Zen Buddhism 1
PHIL-112 Introduction to African Philosophy 1
THET-131 Theatre Appreciation 3
THET-190 Theatre History I 3
THET-191 Theatre History II 3
THET-209/ENGL-209 Modern Drama 3
THET-250/ENGL-250 Shakespeare from Page to Stage 3

Women's Studies Option
APPLICATION CODE 145C

WMST-111/SOCI-111 Introduction to Women’s Studies: Women, Gender and Society 3
WMST-150/HEED-150 Women’s Health 3
WMST-193/FINE-193 Introduction to Women’s Studies: Women, Art and Culture 3
WMST-212/ENGL-212 By and About Women 3
WMST-225/HIST-225 Women in American History: Colonial Times to 1880 3
WMST-227/HIST-227 Women in American History: 1880 to the Present 3
WMST-228/HIST-228 Women in European History: 1750 to the Present 3

Select an additional 5-9 credits from the following courses:

ANTH-120 Comparative World Cultures (3 credits)
ENGL-207 Ethics in Literature (3 credits)
FINE-101 Humanities Through the Arts (3 credits)
HEED-116/PHIL-116 Fundamentals of Spiritual Awareness (3 credits)
HEED-160/SOCI-160 The Aging Process: Gerontology (3 credits)
HIST-226 History of African American Experience (3 credits)
HMDV-130 Adult Development (3 credits)
HMDV-200 Life Span Development (3 credits)
MASS-129 Mass Media (3 credits)
PHIL-101 Introduction to Philosophy (3 credits)
PHIL-103 Introduction to Ethics (3 credits)
PHIL-110 Introduction to Chinese Taoism (1 credit)
PHIL-111 Introduction to Japanese Zen Buddhism (1 credit)
PHIL-112 Introduction to African Philosophy (1 credit)
PHIL-201 Religions of the World (3 credits)
SOCI-103 Marriage and the Family (3 credits)
SOCI-111 Human Sexuality (3 credits)
SOCI-201 Minorities in American Society (3 credits) 5-9

62-70
### Interior Design

**An Arts and Sciences A.A. Degree Program (Transfer)**

**APPLICATION CODE 227**

For Curriculum Information Contact the Arts and Humanities Division—Room VPA-200—410-772-4940

This curriculum is designed as a guide for students planning to transfer to a four-year institution to complete a bachelor’s degree in interior design, commercial or residential. Students are advised to check the requirements of the institution to which they intend to transfer. The interior design program will emphasize the development of conceptual and technical skills as well as the creation of an artistic point of view on the part of the student.

**GENERAL EDUCATION CORE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-121 College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-122 College Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Humanities Literature Core Course</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-104 Art History I</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-105 Art History II</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>HIST-121 The Ancient World: Prehistory to the Middle Ages</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences Core Course (see p. 52)</td>
<td>6</td>
</tr>
<tr>
<td>Science</td>
<td>7-8</td>
</tr>
<tr>
<td>Science Core Courses (see p. 52; must include one course with lab)</td>
<td>7-8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3-5</td>
</tr>
<tr>
<td>MATH-121, 122, 131 or higher</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>3</td>
</tr>
<tr>
<td>ENTR-101 Entrepreneurship and Creativity</td>
<td>3</td>
</tr>
</tbody>
</table>

**REQUIRED COURSES RELATED TO MAJOR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTT-101 Two-dimensional Basic Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-102 Three-dimensional Basic Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-106 History of Western Architecture I</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-107 History of Western Architecture II</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-109 Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-110 Drawing II OR</td>
<td></td>
</tr>
<tr>
<td>ARTT-201 Advanced Color Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-115 Introduction to Interior Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-122 History of Modern Art</td>
<td>3</td>
</tr>
<tr>
<td>CADD-100 Principles of Drafting</td>
<td></td>
</tr>
</tbody>
</table>

### Liberal Arts

**An Arts and Sciences A.A. Degree Program (Transfer)**

**APPLICATION CODE 48**

For Curriculum Information Contact the Arts and Humanities Division—Room VPA-200—410-772-4940

This curriculum is designed for those who want to study pre-law, journalism, interdisciplinary studies, English, sociology, economics and other similar disciplines at a four-year school. It gives the student the flexibility to pursue a major interest and, at the same time, to fulfill the lower-division general education requirements for transfer to a baccalaureate degree program. Students should seek guidance from advisors and the institution to which they wish to transfer to determine appropriate coursework for specific transfer programs.

**GENERAL EDUCATION CORE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-121 College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-122 College Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Humanities Literature Core Course</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Core Course (see p. 52)</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>History Core Course (see p. 52)</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6</td>
</tr>
<tr>
<td>Social and Behavioral Sciences Core Courses</td>
<td>6</td>
</tr>
<tr>
<td>Science</td>
<td>7-8</td>
</tr>
<tr>
<td>Science Core Courses (see p. 52; must include one course with lab)</td>
<td>7-8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3-5</td>
</tr>
<tr>
<td>MATH-121, 122, 131 or higher</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>3-5</td>
</tr>
<tr>
<td>Interdisciplinary and Emerging Issues Core Course</td>
<td>3</td>
</tr>
</tbody>
</table>

**REQUIRED COURSES RELATED TO MAJOR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>FINE-102, HMDV-100, SPCH-105 or 110, or THET-141</td>
<td>3</td>
</tr>
<tr>
<td>Arts and Sciences Electives (see p. 53)</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>6</td>
</tr>
<tr>
<td>World Language Sequence*</td>
<td>8</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>Any course with an ENGL or MASS prefix (Course must be 200 level or higher)</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6</td>
</tr>
<tr>
<td>History Core Courses (see p. 52)</td>
<td>6</td>
</tr>
</tbody>
</table>

*World Language Sequence requirements vary by institution. At HCC, the World Language Sequence means two sequential world language courses in the same language (e.g. SPAN-101 and SPAN-102, or FREN-102 and FREN-201), excluding courses taught in English.*
Mass Media Design and Production  
An Arts and Sciences A.A. Degree Program (Transfer)  

For Curriculum Information Contact the Arts and Humanities Division—Room VPA-200—410-772-4940

This curriculum is designed for students transferring to a four-year institution majoring in high demand technological media programs. Students are advised to check the requirements of the institution to which they intend to transfer. The main emphasis of the Mass Media Design and Production program is design principles and execution through hands-on experience with digital equipment and computer-based technology. Students may choose between four concentrations: Television Production, Web Design, Multimedia Design, and Gaming and Simulation Design.

GENERAL EDUCATION Core Credits
(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

<table>
<thead>
<tr>
<th>Composition</th>
<th>ENGL-121 College Composition I</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENGL-122 College Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>Literature Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ARTT-122 History of Modern Art</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ARTT-101 Two Dimensional Basic Design</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>History Core Course (see p. 52)</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Social and Behavioral Sciences Core Courses (see p. 52)</td>
<td>6</td>
</tr>
<tr>
<td>Science</td>
<td>Science Core Courses (see p. 52; must include one course with a lab)</td>
<td>7-8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MATH-121, 122, 131 or higher (MATH-131 recommended)</td>
<td>3-5</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>CMSY-126 Introduction to the Internet</td>
<td>1</td>
</tr>
</tbody>
</table>

REQUIRED COURSES RELATED TO MAJOR

Choose one of the options and complete all courses listed for the option.

Television Production Option
APPLICATION CODE 147A

| ARTT-109 | Drawing I | 3 |
| ARTT-112 | Introduction to Digital Media | 3 |
| ARTT-130/MASS-130 | Introduction to Video I | 3 |
| ARTT-131/MASS-131 | Introduction to Video II | 3 |
| ENGL-221/MASS-221 | Writing for Television and Radio | 3 |
| FILM-171 | Introduction to American Cinema OR | |
| FILM-172 | Introduction to World Cinema | 3 |
| MASS-220 | Introduction to Broadcasting OR | |
| MASS-222 | Sound and Lighting for Television | 3 |
| MASS-230 | Television Workshop I | 3 |
| MASS-231 | Television Workshop II | 3 |

Web Design Option
APPLICATION CODE 147B

| ARTT-109 | Drawing I | 3 |
| ARTT-112 | Introduction to Digital Media | 3 |
| ARTT-130/MASS-130 | Introduction to Video I | 3 |
| ARTT-148 | Digital Imaging, Raster Program I | 3 |
| ARTT-200 | Graphic Design | 3 |
| ARTT-260/MASS-260 | Designing for Interactive Environments | 3 |
| ARTT-261/MASS-261 | Digital Video | 3 |
| ARTT-280/MASS-280 | Web Design and Production I | 3 |
| ARTT-281/MASS-281 | Web Design and Production II | 3 |

Multimedia Design Option
APPLICATION CODE 147C

| ARTT-109 | Drawing I | 3 |
| ARTT-112 | Introduction to Digital Media | 3 |
| ARTT-130/MASS-130 | Introduction to Video I | 3 |
| ARTT-148 | Digital Imaging, Raster Program I | 3 |
| ARTT-200 | Graphic Design | 3 |
| ARTT-260/MASS-260 | Designing for Interactive Environments | 3 |
| ARTT-261/MASS-261 | Digital Video | 3 |
| ARTT-270/MASS-270 | Multimedia Authoring and Design I | 3 |
| ARTT-271/MASS-271 | Multimedia Authoring and Design II | 3 |

Gaming and Simulation Design Option
APPLICATION CODE 147D

| MASS-140 | Introduction to Gaming and Simulation Design | 3 |
| ARTT-109 | Drawing I | 3 |
| ARTT-112 | Introduction to Digital Media | 3 |
| ARTT-130/MASS-130 | Introduction to Video I | 3 |
| ARTT-223/MASS-223 | Motion Graphics | 3 |
| ARTT-260/MASS-260 | Designing for Interactive Environments | 3 |
| ARTT-261/MASS-261 | Digital Video | 3 |
| CADD-107/MASS-107 | Three-dimensional Modeling and Animation | 3 |
| ENGL-230 | Technical Writing | 3 |

Credits

62-65
**Multimedia Design**

**A Certificate of Proficiency (Career)**

**APPLICATION CODE 200**

For Curriculum Information Contact the Arts and Humanities Division—Room VPA-200—410-772-4940

This certificate is designed to meet the needs of individuals who are interested in multimedia technology. The skills and knowledge of the multimedia designer are used by government, education, business, and the entertainment industry. Designers in this field are employed by organizations of varying size or work as free-lance contractors.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTT-101</td>
<td>Two-dimensional Basic Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-109</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-112</td>
<td>Introduction to Digital Media</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-130/MAS-130</td>
<td>Introduction to Video I</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-148</td>
<td>Digital Imaging, Raster Program I</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-260/MAS-260</td>
<td>Designing for Interactive Environments</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-261/MAS-261</td>
<td>Digital Video</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-270/MAS-270</td>
<td>Multimedia Authoring and Design I</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-271/MAS-271</td>
<td>Multimedia Authoring and Design II</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 27

---

**Music**

**An Arts and Sciences A.A. Degree Program (Transfer)**

**APPLICATION CODE 67**

For Curriculum Information Contact the Arts and Humanities Division—Room VPA-200—410-772-4940

This curriculum is designed as a guide for students planning to transfer to a four-year institution to complete a bachelor’s degree in music majoring in performance, musicology, music education, or jazz/commercial music. Students are advised to check the requirements of the institution to which they intend to transfer. The main emphasis in the music program is the creation of an artistic point of view on the part of the student.

**GENERAL EDUCATION CORE**

(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

<table>
<thead>
<tr>
<th>Category</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Humanities</td>
<td>ENGL-121</td>
<td>College Composition I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENGL-122</td>
<td>College Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Composition</td>
<td>MUSC-202</td>
<td>Music Literature in Context I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MUSC-203</td>
<td>Music Literature in Context II</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>History Core Course (see p. 52)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Social and Behavioral Sciences Core Courses</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(see p. 52)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Science Core Courses (see p. 52; must include one course with lab)</td>
<td>7-8</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>MATH-121, 122, 131 or higher</td>
<td>3-5</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>ENTR-101</td>
<td>Entrepreneurship and Creativity</td>
<td>3</td>
</tr>
<tr>
<td>REQUIRED COURSES RELATED TO MAJOR</td>
<td>MUSC-110</td>
<td>Music Theory I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MUSC-111</td>
<td>Music Theory II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MUSC-210</td>
<td>Music Theory III</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MUSC-211</td>
<td>Music Theory IV</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MUSC-217</td>
<td>Applied Music III, 1, 2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>MUSC-218</td>
<td>Applied Music IV, 1, 2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>MUSC-215</td>
<td>Keyboard Skills IV, 3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MUSC-130-180</td>
<td>Ensemble (Major) (Participation in one major ensemble per semester is required and may be taken up to four times for students enrolled in the music curriculum.)</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 62-65

1Students seeking a Jazz/Commercial Music Emphasis should enroll in the jazz sections of Applied Music. Students are also encouraged to take MUSC-109 Techniques of Electronic and Computer Music if time permits.

2Level of proficiency in instrument required for music major.

3Level of proficiency in keyboard skills required for music major.
Music Therapy
An Arts and Sciences A.A. Degree Program (Transfer)
APPLICATION CODE 148
For Curriculum Information Contact the Arts and Humanities Division—Room VPA-200—410-772-4940

This curriculum is designed as a guide for students planning to transfer to a four-year institution to complete a bachelor’s degree in Music Therapy. Students should be aware that many music therapy programs require proficiency in one primary and two secondary applied areas: piano, voice and guitar; and they should begin obtaining those required skills at once. As with other music programs, the main emphasis in the Music Therapy program is the creation of an artistic point of view on the part of the student.

**GENERAL EDUCATION CORE**
(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>ENGL-121 College Composition I 3</td>
</tr>
<tr>
<td></td>
<td>ENGL-122 College Composition II 3</td>
</tr>
<tr>
<td>Arts and Humanities Core Course</td>
<td>MUSC-202 Music Literature in Context I 3</td>
</tr>
<tr>
<td></td>
<td>MUSC-203 Music Literature in Context II 3</td>
</tr>
<tr>
<td>History Core Course</td>
<td>HIST-121 The Ancient World: Prehistory to the Middle Ages 3</td>
</tr>
<tr>
<td>Social Sciences Core Course</td>
<td>ANTH-120 Comparative World Cultures 3</td>
</tr>
<tr>
<td></td>
<td>HIST-211 Asian Civilizations – China, Korea and Japan 3</td>
</tr>
<tr>
<td>Science Core Courses</td>
<td>BIOL-101 General Biology I 4</td>
</tr>
<tr>
<td></td>
<td>BIOL-103 Human Heredity 3</td>
</tr>
<tr>
<td>Mathematics Core Course</td>
<td>MATH-121, 122, 131 or higher</td>
</tr>
<tr>
<td></td>
<td>(MATH-138 Statistics is recommended) 35</td>
</tr>
<tr>
<td>Interdisciplinary Core Course</td>
<td>HMDV-200 Life Span Development 3</td>
</tr>
<tr>
<td></td>
<td>OR HEED-213, HEED-113, or HEED-160/SOCI-160 3</td>
</tr>
</tbody>
</table>

**REQUIRED COURSES RELATED TO MAJOR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC-110 Music Theory I</td>
<td>4</td>
</tr>
<tr>
<td>MUSC-111 Music Theory II</td>
<td>4</td>
</tr>
<tr>
<td>MUSC-210 Music Theory III</td>
<td>4</td>
</tr>
<tr>
<td>MUSC-211 Music Theory IV</td>
<td>4</td>
</tr>
<tr>
<td>MUSC-218 Applied Music IV 1</td>
<td>2</td>
</tr>
<tr>
<td>MUSC-215 Keyboard Skills IV 2</td>
<td>1</td>
</tr>
<tr>
<td>MUSC-104 Introduction to Music Therapy and Practice</td>
<td>3</td>
</tr>
<tr>
<td>MUSC-160 Music Therapy Practicum I</td>
<td>1</td>
</tr>
<tr>
<td>MUSC-205 Music Therapy Practicum II</td>
<td>1</td>
</tr>
<tr>
<td>MUSC-206 Music Therapy Practicum III</td>
<td>1</td>
</tr>
<tr>
<td>MUSC-130-180 Ensemble (Major)</td>
<td>4</td>
</tr>
</tbody>
</table>

1Level of proficiency in instrument required for music major.
2Level of proficiency in keyboard skills required for music major.

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Philosophy and Religious Studies
An Arts and Sciences A.A. Degree Program (Transfer)
APPLICATION CODE 232
For Curriculum Information Contact the Arts and Humanities Division—Room VPA-200—410-772-4940

This curriculum is designed for students planning to transfer to a four-year institution to major or minor in philosophy or religious studies. Its focus on the capacity to analyze complex arguments and think critically will prepare students for careers in law, international business, international relations and other fields that require a broad understanding of divergent worldviews and the cultures with which they interact.

**GENERAL EDUCATION CORE**
(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>ENGL-121 College Composition I 3</td>
</tr>
<tr>
<td></td>
<td>ENGL-122 College Composition II 3</td>
</tr>
<tr>
<td>Arts &amp; Humanities Core Course</td>
<td>ENGL-207 Ethics in Literature 3</td>
</tr>
<tr>
<td></td>
<td>FINE-193/WMST-193 Introduction to Women’s Studies 3</td>
</tr>
<tr>
<td></td>
<td>OR FIN-102 Arts, Cultures and Ideas 3</td>
</tr>
<tr>
<td></td>
<td>PHIL-101 Introduction to Philosophy 3</td>
</tr>
<tr>
<td>History Core Course</td>
<td>HIST-121 The Ancient World: Prehistory to the Middle Ages 3</td>
</tr>
<tr>
<td>Social Sciences Core Course</td>
<td>ANTH-120 Comparative World Cultures 3</td>
</tr>
<tr>
<td></td>
<td>HIST-211 Asian Civilizations – China, Korea and Japan 3</td>
</tr>
<tr>
<td>Science Core Courses</td>
<td>Science Core Courses (see p. 52; must include one course with lab) 7-8</td>
</tr>
<tr>
<td></td>
<td>Mathematics Core Course (see p. 53) 2-3</td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary Core Course 3-5</td>
</tr>
</tbody>
</table>

**REQUIRED COURSES RELATED TO MAJOR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL-104 Introduction to Religious Studies</td>
<td>3</td>
</tr>
<tr>
<td>PHIL-103 Introduction to Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHIL-201 Religions of the World</td>
<td>3</td>
</tr>
<tr>
<td>PHIL/HEED-141 The Philosophy and Practice of Yoga</td>
<td>3</td>
</tr>
<tr>
<td>Electives—Select at least 12 credits from the following:</td>
<td></td>
</tr>
<tr>
<td>PHIL-110 Introduction to Chinese Taoism (1 credit)</td>
<td>1</td>
</tr>
<tr>
<td>PHIL-111 Introduction to Japanese Zen Buddhism (1 credit)</td>
<td>1</td>
</tr>
<tr>
<td>PHIL-112 Introduction to African Philosophy (1 credit)</td>
<td>1</td>
</tr>
<tr>
<td>PHIL-116/HEED-116 Fundamentals of Spiritual Awareness (3 credits)</td>
<td>3</td>
</tr>
<tr>
<td>PHIL-140/HEED-140 The Philosophy and Practice of Tai Chi (3 credits)</td>
<td>3</td>
</tr>
<tr>
<td>PHIL-202 Logic and Critical Thinking (3 credits)</td>
<td>3</td>
</tr>
<tr>
<td>World Language Sequence * (8 credits)</td>
<td>12</td>
</tr>
</tbody>
</table>

*World Language Sequence requirements vary by institution. At HCC, the World Language Sequence means two sequential world language courses in the same language (e.g., SPAN-101 and SPAN-102, or FREN-102 and FREN-201), excluding courses taught in English.
Photography

A Certificate of Proficiency (Career)

APPLICATION CODE 225

For Curriculum Information Contact the Arts and Humanities Division—Room VPA-200—410-772-4940

This certificate is designed to meet the needs of individuals who are interested in photography. The skills and knowledge of the photographer are used by fine artists, portrait photographers, studio photographers, photojournalists, wedding photographers and many other photographic areas. Photographers are employed in a wide variety of fields or work as freelance contractors.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTT-101</td>
<td>Two-dimensional Basic Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-109</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-141</td>
<td>Basic Photography</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-142</td>
<td>Intermediate Photography</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-146</td>
<td>Digital Photography I</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-148</td>
<td>Digital Imaging, Raster Program I</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-241</td>
<td>Advanced Black and White Photography</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-242</td>
<td>Creative Darkroom Techniques</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-244</td>
<td>Introduction to Color Photography</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-246</td>
<td>Studio Lighting</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

Television Production

A Certificate of Proficiency (Career)

APPLICATION CODE 198

For Curriculum Information Contact the Arts and Humanities Division—Room VPA-200—410-772-4940

This certificate is designed to meet the needs of individuals who are interested in television production. The skills and knowledge gained in this curriculum can be used in a variety of careers in television and video. Behind the camera professionals are employed by government, education, business, and the entertainment industry or work as freelance contractors.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL-121</td>
<td>College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-101</td>
<td>Two-dimensional Basic Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-109</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-112</td>
<td>Introduction to Digital Media</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-130/MASS-130</td>
<td>Introduction to Video I</td>
<td>3</td>
</tr>
<tr>
<td>ARTT-131/MASS-131</td>
<td>Introduction to Video II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-221/MASS-221</td>
<td>Writing for Television and Radio</td>
<td>3</td>
</tr>
<tr>
<td>MASS-222</td>
<td>Sound and Lightning for Television</td>
<td>3</td>
</tr>
<tr>
<td>MASS-230</td>
<td>Television Workshop I</td>
<td>3</td>
</tr>
<tr>
<td>MASS-231</td>
<td>Television Workshop II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>
**Theatre/Performance**

**An Arts and Sciences A.A. Degree Program (Transfer)**

**APPLICATION CODE 104**

For Curriculum Information Contact the Arts and Humanities Division—Room VPA-200—410-772-4940

This curriculum is designed as a guide to students planning to transfer to a four-year institution to complete a bachelor’s degree in theatre. Students are advised to check the requirements of the institution to which they intend to transfer. The main emphasis in the theatre program is the creation of an artistic point of view on the part of the student.

**GENERAL EDUCATION CORE**

(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td></td>
</tr>
<tr>
<td>ENGL-121 College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-122 College Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td></td>
</tr>
<tr>
<td>ENGL-209/THET-209 Modern Drama</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>ENGL-250/THET-250 Shakespeare from Page to Stage</td>
<td>3</td>
</tr>
<tr>
<td>THET-190 Theatre History I</td>
<td>3</td>
</tr>
<tr>
<td>THET-191 Theatre History II</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td></td>
</tr>
<tr>
<td>History Core Course (see p. 52)</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td></td>
</tr>
<tr>
<td>Social and Behavioral Sciences Core Courses (see p. 52)</td>
<td>6</td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Science Core Courses (see p. 52; must include one course with lab)</td>
<td>7-8</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>MATH-121, 122, 131 or higher</td>
<td>3-5</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td></td>
</tr>
<tr>
<td>ENTR-101 Entrepreneurship and Creativity</td>
<td>3</td>
</tr>
</tbody>
</table>

**REQUIRED COURSES RELATED TO MAJOR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THET-141</td>
<td>Basic Acting I</td>
</tr>
<tr>
<td>THET-142</td>
<td>Basic Acting II</td>
</tr>
<tr>
<td>THET-241</td>
<td>Acting for Television</td>
</tr>
<tr>
<td>THET-160</td>
<td>Theatre Practicum I</td>
</tr>
<tr>
<td>THET-173</td>
<td>Movement for the Actor I</td>
</tr>
<tr>
<td>THET-163</td>
<td>Acting for Television</td>
</tr>
<tr>
<td>Technical Theatre</td>
<td>THET-135, THET-136 or THET-137</td>
</tr>
<tr>
<td>Electives—Select 9-12 credits from the following courses:</td>
<td></td>
</tr>
<tr>
<td>DANC-197</td>
<td>Pilates (1 credit)</td>
</tr>
<tr>
<td>DANC-198</td>
<td>Alexander Technique (1 credit)</td>
</tr>
<tr>
<td>FILM-171</td>
<td>Introduction to American Cinema (3 credits)</td>
</tr>
<tr>
<td>FILM-172</td>
<td>Introduction to World Cinema (3 credits)</td>
</tr>
<tr>
<td>THET-161</td>
<td>Theatre Practicum II (1 credit)</td>
</tr>
<tr>
<td>THET-162</td>
<td>Theatre Practicum III (1 credit)</td>
</tr>
<tr>
<td>THET-163</td>
<td>Theatre Practicum IV (1 credit)</td>
</tr>
<tr>
<td>THET-174</td>
<td>Movement for the Actor II (3 credits)</td>
</tr>
<tr>
<td>THET-150/SPCH-150</td>
<td>Oral Interpretation (3 credits)</td>
</tr>
<tr>
<td>THET-260/SPCH-260</td>
<td>Voice and Diction (3 credits)</td>
</tr>
<tr>
<td>THET-261</td>
<td>Dialects for the Actor (3 credits)</td>
</tr>
</tbody>
</table>

**Credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THET-141</td>
<td>Basic Acting I</td>
</tr>
<tr>
<td>THET-142</td>
<td>Basic Acting II</td>
</tr>
<tr>
<td>THET-241</td>
<td>Acting for Television</td>
</tr>
<tr>
<td>THET-160</td>
<td>Theatre Practicum I</td>
</tr>
<tr>
<td>THET-173</td>
<td>Movement for the Actor I</td>
</tr>
<tr>
<td>THET-163</td>
<td>Acting for Television</td>
</tr>
<tr>
<td>DANC-197</td>
<td>Pilates (1 credit)</td>
</tr>
<tr>
<td>DANC-198</td>
<td>Alexander Technique (1 credit)</td>
</tr>
<tr>
<td>FILM-171</td>
<td>Introduction to American Cinema (3 credits)</td>
</tr>
<tr>
<td>FILM-172</td>
<td>Introduction to World Cinema (3 credits)</td>
</tr>
<tr>
<td>THET-161</td>
<td>Theatre Practicum II (1 credit)</td>
</tr>
<tr>
<td>THET-162</td>
<td>Theatre Practicum III (1 credit)</td>
</tr>
<tr>
<td>THET-163</td>
<td>Theatre Practicum IV (1 credit)</td>
</tr>
<tr>
<td>THET-174</td>
<td>Movement for the Actor II (3 credits)</td>
</tr>
<tr>
<td>THET-150/SPCH-150</td>
<td>Oral Interpretation (3 credits)</td>
</tr>
<tr>
<td>THET-260/SPCH-260</td>
<td>Voice and Diction (3 credits)</td>
</tr>
<tr>
<td>THET-261</td>
<td>Dialects for the Actor (3 credits)</td>
</tr>
</tbody>
</table>

**Theatre/Performance**

**A Letter of Recognition**

For Curriculum Information Contact the Arts and Humanities Division—Room VPA-200—410-772-4940

The main emphasis in the Theatre/Performance Letter of Recognition is the creation of an artistic point of view on the part of the student. Students who have successfully completed the designated group of courses listed below will have basic competencies in the area of theatre performance. A Letter of Recognition in Theatre/Performance will enhance the actor’s resume when auditioning for theatre productions or television.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THET-141</td>
<td>Basic Acting I</td>
</tr>
<tr>
<td>THET-142</td>
<td>Basic Acting II</td>
</tr>
<tr>
<td>THET-241</td>
<td>Acting for Television</td>
</tr>
<tr>
<td>THET-160</td>
<td>Theatre Practicum I</td>
</tr>
<tr>
<td>THET-173</td>
<td>Movement for the Actor I</td>
</tr>
<tr>
<td>THET-163</td>
<td>Acting for Television</td>
</tr>
<tr>
<td>Technical Theatre</td>
<td>THET-135, THET-136 or THET-137</td>
</tr>
</tbody>
</table>

Electives—Select 9-12 credits from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC-197</td>
<td>Pilates (1 credit)</td>
</tr>
<tr>
<td>DANC-198</td>
<td>Alexander Technique (1 credit)</td>
</tr>
<tr>
<td>FILM-171</td>
<td>Introduction to American Cinema (3 credits)</td>
</tr>
<tr>
<td>FILM-172</td>
<td>Introduction to World Cinema (3 credits)</td>
</tr>
<tr>
<td>THET-161</td>
<td>Theatre Practicum II (1 credit)</td>
</tr>
<tr>
<td>THET-162</td>
<td>Theatre Practicum III (1 credit)</td>
</tr>
<tr>
<td>THET-163</td>
<td>Theatre Practicum IV (1 credit)</td>
</tr>
<tr>
<td>THET-174</td>
<td>Movement for the Actor II (3 credits)</td>
</tr>
<tr>
<td>THET-150/SPCH-150</td>
<td>Oral Interpretation (3 credits)</td>
</tr>
<tr>
<td>THET-260/SPCH-260</td>
<td>Voice and Diction (3 credits)</td>
</tr>
<tr>
<td>THET-261</td>
<td>Dialects for the Actor (3 credits)</td>
</tr>
</tbody>
</table>
**Theatre/Technical**

**An Arts and Sciences A.A. Degree Program (Transfer)**

**APPLICATION CODE 105**

For Curriculum Information Contact the Arts and Humanities Division—Room VPA-200—410-772-4940

This curriculum is designed as a guide to students planning to transfer to a four-year institution to complete a bachelor’s degree in theatre. Students are advised to check the requirements of the institution to which they intend to transfer. The main emphasis in the theatre program is the creation of an artistic point of view on the part of the student.

**GENERAL EDUCATION CORE**

(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

<table>
<thead>
<tr>
<th>Core Area</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>ENGL-121 College Composition I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENGL-122 College Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>ENGL-209/THET-209 Modern Drama</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR ENGL-250/THET-250 Shakespeare from Page to Stage</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>THET-190 Theatre History I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>THET-191 Theatre History II</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>History Core Course (see p. 52)</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Social and Behavioral Sciences Core Courses (see p. 52)</td>
<td>6</td>
</tr>
<tr>
<td>Science</td>
<td>Science Core Courses (see p. 52; must include one course with lab)</td>
<td>7-8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MATH-121, 122, 131 or higher</td>
<td>3-5</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>CMSY-110 Software Applications for Micros</td>
<td>3</td>
</tr>
</tbody>
</table>

**REQUIRED COURSES RELATED TO MAJOR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CADD-100 Principles of Drafting</td>
<td>3</td>
</tr>
<tr>
<td>CADD-101 Introduction to Computer-Aided Drafting and Design</td>
<td>3</td>
</tr>
<tr>
<td>THET-131 Theatre Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>THET-135 Stagecraft I</td>
<td>3</td>
</tr>
<tr>
<td>THET-136 Lighting I</td>
<td>3</td>
</tr>
<tr>
<td>THET-137 Sound I</td>
<td>3</td>
</tr>
<tr>
<td>THET-141 Basic Acting I</td>
<td>3</td>
</tr>
<tr>
<td>THET-160 Theatre Practicum I</td>
<td>1</td>
</tr>
<tr>
<td>THET-161 Theatre Practicum II</td>
<td>1</td>
</tr>
<tr>
<td>THET-162 Theatre Practicum III</td>
<td>1</td>
</tr>
<tr>
<td>THET-163 Theatre Practicum IV</td>
<td>1</td>
</tr>
</tbody>
</table>

**ARTS AND HUMANITIES DIVISION PROGRAMS OF STUDY**

**Theatre/Technical**

**A Letter of Recognition**

For Curriculum Information Contact the Arts and Humanities Division—Room VPA-200—410-772-4940

The main emphasis in the Theatre/Technical Letter of Recognition is the creation of an artistic point of view on the part of the student. Students who have successfully completed the designated group of courses listed below will have basic competencies in the area of technical theatre. A Letter of Recognition in Theatre/Technical will enhance the technician’s resume when applying for technical work for theatre productions.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THET-160 Theatre Practicum I</td>
<td>1</td>
</tr>
<tr>
<td>THET-161 Theatre Practicum II</td>
<td>1</td>
</tr>
<tr>
<td>THET-162 Theatre Practicum III</td>
<td>1</td>
</tr>
<tr>
<td>THET-163 Theatre Practicum IV</td>
<td>1</td>
</tr>
</tbody>
</table>

Select 6 credits from the following courses (3 credits each):

- THET-135 Stagecraft I
- THET-136 Lighting I
- THET-137 Sound I

Total Credits: 6245
Transfer Studies
A Certificate of Proficiency (Career)
APPLICATION CODE 224
For Curriculum Information Contact the Arts and Humanities Division—Room VPA-200—410-772-4940

The Transfer Studies Certificate is designed for students who intend to transfer to a four-year college or university. Students should meet with an advisor to select appropriate courses required by the transfer institution(s) of interest.

Credits

Composition  ENGL-121 College Composition I  3
Arts & Humanities  Arts & Humanities Core Course (see p. 51)  3
Social Sciences  Social Sciences Core Course (see p. 52)  3
Science  Science Core Course (see p. 52; must include lab)  4
Mathematics  Math Core Course (see p. 53)  3
Electives*  Electives  14

*Students should meet with an advisor to choose elective courses to fulfill additional general education requirements and/or academic major requirements of the transfer institution(s).

Note: Students may be enrolled in both a major and in the Transfer Studies Certificate program at the same time. As they enter the semester that they fulfill the 30-credit requirement for the Transfer Studies Certificate, students may apply for and be issued a Certificate. Students considering staying at HCC to complete an AA or AAS program should choose courses that meet the general education requirements and/or or academic major requirements of that program.

Web Design
A Certificate of Proficiency (Career)
APPLICATION CODE 199
For Curriculum Information Contact the Arts and Humanities Division—Room VPA-200—410-772-4940

This certificate is designed to meet the needs of individuals who are interested in web design. The skills and knowledge of the web designer are used by government, education, and businesses in all fields. Web designers are employed by organizations of varying size or work as free-lance contractors.

Credits

AR TT-101  Two-dimensional Basic Design  3
AR TT-109  Drawing I  3
AR TT-112  Introduction to Digital Media  3
AR TT-130/MASS-130  Introduction to Video I  3
AR TT-148  Digital Imaging, Raster Program I  3
AR TT-260/MASS-260  Designing for Interactive Environments  3
AR TT-280/MASS-280  Digital Video  3
AR TT-281/MASS-281  Web Design and Production I  3
AR TT-281/MASS-281  Web Design and Production II  3

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## Advanced Financial Planning
A Business Management Certificate of Proficiency (Career)

**APPLICATION CODE 27**

For Curriculum Information Contact the Business and Computer Systems Division—Room ELB-239—410-772-4441

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT-112</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-201</td>
<td>Business Work Experience I</td>
<td>4</td>
</tr>
<tr>
<td>FNPL-201</td>
<td>Investment Analysis and Portfolio Selection</td>
<td>3</td>
</tr>
<tr>
<td>ECON-201</td>
<td>Money and Banking</td>
<td>3</td>
</tr>
<tr>
<td>FNPL-202</td>
<td>Risk Management and Insurance</td>
<td>3</td>
</tr>
<tr>
<td>MATH-138</td>
<td>Statistics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

## Business Administration
An A.A. Degree Program (Transfer)

**APPLICATION CODE 03**

For Curriculum Information Contact the Business and Computer Systems Division—Room ELB-239—410-772-4441

In a business environment growing more complex and global, some knowledge of business and management theory is more of an asset than ever before. This business administration curriculum will prepare students to transfer to a four-year program in business and management with eventual entry into all areas of business, from manufacturing through retailing and including accounting, marketing, finance, banking, transportation, and international business. Students in this two-year program will get the broad-based liberal education required for the first two years of a baccalaureate program. At the same time, they will be introduced to several areas of business and management theory and practice.

### GENERAL EDUCATION CORE

(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>ENGL-121 College Composition I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENGL-122 College Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>ENGL-207 Ethics in Literature</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Fine Arts Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SPCH-105 Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>History Core Course (see p. 52)</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>ECON-101 Principles of Economics (Macro)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ECON-102 Principles of Economics (Micro)</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>Science Core Courses (see p. 52; must include one course with lab)</td>
<td>7-8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MATH-145 Business Calculus</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>Interdisciplinary and Emerging Issues Core Course (see p. 53)</td>
<td>1-3</td>
</tr>
</tbody>
</table>

### REQUIRED COURSES RELATED TO MAJOR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT-111</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-100</td>
<td>Introduction to Business and Organization</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-110</td>
<td>Software Applications for Micros</td>
<td>3</td>
</tr>
<tr>
<td>ACCT-112</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-151</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>MATH-138</td>
<td>Statistics</td>
<td>4</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>Arts and Sciences Electives (see p. 53)</td>
<td>6</td>
</tr>
</tbody>
</table>

|             | **Total**                                        | **60**  |

Students can complete the entire Associate of Arts Degree in Business Administration online or through a combination of online courses and telecourses (see page 37).
Business Management  
**An A.A.S. Degree Program (Career)**  
For Curriculum Information Contact the Business and Computer Systems Division—Room ELB-239—410-772-4441

Students enrolling in the business management program will have the opportunity to gain a variety of business and management skills designed to prepare them for immediate employment as management trainees. Students currently employed as well as students with no prior experience will be able to select from a number of options developed to meet individual career goals. The major emphasis of the business management program is the development and improvement of business and management skills and the opportunity to select a specific career emphasis.

### GENERAL EDUCATION CORE  
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Humanities Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td>SPCH-105 Fundamentals of Public Speaking</td>
<td></td>
</tr>
<tr>
<td>OR SPCH-110 Interpersonal Communications</td>
<td>3</td>
</tr>
<tr>
<td>History Core Course (see p. 52)</td>
<td>3</td>
</tr>
<tr>
<td>Science Core Course (see p. 52; must include lab)</td>
<td>4</td>
</tr>
<tr>
<td>MATH-121, 122, 131 or higher</td>
<td>3-4</td>
</tr>
<tr>
<td>Interdisciplinary and Emerging Issues Core Course (see p. 53)</td>
<td>1-3</td>
</tr>
</tbody>
</table>

### REQUIRED COURSES RELATED TO MAJOR  

**Business Management Option**  
**APPLICATION CODE 37A**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMGT-141 Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-240 Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-141 Supervisory Development</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-201 Business Work Experience I OR</td>
<td>3-4</td>
</tr>
<tr>
<td>BMGT-202 Business Work Experience II OR</td>
<td>3-4</td>
</tr>
<tr>
<td>BMGT-200 Managing for the Future</td>
<td>3</td>
</tr>
<tr>
<td>Business Elective (see p. 53)</td>
<td>3</td>
</tr>
<tr>
<td>Arts and Sciences Elective (see p. 53)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Financial Planning Option**  
**APPLICATION CODE 37B**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNPL-101 Personal Financial Planning</td>
<td>3</td>
</tr>
<tr>
<td>FNPL-201 Investment Analysis and Portfolio Selection</td>
<td>3</td>
</tr>
<tr>
<td>FNPL-202 Risk Management and Insurance</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-145 Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-201 Business Field Experience I OR</td>
<td>3-4</td>
</tr>
<tr>
<td>BMGT-202 Business Field Experience II OR</td>
<td>3-4</td>
</tr>
<tr>
<td>ECON 201 Money and Banking</td>
<td>3</td>
</tr>
<tr>
<td>MATH-138 Statistics</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMGT-120 Small Business Management</td>
<td>3</td>
</tr>
<tr>
<td>RETL-201 Retail Field Experience OR</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-145 Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-240 Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-200 Managing for the Future</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-132 Sales and Sales Management</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-120 Small Business Management</td>
<td>3</td>
</tr>
<tr>
<td>RETL-201 Retail Field Experience OR</td>
<td>3</td>
</tr>
<tr>
<td>Business Elective (see p. 77)</td>
<td>3-4</td>
</tr>
<tr>
<td>RETL-103 Retail Merchandising</td>
<td>3</td>
</tr>
<tr>
<td>RETL-105 Fashion Merchandising</td>
<td>3</td>
</tr>
</tbody>
</table>

**Select one of the following options along with the General Education Core and Courses Related to Major to complete the degree in Business Management, Financial Planning or Retail Management.**

**Retail Management Option**  
**APPLICATION CODE 37C**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMGT-141 Supervisory Development</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-240 Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-200 Managing for the Future</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-132 Sales and Sales Management</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-120 Small Business Management</td>
<td>3</td>
</tr>
<tr>
<td>RETL-201 Retail Field Experience OR</td>
<td>3</td>
</tr>
<tr>
<td>Business Elective (see p. 77)</td>
<td>3-4</td>
</tr>
<tr>
<td>RETL-202 Retail Field Experience OR</td>
<td>3</td>
</tr>
<tr>
<td>Business Elective (see p. 77)</td>
<td>3-4</td>
</tr>
<tr>
<td>RETL-103 Retail Merchandising</td>
<td>3</td>
</tr>
<tr>
<td>RETL-105 Fashion Merchandising</td>
<td>3</td>
</tr>
</tbody>
</table>

### REQUIRED COURSES RELATED TO MAJOR (cont’d)  

---

79
Computer Science
An A.A. Degree Program (Transfer)
APPLICATION CODE 33
For Curriculum Information Contact the Business and Computer Systems Division—Room ELB-239—410-772-4441

The growing emphasis on technology has increased the demand for programmers in both a diverse range of application and systems development environments. This curriculum prepares students for programming in environments such as engineering, scientific employment, government and education. The computer science program emphasizes algorithm/modular design, structured programming techniques, program debugging and structured walkthrough skills, and group interaction. This curriculum has been designed to fit with similar programs at Towson University and at the University of Maryland Baltimore County (UMBC).

GENERAL EDUCATION CORE
(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

Composition

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL-121 College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-122 College Composition II</td>
<td>3</td>
</tr>
</tbody>
</table>

Arts & Humanities

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td>SPCH-105 Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
</tbody>
</table>

History

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>History Core Course (see p. 52)</td>
<td>3</td>
</tr>
</tbody>
</table>

Social Sciences

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social and Behavioral Sciences Core Courses (see p. 52)</td>
<td>6</td>
</tr>
</tbody>
</table>

Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Core Courses (see p. 52)</td>
<td>8</td>
</tr>
</tbody>
</table>

Mathematics

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH-140 or equivalent</td>
<td>4</td>
</tr>
</tbody>
</table>

Interdisciplinary

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interdisciplinary and Emerging Issues Core Course (see p. 53)</td>
<td>1-3</td>
</tr>
</tbody>
</table>

REQUIRED COURSES RELATED TO MAJOR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSY-141</td>
<td>4</td>
</tr>
<tr>
<td>CMSY-171</td>
<td>4</td>
</tr>
<tr>
<td>MATH-150</td>
<td>4</td>
</tr>
<tr>
<td>MATH-220</td>
<td>3</td>
</tr>
<tr>
<td>MATH-250</td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Culinary Management
An A.A.S. Degree Program (Career)
APPLICATION CODE 233
For Curriculum Information Contact the Business and Computer Systems Division—Room ELB-239—410-772-4441

The Culinary Management program is designed for individual students to develop skills within the field of culinary arts along with essential supervisory and management skills necessary to operate a kitchen facility or other related foodservice business. Students will matriculate through courses related to food production, sanitation, and safety, and service standards along with management cost control skills, supervisory skills, and kitchen management. Upon completion of the program, students will be able to operate and work within a traditional culinary setting as a supervisor or entry-level culinary manager.

GENERAL EDUCATION CORE

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td></td>
</tr>
<tr>
<td>ENGL-121 College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-122 College Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Humanities Core Course</td>
<td></td>
</tr>
<tr>
<td>(one course from either Literature, Fine Arts, or Humanities; World Language recommended)</td>
<td>3-4</td>
</tr>
<tr>
<td>SPCH-105 Fundamentals of Public Speaking</td>
<td></td>
</tr>
<tr>
<td>SPCH-110 Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>History Core Course (see p. 52)</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences Core Courses</td>
<td></td>
</tr>
<tr>
<td>(see p. 52)</td>
<td>6</td>
</tr>
<tr>
<td>Science Core Courses (see p. 52)</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>MATH-140 or equivalent</td>
<td>4</td>
</tr>
<tr>
<td>Interdisciplinary and Emerging Issues Core Course (see p. 53)</td>
<td>1-3</td>
</tr>
</tbody>
</table>

REQUIRED COURSES RELATED TO MAJOR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT-111 Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-100 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-110 Software Applications for Micros</td>
<td>3</td>
</tr>
<tr>
<td>ACCT-112 Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-130 Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>CMGT-101 Introduction to Culinary Arts</td>
<td></td>
</tr>
<tr>
<td>HMGT-101 Introduction to Hospitality Management</td>
<td>3</td>
</tr>
<tr>
<td>HMGT-111 Foodservice Sanitation and Safety</td>
<td>1</td>
</tr>
<tr>
<td>HMGT-120 Food Preparation I</td>
<td>3</td>
</tr>
<tr>
<td>HMGT-220 Food Preparation II</td>
<td>3</td>
</tr>
<tr>
<td>HMGT-225 Hospitality Purchasing and Cost Control</td>
<td>3</td>
</tr>
<tr>
<td>CMGT-120 Culinary Supervision</td>
<td>3</td>
</tr>
<tr>
<td>CMGT-130 Garde’ Manger</td>
<td>3</td>
</tr>
<tr>
<td>CMGT-135 Baking and Pastries</td>
<td>3</td>
</tr>
<tr>
<td>CMGT-210 Culinary Management Internship</td>
<td>2</td>
</tr>
<tr>
<td>Electives—Select 3 credits from the following courses (3 credits each):</td>
<td></td>
</tr>
<tr>
<td>BMGT-120 Small Business Management</td>
<td></td>
</tr>
<tr>
<td>CMGT-125 Special Events</td>
<td></td>
</tr>
<tr>
<td>CMGT-145 Foodservice Facility Planning</td>
<td></td>
</tr>
<tr>
<td>CMGT-210 Culinary Management Practicum</td>
<td></td>
</tr>
<tr>
<td>HEED-211 Nutrition</td>
<td></td>
</tr>
<tr>
<td>HMGT-250 Food and Beverage Management and Service</td>
<td>3</td>
</tr>
</tbody>
</table>
Culinary Management  
A Certificate of Proficiency (Career)  
APPLICATION CODE 234  
For Curriculum Information Contact the Business and Computer Systems Division—Room ELB-239—410-772-4441

The Certificate of Proficiency in Culinary Management is designed for individuals who are interested and focused in pursuing a career within the culinary arts field. Students enrolling in the certificate program will develop basic skills related to culinary arts that include food handling and preparation, purchasing, cost control, service skills, and management skills. Students completing the certificate program will be able to enter the culinary arts or foodservice field at an entry level position.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CMGT-101</td>
<td>Introduction to Culinary Arts</td>
</tr>
<tr>
<td></td>
<td>HMGT-101</td>
<td>Introduction to Hospitality Management</td>
</tr>
<tr>
<td></td>
<td>HMGT-111</td>
<td>Foodservice Sanitation and Safety</td>
</tr>
<tr>
<td></td>
<td>HMGT-120</td>
<td>Food Preparation I</td>
</tr>
<tr>
<td></td>
<td>HMGT-220</td>
<td>Food Preparation II</td>
</tr>
<tr>
<td></td>
<td>HMGT-225</td>
<td>Hospitality Purchasing and Cost Control</td>
</tr>
<tr>
<td></td>
<td>HMGT-250</td>
<td>Food and Beverage Management and Service</td>
</tr>
<tr>
<td></td>
<td>CMGT-120</td>
<td>Culinary Supervision</td>
</tr>
</tbody>
</table>

19 credits

E-Commerce Designer  
An Information Technology Certificate of Proficiency (Career)  
APPLICATION CODE 187  
For Curriculum Information Contact the Business and Computer Systems Division—Room ELB-239—410-772-4441

These courses provide technical knowledge of e-commerce software and hardware and prepare students for jobs such as an e-commerce developer or consultant. Certificate requires 25 credits.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BMGT-100</td>
<td>Introduction to Business and Organization</td>
</tr>
<tr>
<td>OR</td>
<td>CMSY-103</td>
<td>Beginning Databases</td>
</tr>
<tr>
<td></td>
<td>CMSY-110</td>
<td>Software Applications for Micros</td>
</tr>
<tr>
<td></td>
<td>CMSY-129</td>
<td>Principles of the Internet</td>
</tr>
<tr>
<td></td>
<td>CMSY-147</td>
<td>Introduction to Web Site Authoring</td>
</tr>
<tr>
<td></td>
<td>BMGT-130</td>
<td>Principles of Marketing</td>
</tr>
<tr>
<td></td>
<td>CMSY-144</td>
<td>Introduction to Electronic Commerce</td>
</tr>
<tr>
<td></td>
<td>CMSY-148</td>
<td>Advanced HTML</td>
</tr>
<tr>
<td></td>
<td>CMSY-151</td>
<td>Principles of the Internet II (Professional)</td>
</tr>
<tr>
<td>Electives</td>
<td>Select 3 credits from the following courses (3 credits each):</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CMSY-175</td>
<td>ColdFusion</td>
</tr>
<tr>
<td></td>
<td>CMSY-203</td>
<td>Introduction to PHP</td>
</tr>
<tr>
<td></td>
<td>CMSY-205</td>
<td>Advanced JavaScript</td>
</tr>
<tr>
<td></td>
<td>CMSY-248</td>
<td>Introduction to XML</td>
</tr>
</tbody>
</table>

25-27 credits
### E-Commerce/E-Business

**A Business Management Certificate of Proficiency (Career)**

**APPLICATION CODE 150**

For Curriculum Information Contact the Business and Computer Systems Division—Room ELB-239—410-772-4441

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>BMGT-100</td>
<td>Introduction to Business and Organization</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>BMGT-130</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>CMSY-129</td>
<td>Principles of Internet</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>CMSY-139</td>
<td>Doing Business on the Internet</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>CMSY-144</td>
<td>Introduction to Electronic Commerce</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>CMSY-145</td>
<td>Internet Security and Risk Management</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>CMSY-146</td>
<td>Building an Online Store</td>
<td>3</td>
</tr>
<tr>
<td><strong>21</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Entrepreneurship

**A Business Administration A.A. Degree Program (Transfer)**

**APPLICATION CODE 211**

For Curriculum Information Contact the Business and Computer Systems Division—Room ELB-239—410-772-4441

The largest number of businesses in this country follow the format of entrepreneurial ventures. Success in this environment is enhanced by knowledge and skills about entrepreneurship and its major elements. Students can expect to achieve behaviors basic to successful business operation. Students expecting to transfer to baccalaureate programs are encouraged to review requirements for those programs to which they intend to transfer.

#### GENERAL EDUCATION CORE

(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>ENGL-121</td>
<td>College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>ENGL-122</td>
<td>College Composition II</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>ENGL-123</td>
<td>Literature Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>SPCH-105</td>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>ECON-101</td>
<td>Principles of Economics (Macro)</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>ECON-102</td>
<td>Principles of Economics (Micro)</td>
<td>3</td>
</tr>
<tr>
<td>7-8</td>
<td>ENTR-101</td>
<td>Entrepreneurship and Creativity</td>
<td>3</td>
</tr>
</tbody>
</table>

#### REQUIRED COURSES RELATED TO MAJOR

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>ACCT-111</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>ACCT-112</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>BMGT-100</td>
<td>Introduction to Business and Organization</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>BMGT-151</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>BMGT-203</td>
<td>Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>CMSY-129</td>
<td>Principles of the Internet</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>CMSY-139</td>
<td>Doing Business on the Internet</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>ENTR-120</td>
<td>Entrepreneurship in Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

| **61-62** | | | |
Entrepreneurship
A Business Management A.A.S. Degree Program (Career)
APPLICATION CODE 226
For Curriculum Information Contact the Business and Computer Systems Division—Room ELB-239—410-772-4441

This program is designed to help those seeking careers in the business world, particularly in small businesses that are entrepreneurial in nature. It features major content areas that result in a more likely outcome of success. It will incorporate interaction with successful entrepreneurs and review of course products by professional groups.

GENERAL EDUCATION CORE

<table>
<thead>
<tr>
<th>Composition</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL-121 College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Humanities Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td>SPCH-105 Fundamentals of Public Speaking or</td>
<td>3</td>
</tr>
<tr>
<td>SPCH-110 Interpersonal Communications</td>
<td></td>
</tr>
<tr>
<td>History Core Course (see p. 52)</td>
<td>3</td>
</tr>
<tr>
<td>Science Core Course (see p. 52; must include lab)</td>
<td>4</td>
</tr>
<tr>
<td>MATH-121, 122, 131 or higher</td>
<td>3-4</td>
</tr>
<tr>
<td>ENTR-101 Creativity and Entrepreneurship</td>
<td>3</td>
</tr>
</tbody>
</table>

REQUIRED COURSES RELATED TO MAJOR

| ACCT-111 Principles of Accounting I | 3       |
| ACCT-114 Managing Finances with QuickBooks | 1       |
| BMGT-100 Introduction to Business and Organization | 3       |
| BMGT-130 Principles of Marketing      | 3       |
| CMSY-110 Software Applications for Micros | 3       |
| ECON-101 Principles of Economics (Macro) | 3       |
| BMGT-130 International Business Issues Seminar | 1       |
| BMGT-151 Business Law I               | 3       |
| BMGT-203 Business Ethics              | 3       |
| CMSY-129 Principles of Internet       | 3       |
| CMSY-139 Doing Business on the Internet | 3       |
| ENTR-120 Entrepreneurship in Practice   | 3       |
| ENTR-210 Developing Business Opportunities and Plans | 3       |
| ENTR-220 Financing Entrepreneurial Operations | 3       |

63-64

Entrepreneurship
A Business Management Certificate of Proficiency (Career)
APPLICATION CODE 214
For Curriculum Information Contact the Business and Computer Systems Division—Room ELB-239—410-772-4441

This certificate is designed for those who seek to refresh or attain basic knowledge and skills linked with establishing and operating entrepreneurial enterprises. Students selecting this Certificate of Proficiency may have a background in the field or be starting a new career area. Courses required for this certificate are applicable to the associate degree program in Entrepreneurship.

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT-114 Managing Finances with QuickBooks 1</td>
</tr>
<tr>
<td>BMGT-120 Small Business Management 3</td>
</tr>
<tr>
<td>BMGT-150 International Business Issues Seminar 1</td>
</tr>
<tr>
<td>BMGT-203 Business Ethics 3</td>
</tr>
<tr>
<td>CMSY-126 Introduction to the Internet OR</td>
</tr>
<tr>
<td>CMSY-129 Principles of Internet 1-3</td>
</tr>
<tr>
<td>CMSY-139 Doing Business on the Internet 3</td>
</tr>
<tr>
<td>ENTR-120 Entrepreneurship in Practice 3</td>
</tr>
<tr>
<td>ENTR-210 Developing Business Opportunities and Plans 3</td>
</tr>
<tr>
<td>ENTR-220 Financing Entrepreneurial Operations 3</td>
</tr>
</tbody>
</table>

21-23
Entrepreneurship
A Letter of Recognition
For Curriculum Information Contact the Business and Computer
Systems Division—Room ELB-239—410-772-4441

As a part of its structure, the Center for Entrepreneurial and Business
Excellence (CEBE) offers a Letter of Recognition in Entrepreneurship.
The courses within the program offer participants individualized busi-
ness strategies to support growth and profitability, business develop-
ment, networking opportunities and support. The program prepares the
student/entrepreneur to launch or enhance a business with the goal of
economic success and sustainability. The student/entrepreneur moves
through a sequence of courses with the underlying support of a Busi-
ness Coach. This Letter of Recognition differentiates CEBE graduates in
the competitive marketplace. Courses in this program increase the
entrepreneur’s knowledge and understanding of subject matter critical
to the success of their business enterprise.

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENTR-102</td>
</tr>
<tr>
<td>ENTR-103</td>
</tr>
<tr>
<td>ENTR-104</td>
</tr>
<tr>
<td>ENTR-105</td>
</tr>
<tr>
<td>ENTR-106</td>
</tr>
</tbody>
</table>

Electives—Select at least one of the following courses:

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENTR-107</td>
</tr>
<tr>
<td>ENTR-108</td>
</tr>
<tr>
<td>ENTR-109</td>
</tr>
<tr>
<td>ENTR-110</td>
</tr>
<tr>
<td>ENTR-111</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Financial Planning
A Business Management Certificate of Proficiency (Career)
APPLICATION CODE 28
For Curriculum Information Contact the Business and Computer
Systems Division—Room ELB-239—410-772-4441

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL-121</td>
</tr>
<tr>
<td>FNPL-101</td>
</tr>
<tr>
<td>MATH-108</td>
</tr>
<tr>
<td>ACCT-111</td>
</tr>
<tr>
<td>CMSC-110</td>
</tr>
<tr>
<td>ECN-101</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
Hospitality Management
An A.A.S. Degree Program (Career)
APPLICATION CODE 178A
For Curriculum Information Contact the Business and Computer Systems Division—Room ELB-239—410-772-4441

The Hospitality Management program is designed to prepare graduates to function at mid-level management positions within the hospitality/tourism field. The offering is organized to provide theory and application for the basic arenas within the career, allowing some concentration in hotel and lodging, food service, tourism and conferencing, and catering. Variations in internships and availability of electives accommodate those who have no experience as well as those who have relevant past experience. The program will prepare graduates for employment in hospitality. Transferability to several four-year programs is also being developed.

GENERAL EDUCATION CORE

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition ENGL-121</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Humanities Core Course</td>
<td>3-4</td>
</tr>
<tr>
<td>SPCH-105 Fundamentals of Public Speaking</td>
<td></td>
</tr>
<tr>
<td>SPCH-111 Interpersonal Communications</td>
<td>3</td>
</tr>
<tr>
<td>History Core Course</td>
<td>3</td>
</tr>
<tr>
<td>Science Core Course (see p. 52)</td>
<td></td>
</tr>
<tr>
<td>MATH-121, 122, 131 or higher</td>
<td>3-4</td>
</tr>
<tr>
<td>CMSY-126 Introduction to the Internet</td>
<td>1-3</td>
</tr>
<tr>
<td>CMSY-129 Principles of the Internet</td>
<td></td>
</tr>
</tbody>
</table>

REQUIRED COURSES RELATED TO MAJOR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT-111 Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-100 Introduction to Business and Organization</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-110 Software Applications for Micros</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-130 Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>ECON-101 Principles of Economics (Macro)</td>
<td>3</td>
</tr>
<tr>
<td>HMGT-101 Introduction to the Hospitality Industry</td>
<td>3</td>
</tr>
<tr>
<td>HMGT-111 Food Service Sanitation and Safety</td>
<td>1</td>
</tr>
<tr>
<td>HMGT-120 Food Preparation I</td>
<td>3</td>
</tr>
<tr>
<td>HMGT-180 Hospitality Management Internship I</td>
<td>2</td>
</tr>
<tr>
<td>HMGT-220 Food Preparation II</td>
<td>3</td>
</tr>
<tr>
<td>HMGT-225 Hospitality Purchasing and Cost Control</td>
<td>3</td>
</tr>
<tr>
<td>HMGT-242 Lodging Management and Operations</td>
<td>3</td>
</tr>
<tr>
<td>HMGT-250 Food and Beverage Management and Service</td>
<td>3</td>
</tr>
<tr>
<td>HMGT-160 Introduction to Travel and Tourism (2 credits)</td>
<td></td>
</tr>
<tr>
<td>HMGT-184 Introduction to Meetings and Conference Operations (3 credits)</td>
<td></td>
</tr>
<tr>
<td>HMGT-201 Hospitality Sales and Marketing (2 credits)</td>
<td></td>
</tr>
<tr>
<td>HMGT-210 Legal Issues in the Hospitality Industry (3 credits)</td>
<td></td>
</tr>
<tr>
<td>HMGT-230 Current Topics in Hospitality Management (3 credits)</td>
<td></td>
</tr>
<tr>
<td>BMGT-120 Small Business Management (3 credits)</td>
<td></td>
</tr>
<tr>
<td>HEED-211 Nutrition (3 credits)</td>
<td></td>
</tr>
<tr>
<td>ENTR-101 Entrepreneurship and Creativity (3 credits)</td>
<td>2-3</td>
</tr>
</tbody>
</table>

Hospitality Management
A Certificate of Proficiency (Career)
APPLICATION CODE 179
For Curriculum Information Contact the Business and Computer Systems Division—Room ELB-239—410-772-4441

This certificate is designed for those who seek to achieve basic skills and knowledge that will prepare them to find employment in various segments of hospitality and tourism. Students selecting this Certificate of Proficiency may have background experience in the field or be seeking a career area. The courses required in the certificate are applicable to the A.A.S degree in Hospitality.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMGT-101 Introduction to the Hospitality Industry</td>
<td>3</td>
</tr>
<tr>
<td>HMGT-111 Food Service Sanitation &amp; Safety</td>
<td>1</td>
</tr>
<tr>
<td>HMGT-120 Food Preparation I</td>
<td>3</td>
</tr>
<tr>
<td>HMGT-180 Hospitality Management Internship I</td>
<td>2</td>
</tr>
<tr>
<td>HMGT-220 Food Preparation II</td>
<td>3</td>
</tr>
<tr>
<td>HMGT-242 Lodging Management and Operations</td>
<td>3</td>
</tr>
<tr>
<td>HMGT-250 Food and Beverage Management and Service</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives – Select 2-3 credits from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMGT-120 Small Business Management (3 credits)</td>
<td></td>
</tr>
<tr>
<td>ENTR-120 Entrepreneurship in Practice (3 credits)</td>
<td></td>
</tr>
<tr>
<td>HEED-211 Nutrition (3 credits)</td>
<td></td>
</tr>
<tr>
<td>HMGT-160 Introduction to Travel and Tourism (2 credits)</td>
<td></td>
</tr>
<tr>
<td>HMGT-164 Introduction to Meetings and Conference Operations (3 credits)</td>
<td></td>
</tr>
<tr>
<td>HMGT-201 Hospitality Sales and Marketing (2 credits)</td>
<td></td>
</tr>
<tr>
<td>HMGT-210 Legal Issues in the Hospitality Industry (3 credits)</td>
<td></td>
</tr>
<tr>
<td>HMGT-230 Current Topics in Hospitality Management (3 credits)</td>
<td>2-3</td>
</tr>
<tr>
<td>BMGT-120 Small Business Management (3 credits)</td>
<td></td>
</tr>
<tr>
<td>HEED-211 Nutrition (3 credits)</td>
<td></td>
</tr>
<tr>
<td>ENTR-101 Entrepreneurship and Creativity (3 credits)</td>
<td>5-6</td>
</tr>
</tbody>
</table>

20-21
### Information Systems Management–Office Systems

**A Business Administration A.A. Degree Program (Transfer)**

**APPLICATION CODE 229**

For Curriculum Information Contact the Business and Computer Systems Division—Room ELB-239—410-772-4441

Since the use of computers has become increasingly commonplace, the need for personnel to help government and industry utilize this tool more effectively continues to grow. This major prepares students for some of the occupations which rely on a firm knowledge of computer systems including information center specialist, liaison with user departments, and office automation analyst. This program is designed to transfer to a Bachelor of Arts Degree at UMBC where various upper level courses would then be taken.

<table>
<thead>
<tr>
<th>GENERAL EDUCATION CORE</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition ENGL-121 College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-122 College Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Humanities Literature Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td>SPCH-105 Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>History History Core Course (see p. 52)</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences ECON-101 Principles of Economics (Macro)</td>
<td>3</td>
</tr>
<tr>
<td>ECON-102 Principles of Economics (Micro)</td>
<td>3</td>
</tr>
<tr>
<td>Science Science Core Courses (see p. 52; must include one course with lab)</td>
<td>7-8</td>
</tr>
<tr>
<td>Mathematics MATH-145 Business Calculus</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary Interdisciplinary and Emerging Issues Core Course (see p. 53)</td>
<td>1-3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REQUIRED COURSES RELATED TO MAJOR</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSY-120 Introduction to Computer Systems</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-121 Structured Logic and Program Design</td>
<td>3</td>
</tr>
<tr>
<td>ACCT-111 Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-190 Introduction to Visual Basic.NET</td>
<td>3</td>
</tr>
<tr>
<td>ACCT-112 Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>MATH-138 Statistics</td>
<td>4</td>
</tr>
<tr>
<td>CMSY-250 Systems Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-145 Principles of Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**60**

### Information Systems Management–Programming/Technical Systems

**A Business Administration A.A. Degree Program (Transfer)**

**APPLICATION CODE 230**

For Curriculum Information Contact the Business and Computer Systems Division—Room ELB-239—410-772-4441

Since the use of computers has become increasingly commonplace, the need for personnel to help government and industry utilize this tool more effectively continues to grow. This major prepares students to be the technical people who design, build and manage computer information systems. Some of the occupations which rely on a firm knowledge of computer systems are programmer, information center specialist, liaison with user departments, and office automation analyst. This program is designed to transfer to a Bachelor of Science Degree at UMBC where various upper level courses would then be taken.

<table>
<thead>
<tr>
<th>GENERAL EDUCATION CORE</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition ENGL-121 College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-122 College Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Humanities Literature Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td>SPCH-105 Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>History History Core Course (see p. 52)</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences ECON-101 Principles of Economics (Macro)</td>
<td>3</td>
</tr>
<tr>
<td>ECON-102 Principles of Economics (Micro)</td>
<td>3</td>
</tr>
<tr>
<td>Science Science Core Courses (see p. 52; must include one course with lab)</td>
<td>7-8</td>
</tr>
<tr>
<td>Mathematics MATH-140 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>Interdisciplinary Interdisciplinary and Emerging Issues Core Course (see p. 53)</td>
<td>1-3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REQUIRED COURSES RELATED TO MAJOR</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT-111 Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-121 Structured Logic and Program Design</td>
<td>3</td>
</tr>
<tr>
<td>ACCT-112 Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-181 Introduction to C++ Programming</td>
<td>4</td>
</tr>
<tr>
<td>CMSY-281 Advanced C++ Programming</td>
<td>4</td>
</tr>
<tr>
<td>BMGT-145 Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-250 Systems Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>MATH-250 Linear Algebra</td>
<td>4</td>
</tr>
</tbody>
</table>

**63-66**
**Information Technology**

**An A.A. Degree Program (Transfer)**

For Curriculum Information Contact the Business and Computer Systems Division—Room ELB-239—410-772-4441

This curriculum is a guide for transferring to a four-year institution, such as the University of Baltimore, Johns Hopkins and the University of Maryland University College, to complete a Bachelor’s degree in Information Technology. Students may select from the following options: PC/Network Hardware/iNet, Programming, Cisco Networking, and Web Development. Students are advised to check the requirements of the major at the institutions to which they intend to transfer.

### GENERAL EDUCATION CORE

(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student's total of general education and required courses must equal at least 60 semester hours of credit.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>7-8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>3</td>
</tr>
</tbody>
</table>

### REQUIRED COURSES RELATED TO MAJOR

Choose one of the options and complete all courses listed for the option. (Consult with an advisor for course requirements of different transfer schools.)

#### PC/Network Hardware/iNet Option

**APPLICATION CODE 171A**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSY-105 Personal Computer Systems Repair I</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-106 Personal Computer Systems Repair II</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-121 Structured Logic and Program Design</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-147 Introduction to Web Site Authoring</td>
<td>3</td>
</tr>
<tr>
<td>MATH-121 Finite Math</td>
<td>3</td>
</tr>
<tr>
<td>MATH-138 Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives—Select 6 credits from the following courses:**

CMSY-110, CMSY-134, CMSY-142, CMSY-143, CMSY-151, CMSY-162, CMSY-218, CMSY-219, CMSY-250, CMSY-255, any MSFT course 3

#### Programming Option

**APPLICATION CODE 171B**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSY-105 Personal Computer Systems Repair I</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-121 Structured Logic and Program Design</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-181 Introduction to C++ Programming</td>
<td>4</td>
</tr>
<tr>
<td>CMSY-190 Introduction to Visual Basic.NET</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-199 Introduction to Java</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-250 Systems Analysis and Design</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives—Select 6-7 credits from the following courses:**

CMSY-134, CMSY-142, CMSY-143, CMSY-175, CMSY-195, CMSY-203, CMSY-218, CMSY-219, CMSY-248, CMSY-249, CMSY-295, CMSY-217, MATH-121, MATH-138 6-7

#### Cisco Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSY-105 Personal Computer Systems Repair I</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-106 Personal Computer Systems Repair II</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-121 Structured Logic and Program Design</td>
<td>3</td>
</tr>
<tr>
<td>CSCO-270 Cisco Network Technology</td>
<td>3</td>
</tr>
<tr>
<td>CSCO-271 Cisco Internetwork Technology</td>
<td>3</td>
</tr>
<tr>
<td>CSCO-272 Cisco LAN/WAN Technology</td>
<td>3</td>
</tr>
<tr>
<td>MATH-121 Finite Math</td>
<td>3</td>
</tr>
<tr>
<td>MATH-138 Statistics</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**Electives—Select 3 credits from the following courses:**

CMSY-110, CMSY-134, CMSY-142, CMSY-143, CMSY-162, CMSY-190, CMSY-218, CMSY-219, CMSY-250, CMSY-255, any MSFT course 3

#### Web Development Option

**APPLICATION CODE 171E**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSY-147 Introduction to Web Site Authoring</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-144 Introduction to Electronic Commerce</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-148 Advanced HTML</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-151 Principles of Internet II (Professional)</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-175 Introduction to ColdFusion OR</td>
<td></td>
</tr>
<tr>
<td>CMSY-203 Introduction to PHP</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives—Select 9-11 credits from the following courses:**

Internet Electives (see p. 77), BMGT-100, BMGT-130, MATH-121, or MATH-138 9-11

**TOTAL CREDITS: 61-64**
INTERNATIONAL BUSINESS
A Business Administration A.A. Degree Program
(Transfer)
APPLICATION CODE 173
For Curriculum Information Contact the Business and Computer
Systems Division—Room ELB-239—410-772-4441

With today’s business environment growing more complex and global,
an understanding of business and management theory with an interna-
tional perspective is a necessity. This business administration curricu-
lum will prepare students to transfer to a four-year program in business
and management with eventual entry into all areas of business, from
manufacturing through retailing and including accounting, marketing,
finance, banking, transportation, and international business. Students in
this two-year international business program will be introduced to
several areas of business and management theory and practice coupled
with a strong liberal arts base in international culture and history.

GENERAL EDUCATION CORE
(General education core credits in excess of 36 will
transfer as general electives or courses related to the
major. Each student’s total of general education and
required courses must equal at least 60 semester
hours of credit.)

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
</tr>
<tr>
<td>ENGL-121 College Composition I</td>
</tr>
<tr>
<td>ENGL-122 College Composition II</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
</tr>
<tr>
<td>ENGL-207 or ENGL-225</td>
</tr>
<tr>
<td>ARTT-104, ARTT-105, or FILM-172</td>
</tr>
<tr>
<td>SPCH-105 Fundamentals of Public Speaking</td>
</tr>
<tr>
<td>History</td>
</tr>
<tr>
<td>HIST-121, HIST-122, or HIST-123</td>
</tr>
<tr>
<td>Social Sciences</td>
</tr>
<tr>
<td>ECON-101 Principles of Economics (Macro)</td>
</tr>
<tr>
<td>ECON-102 Principles of Economics (Micro)</td>
</tr>
<tr>
<td>Science</td>
</tr>
</tbody>
</table>
| Science Core Courses (see p. 52; must include one course with lab. BIOL-104 or
  BIOL-105 recommended for non-lab elective) | 7-8 |
| Mathematics |
| MATH-145 Business Calculus | 3 |
| Interdisciplinary |
| CMSY-126 or CMSY-129 | 1-3 |

REQUIRE COURSES RELATED TO MAJOR

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT-111 Principles of Accounting I</td>
</tr>
<tr>
<td>ACCT-112 Principles of Accounting II</td>
</tr>
<tr>
<td>BMGT-100 Introduction to Business and Organization</td>
</tr>
<tr>
<td>BMGT-150 International Business Issues Seminar</td>
</tr>
<tr>
<td>BMGT-151 Business Law I</td>
</tr>
<tr>
<td>CMSY-110 Software Applications for Micros</td>
</tr>
<tr>
<td>MATH-138 Statistics</td>
</tr>
<tr>
<td>Arts and Sciences</td>
</tr>
<tr>
<td>World Language Sequence*, ANTH-105, ANTH-120, ECON-205, GEOG-101, GEOG-102, HIST-211 or HIST-213</td>
</tr>
</tbody>
</table>

*World Language Sequence requirements vary by institution. At HCC, the
World Language Sequence means two sequential foreign language courses
in the same language (e.g. SPAN-101 and SPAN-102, or FREN-102 and
FREN-201), excluding courses taught in English.
Internet Professional
An Information Technology Certificate of Proficiency (Career)
APPLICATION CODE 188
For Curriculum Information Contact the Business and Computer Systems Division—Room ELB-239—410-772-4441

Students learn the basic skills for entry level professional work on a website team. This knowledge also helps those, like marketing professionals, who work with the web. This knowledge is tested on the CompTIA i-Net+ exam. Certificate requires 16 credits.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSY-103</td>
<td>Beginning Databases</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-110</td>
<td>Software Applications for Micros</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-129</td>
<td>Principles of the Internet</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-144</td>
<td>Introduction to Electronic Commerce</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-147</td>
<td>Introduction to Web Site Authoring</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-148</td>
<td>Advanced HTML</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-151</td>
<td>Principles of the Internet II (Professional)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16-18</td>
</tr>
</tbody>
</table>

Legal Office Assistant
An Office Technology Certificate of Proficiency (Career)
APPLICATION CODE 45
For Curriculum Information Contact the Business and Computer Systems Division—Room ELB-239—410-772-4441

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMGT-151</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-102</td>
<td>Beginning Word Processing</td>
<td>1</td>
</tr>
<tr>
<td>OFFI-100</td>
<td>Office Machines</td>
<td>1</td>
</tr>
<tr>
<td>ACCT-111</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>OFFI-177</td>
<td>Grammar for Your Job</td>
<td>2</td>
</tr>
<tr>
<td>OFFI-279</td>
<td>Keyboarding</td>
<td>1</td>
</tr>
<tr>
<td>BMGT-178</td>
<td>Business Writing</td>
<td>1</td>
</tr>
<tr>
<td>CMSY-104</td>
<td>Advanced Word Processing</td>
<td>1</td>
</tr>
<tr>
<td>OFFI-102</td>
<td>Editing Skills</td>
<td>3</td>
</tr>
<tr>
<td>OFFI-280</td>
<td>Legal Transcription and Terminology</td>
<td>3</td>
</tr>
<tr>
<td>OFFI-281</td>
<td>Legal Document Preparation</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21</td>
</tr>
</tbody>
</table>
### Legal Office Assistant

**A Letter of Recognition**

For Curriculum Information Contact the Business and Computer Systems Division—Room ELB-239—410-772-4441

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSY-102</td>
<td>Beginning Word Processing</td>
<td>1</td>
</tr>
<tr>
<td>OFFI-177</td>
<td>Grammar for Your Job</td>
<td>2</td>
</tr>
<tr>
<td>CMSY-104</td>
<td>Advanced Word Processing</td>
<td>1</td>
</tr>
<tr>
<td>OFFI-281</td>
<td>Legal Document Preparation</td>
<td>2</td>
</tr>
<tr>
<td>OFFI-280</td>
<td>Legal Transcription and Terminology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
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</tbody>
</table>

### Medical Transcriptionist

**An Office Technology Certificate of Proficiency (Career)**

APPLICATION CODE 152

For Curriculum Information Contact the Business and Computer Systems Division—Room ELB-239—410-772-4441

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSY-102</td>
<td>Beginning Word Processing</td>
<td>1</td>
</tr>
<tr>
<td>HEED-118</td>
<td>Introduction to Pharmacology</td>
<td>1</td>
</tr>
<tr>
<td>OFFI-177</td>
<td>Grammar for Your Job</td>
<td>2</td>
</tr>
<tr>
<td>OFFI-279</td>
<td>Keyboarding</td>
<td>1</td>
</tr>
<tr>
<td>OFFI-290</td>
<td>Medical Terminology</td>
<td>2</td>
</tr>
<tr>
<td>OFFI-102</td>
<td>Editing Skills</td>
<td>3</td>
</tr>
<tr>
<td>OFFI-270</td>
<td>Medical Transcription Techniques</td>
<td>3</td>
</tr>
<tr>
<td>OFFI-293</td>
<td>Beginning Medical Transcription</td>
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</tr>
<tr>
<td>OFFI-297</td>
<td>Advanced Medical Transcription</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>19</strong></td>
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</tbody>
</table>
Microsoft Certified Systems Engineer (MCSE)  
Windows Server 2003  
A Network Administration Certificate of Proficiency (Career)  
APPLICATION CODE 124  
For Curriculum Information Contact the Business and Computer Systems Division—Room ELB-239—410-772-4441  

MCSEs are qualified to effectively plan, implement, maintain, and support information systems with the Microsoft Windows Server 2003 operating system. MCSEs are required to pass four networking system core exams, one core operating system exam, one design exam and one elective exam. The networking system exams require candidates to prove their expertise with Server 2003 environments, including planning, implementing, managing and maintaining network and active directory infrastructures. The core operating system exam requires proof of expertise in planning, implementation, management, and support of Windows XP Professional. The design exam measures ability to design a Microsoft Windows Server 2003 Active Directory and network infrastructure or the ability to gather and analyze business requirements for a secure network infrastructure and design a security solution that meets those requirements.

<table>
<thead>
<tr>
<th>Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MSFT-272</td>
<td>Microsoft Windows XP Professional 3</td>
</tr>
<tr>
<td>MSFT-273</td>
<td>Managing Microsoft Windows Server 2003 Network Infrastructure 3</td>
</tr>
<tr>
<td>MSFT-277</td>
<td>Implementing Microsoft Windows Server 2003 Network Infrastructure 3</td>
</tr>
<tr>
<td>MSFT-278</td>
<td>Planning Microsoft Windows Server 2003 Network Infrastructure 3</td>
</tr>
<tr>
<td>MSFT-279</td>
<td>Microsoft Windows Server 2003 Active Directory Infrastructure 3</td>
</tr>
</tbody>
</table>

Electives—Select 6 credits from the following courses (3 credits each):  
MSFT-218 Managing a Microsoft Windows 2000 Network Environment  
MSFT-230 Designing Microsoft Windows 2000 Active Directory Services  
MSFT-235 Designing Security for a Microsoft Windows 2000 Network Infrastructure  
MSFT-240 Designing Microsoft Windows 2000 Network Infrastructure  
MSFT-250 Supporting and Migrating from MSFT Windows NT 4.0 to Windows 2000  
MSFT-282 Designing Microsoft Windows Server 2003 Active Directory and Network Infrastructure  
MSFT-283 Designing Security for Microsoft Networks  
MSFT-572 Implementing and Managing MSFT Exchange 2000  
MSFT-862 Administering a MSFT SQL Server 2000 Database  
MSFT-863 Programming a MSFT SQL 2000 Database 6  

Note: Industry certification requires at least one design exam.

Microsoft Office Specialist (MOS)  
A Letter of Recognition  
For Curriculum Information Contact the Business and Computer Systems Division—Room ELB-239—410-772-4441  

<table>
<thead>
<tr>
<th>Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSY-101</td>
<td>Beginning Spreadsheets 1</td>
</tr>
<tr>
<td>CMSY-102</td>
<td>Beginning Word Processing 1</td>
</tr>
<tr>
<td>CMSY-103</td>
<td>Beginning Databases 1</td>
</tr>
<tr>
<td>CMSY-104</td>
<td>Advanced Word Processing 1</td>
</tr>
<tr>
<td>CMSY-116</td>
<td>PowerPoint 1</td>
</tr>
<tr>
<td>CMSY-117</td>
<td>Advanced Spreadsheets 1</td>
</tr>
<tr>
<td>CMSY-127</td>
<td>Microsoft Outlook 1</td>
</tr>
</tbody>
</table>

Note: Industry certification requires at least one design exam.
Network Engineer
A Network Administration A.A.S. Degree Program
(Career)
APPLICATION CODE 112A
For Curriculum Information Contact the Business and Computer Systems Division—Room ELB-239—410-772-4441

This program is designed to meet the needs of the business community and industry in the expanding field of computer network engineering and administration. Graduates will be qualified for a variety of technical and administrative positions including client needs assessment, network design, network installation and maintenance, internetwork communication and connectivity, specialized network functions, and on-site network administration. Extensive lab instruction will provide exposure to real-world network scenarios. Completion of all courses in this career curriculum will lead to the award of the associate in applied science degree in network administration. HCC’s membership in the Microsoft IT Academy Program assures students of having Microsoft Certified Trainers (MCTs) for all MSFT courses. Depending on the chosen networking option, this curriculum prepares students for working with network security in private, public, and governmental arenas at the mid administrative level. Content related to the CISSP domains and NSA’s standards has been incorporated into the “major” courses. The curriculum is designed to transfer to similar programs at Johns Hopkins University and at Capitol College.

GENERAL EDUCATION REQUIREMENTS Credits
Composition ENGL-121 College Composition I 3
Arts & Humanities Fine Arts Core Course (see p. 51) 3
SPCH-105 Fundamentals of Public Speaking OR
SPCH-110 Interpersonal Communications 3
Social Sciences SOCI-101 Introduction to Sociology OR
PSYC-101 Introduction to Psychology 3
Science Science Core Course (see p. 52) 3-4
Mathematics MATH-121, 122, 131 or higher 3-5
Interdisciplinary Interdisciplinary and Emerging Issues Core Course (see p. 53) 3

REQUIRED COURSES RELATED TO MAJOR
CMSY-110 Software Applications for Micro OR
CMSY-129 Principles of the Internet 3
CMSY-121 Structured Logic and Program Design 3
CMSY-162 Introduction to Network Security 3
CMSY-219 Microcomputer Operating Systems – DOS 3
MSFT-299 Fundamentals and Practice for Network+ Certification 3
MSFT-272 Microsoft Windows XP Professional 3
MSFT-273 Managing Microsoft Windows Server 2003 3
MSFT-277 Implementing Microsoft Windows Server 2003 Network Infrastructure 3
MSFT-278 Planning Microsoft Windows Server 2003 Network Infrastructure 3
MSFT-279 Microsoft Windows Server 2003 Active Directory Infrastructure 3
Electives—Select 9 credits from the following courses:

Network Security
An Information Technology A.A. Degree Program
(Transfer)
APPLICATION CODE 231
For Curriculum Information Contact the Business and Computer Systems Division—Room ELB-239—410-772-4441

This transfer program is designed in response to the increased growth of network security concerns, from regional to international environments. The resulting need for graduates with theory and application skills in this area has been intensified. This curriculum prepares students for working with network security in private, public, and governmental arenas at the mid administrative level. Content related to the CISSP domains and NSA’s standards has been incorporated into the “major” courses. The curriculum is designed to transfer to similar programs at Johns Hopkins University and at Capitol College.

GENERAL EDUCATION CORE Credits
Composition ENGL-121 College Composition I 3
ENGL-122 College Composition II 3
Arts & Humanities Literature Core Course (see p. 51) 3
Fine Arts Core Course (see p. 51) 3
SPCH-105 Fundamentals of Public Speaking 3
History History Core Course (see p. 52) 3
Social Sciences Social and Behavioral Sciences Core Courses (see p. 52) 6
Science Science Core Courses (see p. 52; must include one course with lab) 7-8
Mathematics MATH-131 or higher 3-5
Interdisciplinary Interdisciplinary and Emerging Issues Core Course (see p. 53; CMSY-110 Recommended) 3

REQUIRED COURSES RELATED TO MAJOR
CMSY-125 Microsoft Front Page 1
CMSY-162 Introduction to Network Security Systems 3
MSFT-299 Fundamentals and Practice for Network+ Certification 3
CMSY-163 Introduction to Firewalls and Internet Security 3
CMSY-164 Introduction to Intrusion Detection Systems 3
CMSY-262 Introduction to Encryption and VPN Technology 3
CMSY-263 Securing and Auditing Network Systems 3
MATH-121 Finite Math 3
Electives—Select 3 credits from the following courses:
CMSY-105 Personal Computer Systems Repair I (3 credits) 3
CMSY-110 Software Applications for Micros (3 credits) 3
CMSY-129 Principles of the Internet (3 credits) 3
CMSY-134 Introduction to Operating Systems (1 credit) AND
CMSY-142 Operating System Fundamentals I (1 credit) AND
CMSY-143 Operating System Fundamentals II (1 credit) AND
CMSY-147 Introduction to Web Site Authoring (3 credits) AND
CMSY-219 Microcomputer Operating Systems – DOS (3 credits) 3
CMSY-255 Introduction to Unix (3 credits) 3
CSCO-270 Cisco Network Technology (3 credits) 3
Any MSFT course (except MSFT-299) (3 credits) 3
Network Security Administration
A Network Administration A.A.S. Degree Program (Career)

APPLICATION CODE 192
For Curriculum Information Contact the Business and Computer Systems Division—Room ELB-239—410-772-4441

This program is designed for those who intend to enter the work force following completion of an AAS degree. Network Security is an increasingly desirable field and mid-level administrators are in high demand. The program will incorporate the 10 domains of CISSP and will direct itself to the NSA standards. Graduates of this program will be eligible for positions in public and private organizations and will be able to oversee network security setups and operations. They will be expected to keep systems current and safe as computer advances come into play.

GENERAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3-5</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>3</td>
</tr>
</tbody>
</table>

REQUERIED COURSES RELATED TO MAJOR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSY-110 Software Applications for Micros</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-125 Microsoft Front Page</td>
<td>1</td>
</tr>
<tr>
<td>CMSY-162 Introduction to Network Security Systems</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-163 Introduction to Firewalls and Internet Systems</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-164 Introduction to Intrusion Detection Systems</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-262 Introduction to Encryption and VPN Technology</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-263 Securing and Auditing Network Systems</td>
<td>3</td>
</tr>
<tr>
<td>MATH-121 Finite Math</td>
<td>3</td>
</tr>
<tr>
<td>MSFT-299 Fundamentals and Practice for Network+ Certification</td>
<td>3</td>
</tr>
</tbody>
</table>

Business Electives—Select 3 credits from the following courses:
ACCT-111, BMGT-100, BMGT-120, BMGT-130, BMGT-141, BMGT-145, BMGT-151, OOP-201

Operating Systems Electives—Select 3 credits from the following courses:
CMSY-134 and CMSY-142 and CMSY-143, or CMSY-218, or CMSY-219

Electives—Select 9 credits from the following courses:
CMSY-105, CMSY-106, CMSY-121, CMSY-144, CMSY-151, CMSY-190, CMSY-203, CMSY-250, CMSY-255, CSBO-270, CSBO-271, CSBO-272, Any MSFT course (except MSFT-299)

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Network Security Administration
A Network Administration Certificate of Proficiency (Career)

APPLICATION CODE 193
For Curriculum Information Contact the Business and Computer Systems Division—Room ELB-239—410-772-4441

This certificate is designed to meet the increasing needs in the network security field for skilled mid-level administrators. Students with a background in computer operations and networks will gain the knowledge and skills necessary to transit to new areas in the job market. This certificate will prepare graduates to function in public and private agencies in roles requiring assessment, operations, and improvement of network security systems. The courses focus on the CISSP domains and are designed to meet the NSA standards.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSY-129 Principles of the Internet</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-162 Introduction to Network Security Systems</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-163 Introduction to Firewalls and Internet Security</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-164 Introduction to Intrusion Detection Systems</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-262 Introduction to Encryption and VPN Technology</td>
<td>3</td>
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<tr>
<td>CMSY-263 Securing and Auditing Network Systems</td>
<td>3</td>
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</tbody>
</table>

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93
### Office Assistant

**An Office Technology Certificate of Proficiency (Career)**

**APPLICATION CODE 44**

For Curriculum Information Contact the Business and Computer Systems Division—Room ELB-239—410-772-4441

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>CMSY-102</td>
<td>Beginning Word Processing</td>
<td>1</td>
</tr>
<tr>
<td>CMSY-132</td>
<td>Introduction to Windows</td>
<td>1</td>
</tr>
<tr>
<td>OFFI-100</td>
<td>Office Machines</td>
<td>1</td>
</tr>
<tr>
<td>ACCT-111</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>OFFI-177</td>
<td>Grammar for Your Job</td>
<td>2</td>
</tr>
<tr>
<td>CMSY-116</td>
<td>PowerPoint</td>
<td>1</td>
</tr>
<tr>
<td>CMSY-126</td>
<td>Introduction to the Internet</td>
<td>1</td>
</tr>
<tr>
<td>CMSY-101</td>
<td>Beginning Spreadsheets</td>
<td>1</td>
</tr>
<tr>
<td>CMSY-103</td>
<td>Beginning Databases</td>
<td>1</td>
</tr>
<tr>
<td>OFFI-279</td>
<td>Keyboarding</td>
<td>1</td>
</tr>
<tr>
<td>BMGT-178</td>
<td>Business Writing</td>
<td>1</td>
</tr>
<tr>
<td>CMSY-104</td>
<td>Advanced Word Processing</td>
<td>1</td>
</tr>
<tr>
<td>OFFI-102</td>
<td>Editing Skills</td>
<td>3</td>
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<tr>
<td>OFFI-275</td>
<td>Office Simulation</td>
<td>3</td>
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<tr>
<td>CMSY-117</td>
<td>Advanced Spreadsheets</td>
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<tr>
<td>CMSY-118</td>
<td>Advanced Databases</td>
<td>1</td>
</tr>
<tr>
<td>CMSY-127</td>
<td>Microsoft Outlook</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Credits: 24**

### Office Automation Specialist

**A Letter of Recognition**

For Curriculum Information Contact the Business and Computer Systems Division—Room ELB-239—410-772-4441

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CMSY-101</td>
<td>Beginning Spreadsheets</td>
<td>1</td>
</tr>
<tr>
<td>CMSY-102</td>
<td>Beginning Word Processing</td>
<td>1</td>
</tr>
<tr>
<td>CMSY-103</td>
<td>Beginning Databases</td>
<td>1</td>
</tr>
<tr>
<td>CMSY-104</td>
<td>Advanced Word Processing</td>
<td>1</td>
</tr>
<tr>
<td>CMSY-116</td>
<td>PowerPoint</td>
<td>1</td>
</tr>
<tr>
<td>CMSY-117</td>
<td>Advanced Spreadsheets</td>
<td>1</td>
</tr>
<tr>
<td>CMSY-118</td>
<td>Advanced Databases</td>
<td>1</td>
</tr>
<tr>
<td>CMSY-126</td>
<td>Introduction to Internet</td>
<td>1</td>
</tr>
<tr>
<td>CMSY-127</td>
<td>Microsoft Outlook</td>
<td>1</td>
</tr>
<tr>
<td>CMSY-132</td>
<td>Introduction to Windows</td>
<td>1</td>
</tr>
<tr>
<td>CMSY-136</td>
<td>Integrated Software Applications</td>
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</tbody>
</table>

**Total Credits: 11**
Office Technology
An A.A.S. Degree Program (Career)
For Curriculum Information Contact the Business and Computer Systems Division—Room ELB-239—410-772-4441

There is a constant demand for well-trained office personnel. This curriculum offers a variety of specializations—office management/supervision, office assistant, legal office assistant, and international office assistant. The office management/supervision option provides the educational background necessary for a person to advance to a supervisory position. The office assistant option provides comprehensive preparation for positions in corporate and government offices. The legal office assistant option includes courses in legal document preparation, legal terminology, communications, and word processing. The international office assistant option includes courses that provide an understanding of global economics and geography.

**GENERAL EDUCATION CORE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Composition ENGL-121 College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Humanities SPCH-105 Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences SOCI-101 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Science Science Core Course (see p. 52; must include lab)</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics MATH-121, 122, 131 or higher</td>
<td>3-4</td>
</tr>
<tr>
<td>Interdisciplinary CMSY-129 Principles of the Internet</td>
<td>3</td>
</tr>
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</table>

**REQUIRED COURSES RELATED TO MAJOR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFFI-177 Grammar for Your Job</td>
<td>2</td>
</tr>
<tr>
<td>CMSY-102 Beginning Word Processing</td>
<td>1</td>
</tr>
<tr>
<td>CMSY-100 Office Machines</td>
<td>1</td>
</tr>
<tr>
<td>ACCT-111 Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-178 Business Writing</td>
<td>1</td>
</tr>
<tr>
<td>CMSY-101 Beginning Spreadsheets</td>
<td>1</td>
</tr>
<tr>
<td>CMSY-104 Advanced Word Processing</td>
<td>1</td>
</tr>
<tr>
<td>CMSY-132 Introduction to Windows</td>
<td>1</td>
</tr>
<tr>
<td>CMSY-103 Beginning Databases</td>
<td>1</td>
</tr>
<tr>
<td>CMSY-116 PowerPoint</td>
<td>1</td>
</tr>
<tr>
<td>CMSY-136 Integrated Software Applications</td>
<td>1</td>
</tr>
<tr>
<td>CMSY-117 Advanced Spreadsheets</td>
<td>1</td>
</tr>
<tr>
<td>CMSY-118 Advanced Databases</td>
<td>1</td>
</tr>
<tr>
<td>BMGT-100 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-127 Microsoft Outlook</td>
<td>1</td>
</tr>
</tbody>
</table>

**SELECT ONE OF THE FOLLOWING FOUR OPTIONS LISTED ON THE NEXT PAGE:** Office Management/Supervision, Office Assistant, Legal Office Assistant, International Office Assistant

<table>
<thead>
<tr>
<th>Option</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Office Management/Supervision Option</strong></td>
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</tr>
<tr>
<td>BMGT-145 Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-141 Supervisory Development</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-240 Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-113 Technology Issues for the Non-Technical Manager</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-114 Website Management for the Non-Technical Manager</td>
<td>1</td>
</tr>
<tr>
<td>BMGT-115 Dealing with Government Regulations for Business</td>
<td>1</td>
</tr>
<tr>
<td>BMGT-116 Managing Business Data</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-117 Managing Successful Client Interactions</td>
<td>1</td>
</tr>
<tr>
<td><strong>Legal Office Assistant Option</strong></td>
<td></td>
</tr>
<tr>
<td>BMGT-151 Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>OFFI-279 Keyboarding</td>
<td>1</td>
</tr>
<tr>
<td>OFFI-102 Editing Skills</td>
<td>3</td>
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<tr>
<td>OFFI-281 Legal Document Preparation</td>
<td>2</td>
</tr>
<tr>
<td>OFFI-280 Legal Transcription and Terminology</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-152 Business Law II</td>
<td>3</td>
</tr>
<tr>
<td>HMDV-110 Introduction to Human Relations</td>
<td>3</td>
</tr>
<tr>
<td><strong>International Office Assistant Option</strong></td>
<td></td>
</tr>
<tr>
<td>ECON-101 Principles of Economics (Macro)</td>
<td>3</td>
</tr>
<tr>
<td>POLI-201 Comparative Government</td>
<td>3</td>
</tr>
<tr>
<td>ECON-205 International Economics</td>
<td>3</td>
</tr>
<tr>
<td>GEOG-101 Introduction to World Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG-201 Economic Geography</td>
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<tr>
<td>BMGT-150 International Business Issues</td>
<td>1</td>
</tr>
<tr>
<td>Elective Business Elective (see p. 53)</td>
<td>2</td>
</tr>
<tr>
<td><strong>Office Assistant Option</strong></td>
<td></td>
</tr>
<tr>
<td>OFFI-279 Keyboarding</td>
<td>1</td>
</tr>
<tr>
<td>OFFI-102 Editing Skills</td>
<td>3</td>
</tr>
<tr>
<td>HMDV-100 Introduction to Human Relations</td>
<td>3</td>
</tr>
<tr>
<td>Elective Business Electives (see p. 53)</td>
<td>7</td>
</tr>
<tr>
<td><strong>Legal Office Assistant Option</strong></td>
<td></td>
</tr>
<tr>
<td>BMGT-151 Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>OFFI-279 Keyboarding</td>
<td>1</td>
</tr>
<tr>
<td>OFFI-102 Editing Skills</td>
<td>3</td>
</tr>
<tr>
<td>OFFI-281 Legal Document Preparation</td>
<td>2</td>
</tr>
<tr>
<td>OFFI-280 Legal Transcription and Terminology</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-152 Business Law II</td>
<td>3</td>
</tr>
<tr>
<td>HMDV-110 Introduction to Human Relations</td>
<td>3</td>
</tr>
<tr>
<td><strong>International Office Assistant Option</strong></td>
<td></td>
</tr>
<tr>
<td>BMGT-151 Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>OFFI-279 Keyboarding</td>
<td>1</td>
</tr>
<tr>
<td>OFFI-102 Editing Skills</td>
<td>3</td>
</tr>
<tr>
<td>OFFI-281 Legal Document Preparation</td>
<td>2</td>
</tr>
<tr>
<td>OFFI-280 Legal Transcription and Terminology</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-152 Business Law II</td>
<td>3</td>
</tr>
<tr>
<td>HMDV-110 Introduction to Human Relations</td>
<td>3</td>
</tr>
</tbody>
</table>
Professional Coaching
A Business Management A.A.S. Degree Program (Career)
APPLICATION CODE 225
For Curriculum Information Contact the Business and Computer Systems Division—Room ELB-239—410-772-4441

The professional coaching program is designed to prepare graduates to function as coaches in an organizational setting, establish a coaching practice or add coaching to an existing set of leadership skills. The curriculum is focused to provide theory and application for both the business and life (personal) coaching specialties. Students with no prior experience in coaching or management may enroll, as well as those who have business or consulting experience. The program will improve business, entrepreneurial and management skills and prepare students for employment in a broad range of management positions as well as to develop or enhance their own private practice. Transferability to private certification programs is being developed.

GENERAL EDUCATION CORE Credits
Composition ENGL-121 College Composition I 3
Arts & Humanities Core Course (see p. 51) (one course from either Literature, Fine Arts, or Humanities) 3
SPCH-105 Fundamentals of Public Speaking OR SPCH-110 Interpersonal Communications 3
Social Sciences History Core Course (see p. 52) 3
Science Science Core Course (see p. 52; must include lab) 4
Mathematics MATH-121, 122, 131 or higher 3-4
Interdisciplinary CMSY-129 Principles of the Internet 3

REQUIRED COURSES RELATED TO MAJOR
ACCT-111 Principles of Accounting I 3
ACCT-112 Principles of Accounting II 3
BMGT 100 Introduction to Business Organization 3
BMGT-130 Principles of Marketing 3
BMGT-133 Coaching for Performance in the Workplace 3
BMGT-134 Coaching as a Tool for Effective Leadership 3
BMGT-135 Development of an Organizational Coaching Culture 3
BMGT-136 Coaching Through Change and Transition 3
BMGT-234 Life Coaching 3
BMGT-235 Co-Active Coaching 3
BMGT-236 Establishing a Consulting/Coaching Practice 3
CMSY-110 Software Applications for Micros 3
Electives—Select 3 credits from the following courses (3 credits each):
BMGT-120 Small Business Management
BMGT-240 Human Resources Management
HEED-116 Fundamentals of Spiritual Awareness
HEED-155 Introduction to Conflict Resolution: Science and Art
PSYC-101 General Psychology 6

Professional Coaching
A Business Management Certificate of Proficiency (Career)
APPLICATION CODE 212
For Curriculum Information Contact the Business and Computer Systems Division—Room ELB-239—410-772-4441

Professional coaching develops abilities needed to coach individuals and implement client-coach partnerships. The professional coach will learn to coach individuals on issues such as living a balanced life, career transition, and relationship challenges. Acquiring the skills needed to establish a coaching or consulting practice is a component of this option.

Credits
BMGT-133 Coaching for Performance in the Workplace 3
BMGT-234 Principles and Practices of Life Coaching 3
BMGT-235 Co-Active Coaching 3
BMGT-236 Establishing a Coaching/Consulting Practice 3
Electives—Select 6 credits from the following courses (3 credits each):
BMGT-120 Small Business Management
BMGT-240 Human Resources Management
HEED-116 Fundamentals of Spiritual Awareness
HEED-155 Introduction to Conflict Resolution: Science and Art
PSYC-101 General Psychology 6

61-62
Professional Organizational Coaching
A Business Management Certificate of Proficiency (Career)
APPLICATION CODE 213
For Curriculum Information Contact the Business and Computer Systems Division—Room ELB-239—410-772-4441

This certificate is designed for professionals who intend to develop proficiency in the application of coaching skills to their existing set of business abilities or those who wish to establish a coaching practice. This certificate is appropriate for mid-managers in a broad range of settings, including Human Resources; small business enterprises; and helping professions, such as health or education and technology. In addition, professionals who are seeking a career transition or other work options may pursue personal coaching. Professional Organizational Coaching emphasizes the use of coaching in the business environment to enhance effective leadership, increase employee motivation, work on effective communication, foster team-building, develop organizational cultures for coaching, and create effective management of change and transition.

Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMGT-133</td>
<td>Coaching for Performance in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-134</td>
<td>Coaching as a Tool for Effective Leadership</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-135</td>
<td>Development of an Organizational Coaching Culture</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-136</td>
<td>Coaching Through Change and Transition</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives—Select 4-6 credits from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMGT-117</td>
<td>Managing Successful Client Interaction (1 credit)</td>
<td></td>
</tr>
<tr>
<td>BMGT-120</td>
<td>Small Business Management (3 credits)</td>
<td></td>
</tr>
<tr>
<td>BMGT-240</td>
<td>Human Resource Management (3 credits)</td>
<td></td>
</tr>
<tr>
<td>HEED-155</td>
<td>Introduction to Conflict Resolution: Science and Art (3 credits)</td>
<td></td>
</tr>
<tr>
<td>PSYC-101</td>
<td>General Psychology (3 credits)</td>
<td>4-6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16-20</td>
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</tbody>
</table>

Retailing
A Business Management Certificate of Proficiency (Career)
APPLICATION CODE 11
For Curriculum Information Contact the Business and Computer Systems Division—Room ELB-239—410-772-4441

Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMGT-132</td>
<td>Sales and Sales Management</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-120</td>
<td>Small Business Management</td>
<td>3</td>
</tr>
<tr>
<td>RETL-201</td>
<td>Retail Work Experience I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR Business Elective (see p. 53)</td>
<td>3-4</td>
</tr>
<tr>
<td>English Elective</td>
<td>ENGL, MASS or SPCH (see p. 53)</td>
<td>3</td>
</tr>
<tr>
<td>MATH-108</td>
<td>Business Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-141</td>
<td>Supervisory Development</td>
<td>3</td>
</tr>
<tr>
<td>RETL-103</td>
<td>Retail Merchandising</td>
<td></td>
</tr>
<tr>
<td>RETL-105</td>
<td>Fashion Merchandising</td>
<td>3</td>
</tr>
<tr>
<td>RETL-202</td>
<td>Retail Work Experience II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR Business Elective (see p. 53)</td>
<td>3-4</td>
</tr>
<tr>
<td>Social Sciences Elective</td>
<td>Social Sciences Elective (see p. 53)</td>
<td>3</td>
</tr>
<tr>
<td>ENGL, MASS or SPCH</td>
<td>English Elective</td>
<td>3</td>
</tr>
<tr>
<td>BMGT-120</td>
<td>Small Business Management (3 credits)</td>
<td></td>
</tr>
<tr>
<td>BMGT-240</td>
<td>Human Resource Management (3 credits)</td>
<td></td>
</tr>
<tr>
<td>HEED-155</td>
<td>Introduction to Conflict Resolution: Science and Art (3 credits)</td>
<td></td>
</tr>
<tr>
<td>PSYC-101</td>
<td>General Psychology (3 credits)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>30-32</td>
</tr>
</tbody>
</table>
Web Developer
An Information Technology Certificate of Proficiency
(Career)
APPLICATION CODE 189
For Curriculum Information Contact the Business and Computer Systems Division—Room ELB-239—410-772-4441

These courses teach computer programming languages that create individualized dynamic web pages based on user input. This includes database functions which are the basis of advanced web site functions. Certificate requires 25 credits.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSY-103</td>
<td>Beginning Databases</td>
<td>1-3</td>
</tr>
<tr>
<td>OR</td>
<td>CMSY-110</td>
<td>Software Applications for Micros</td>
</tr>
<tr>
<td>CMSY-129</td>
<td>Principles of the Internet</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-144</td>
<td>Introduction to Electronic Commerce</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-147</td>
<td>Introduction to Web Site Authoring</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-148</td>
<td>Advanced HTML</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-151</td>
<td>Principles of the Internet II (Professional)</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives—Select 9 credits from the following courses:

- CMSY-175 Introduction to PHP
- CMSY-203 ColdFusion
- CMSY-205 Advanced Java Script
- CMSY-248 Introduction to XML
- CMSY-190 Visual Basic.NET
- CMSY-199 Introduction to Java
- CMSY-249 Introduction to Perl

25-27

Webmaster
An Information Technology Certificate of Proficiency
(Career)
APPLICATION CODE 190
For Curriculum Information Contact the Business and Computer Systems Division—Room ELB-239—410-772-4441

These courses cover entry level and intermediate skills for “front-end” work on a website. These skills and knowledge are tested in several industry certification exams, including CompTIA, i-Net+, and the ProSoft CIW. Certificate requires 25 credits.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSY-103</td>
<td>Beginning Databases</td>
<td>1-3</td>
</tr>
<tr>
<td>OR</td>
<td>CMSY-110</td>
<td>Software Applications for Micros</td>
</tr>
<tr>
<td>CMSY-129</td>
<td>Principles of the Internet</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-144</td>
<td>Introduction to Electronic Commerce</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-147</td>
<td>Introduction to Web Site Authoring</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-148</td>
<td>Advanced HTML</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-151</td>
<td>Principles of the Internet II (Professional)</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-175</td>
<td>Principles of the Internet II (Professional)</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>CMSY-203</td>
<td>Introduction to PHP</td>
</tr>
<tr>
<td>Electives</td>
<td>Internet Electives (see p. 53)</td>
<td>3-6</td>
</tr>
</tbody>
</table>

22-25
Accounting—Preparation for the CPA Examination

For Curriculum Information Contact the Business and Computer Systems Division—Room ELB-239—410-772-4441

A cohesive set of courses to enhance certification opportunities (professional training) for persons who already have a Bachelor’s Degree.

This course of study is designed for students who already have a bachelor’s degree and wish to meet the requirements of the 150-hour credit rule that became effective July 1, 1999. The 150-hour credit rule requires that a student accomplish a total of 150 credit hours of education that includes a bachelor’s degree (any subject). The additional credits beyond the four-year degree are mostly to be taken as undergraduate, three-credit courses.* Within the degree or in addition to the degree, the following courses must be completed.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT-111</td>
<td>Principles of Accounting I 3</td>
</tr>
<tr>
<td>ACCT-112</td>
<td>Principles of Accounting II 3</td>
</tr>
<tr>
<td>ACCT-211</td>
<td>Intermediate Accounting I 3</td>
</tr>
<tr>
<td>ACCT-212</td>
<td>Intermediate Accounting II 3</td>
</tr>
<tr>
<td>ACCT-215</td>
<td>Cost Accounting 3</td>
</tr>
<tr>
<td>ACCT-217</td>
<td>Tax Accounting 3</td>
</tr>
<tr>
<td>ACCT-219</td>
<td>Principles of Auditing 3</td>
</tr>
<tr>
<td>ACCT-221</td>
<td>Advanced Accounting 3</td>
</tr>
<tr>
<td>BMGT-130</td>
<td>Principles of Marketing 3</td>
</tr>
<tr>
<td>BMGT-151</td>
<td>Business Law I 3</td>
</tr>
<tr>
<td>BMGT-203</td>
<td>Business Ethics 3</td>
</tr>
<tr>
<td>ECON-101</td>
<td>Principles of Economics (Macro) 3</td>
</tr>
<tr>
<td>ECON-102</td>
<td>Principles of Economics (Micro) 3</td>
</tr>
<tr>
<td>BMGT-145</td>
<td>Principles of Management 3</td>
</tr>
<tr>
<td>MATH-138**</td>
<td>Statistics 4</td>
</tr>
<tr>
<td>SPCH-105</td>
<td>Fundamentals of Public Speaking 3</td>
</tr>
<tr>
<td>ENGL-230</td>
<td>Technical Writing 3</td>
</tr>
<tr>
<td>Additional Accounting Course ***</td>
<td>3</td>
</tr>
<tr>
<td>Corporate or Business Finance ***</td>
<td>3</td>
</tr>
</tbody>
</table>

NOTE: HCC does not offer all courses every semester or every year.

For more detailed information, visit the Maryland Board web site: www.dllr.state.md.us. Then choose “Occupational and Professional Information,” click on “State Board of Public Accountancy” and scroll down.

*See the above web site for graduate level exceptions.
**Be sure to review prerequisites for this math course.
***These courses are not currently offered at HCC. They are planned for development in the future.
ENGLISH/WORLD LANGUAGES DIVISION PROGRAMS OF STUDY

Programs of Study

English — Arts & Sciences - A.A. Degree .................................................. 100
Journalism — Arts & Sciences - A.A. Degree ........................................... 101
Spanish — Arts & Sciences - A.A. Degree .................................................. 101

English

An Arts and Sciences A.A. Degree Program (Transfer)
APPLICATION CODE 164

For Curriculum Information Contact the English/World Languages Division—Room ELB-239—410-772-4441

This curriculum is a guide to students planning to transfer to a four-year institution to complete a Bachelor of Arts degree in English. Students are advised to check the requirements of the institution to which they intend to transfer.

GENERAL EDUCATION CORE
(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>ENGL-121 College Composition I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENGL-122 College Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>Literature Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Fine Arts Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Humanities Core Course (see p. 52)</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>History Core Course (see p. 52)</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Social &amp; Behavioral Science Core Courses</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(see p. 52)</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Science Core Courses (see p. 52; must</td>
<td>7-8</td>
</tr>
<tr>
<td></td>
<td>include one course with lab)</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>MATH-121, 122, 131 or higher</td>
<td>3-5</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>Interdisciplinary and Emerging Issues Core</td>
<td>2-3</td>
</tr>
<tr>
<td></td>
<td>Course (see p. 53)</td>
<td></td>
</tr>
</tbody>
</table>

REQUIRED COURSES RELATED TO MAJOR

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English Electives (see p. 53)</td>
<td>12</td>
</tr>
<tr>
<td>Elective</td>
<td>General Electives (see p. 53)</td>
<td>9</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>Oral Communications Electives (recommended:</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>THET-150, FINE-193, FINE-102, or SPCH-110)</td>
<td></td>
</tr>
</tbody>
</table>

Total: 60-64
Journalism

An Arts and Sciences A.A. Degree Program (Transfer)
APPLICATION CODE 194
For Curriculum Information Contact the English/World Languages Division—Room ELB-239—410-772-4441

This curriculum is a guide to students planning to transfer to a four-year institution to complete a Bachelor of Arts degree in Journalism. Students are advised to check the requirements of the institution to which they intend to transfer.

GENERAL EDUCATION CORE
(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student's total of general education and required courses must equal at least 60 semester hours of credit.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition ENGL-121 College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Humanities ENGL-122 College Composition II</td>
<td>3</td>
</tr>
<tr>
<td>History ENGL-207 Ethics in Literature</td>
<td>3</td>
</tr>
<tr>
<td>History History Core Course (see p. 52)</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences FINE-102 Arts, Cultures and Ideas</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences ENGL-126/MASS-126 Introduction to Journalism</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences SOCI-102 Social Problems AND any other</td>
<td>6</td>
</tr>
<tr>
<td>Science Science Core Course (see p. 52; must include one course with lab)</td>
<td>7-8</td>
</tr>
<tr>
<td>Science BIOL-105 and other Science Core Course</td>
<td>7-8</td>
</tr>
<tr>
<td>Mathematics MATH-138 Statistics</td>
<td>4</td>
</tr>
<tr>
<td>Interdisciplinary CMSY-110 or CMSY-126</td>
<td>1-3</td>
</tr>
</tbody>
</table>

REQUIRED COURSES RELATED TO MAJOR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASS-129 Mass Media</td>
<td>3</td>
</tr>
<tr>
<td>MASS-220 Introduction to Broadcasting</td>
<td>3</td>
</tr>
<tr>
<td>ENGL/MASS-221 Writing for Television and Radio</td>
<td>3</td>
</tr>
<tr>
<td>English English Electives (see p. 53)</td>
<td>15</td>
</tr>
</tbody>
</table>

Spanish

An Arts and Sciences A.A. Degree Program (Transfer)
APPLICATION CODE 203
For Curriculum Information Contact the English/World Languages Division—Room ELB-239—410-772-4441

This curriculum is a guide to students planning to transfer to a four-year institution to complete a Bachelor of Arts degree in Spanish. Students are advised to check the requirements of the institution to which they intend to transfer.

GENERAL EDUCATION CORE
(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student's total of general education and required courses must equal at least 60 semester hours of credit.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition ENGL-121 College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Humanities ENGL-122 College Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Humanities Literature Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences Fine Arts Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences Humanities Core Course (see p. 52)</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences Social and Behavioral Science Core Courses (see p. 52)</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics MATH-121, 122, 131 or higher</td>
<td>3-5</td>
</tr>
<tr>
<td>Mathematics Science Core Courses (see p. 52; must include one course with lab)</td>
<td>7-8</td>
</tr>
<tr>
<td>Mathematics SPAN-220 Cultures of Mexico</td>
<td>3</td>
</tr>
</tbody>
</table>

REQUIRED COURSES RELATED TO MAJOR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish Any course with prefix SPAN taught in</td>
<td>12-13</td>
</tr>
<tr>
<td>Arts and Sciences Arts and Sciences Electives (see p. 53)</td>
<td>8-9</td>
</tr>
<tr>
<td>Oral Communication Oral Communications Electives (see p. 53)</td>
<td>3</td>
</tr>
</tbody>
</table>

Journalism requirements vary among transfer institutions. Meet with your advisor regularly.
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Accelerated Cardiovascular Program for Hospital Trainees
A Certificate of Proficiency (Career)
APPLICATION CODE

For Curriculum Information Contact the Health Sciences Division—Room ST-149—410-772-4832

This certificate program is an option within the Cardiovascular Technology Degree program. This prepares students to meet the theoretical, technical and clinical responsibilities associated with the cardiovascular field. To be eligible for this program a student must be assigned by an employer to a cardiac catheterization laboratory setting. The clinical environment combines innovative procedures and the state-of-the-art equipment and provides opportunity to work with other health professionals in providing cardiovascular diagnostic and interventional therapies. Graduates may apply to take the national certification examination to become a Registered Cardiovascular Invasive Specialist (RCIS).

Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEAL-110</td>
<td>The Health Care Professional</td>
<td>2</td>
</tr>
<tr>
<td>PHYS-101*</td>
<td>Technical Physical Science</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-106</td>
<td>Basic Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>CARD-101</td>
<td>Cardiovascular Assessments</td>
<td>3</td>
</tr>
<tr>
<td>CARD-103</td>
<td>Physical Principles of Medicine</td>
<td>3</td>
</tr>
<tr>
<td>CARD-108</td>
<td>Advanced Anatomy and Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>CARD-115</td>
<td>X-Ray Theory</td>
<td>1</td>
</tr>
<tr>
<td>CARD-201</td>
<td>Cardiovascular Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td>CARD-203</td>
<td>Medical Instrumentation</td>
<td>2</td>
</tr>
<tr>
<td>CARD-207</td>
<td>Diagnostic and Interventional Procedures</td>
<td>9</td>
</tr>
<tr>
<td>CARD-251</td>
<td>Advanced Interventional Procedures</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>38</strong></td>
</tr>
</tbody>
</table>

*Must complete ENGL-096, if required, and be eligible to enroll in ENGL-121 and MATH-121 or higher prior to enrolling in PHYS-101.
Advanced Cardiovascular Imaging and Interventional Therapies
A Certificate of Proficiency (Career)
APPLICATION CODE 116
For Curriculum Information Contact the Health Sciences Division—Room ST-149—410-772-4832

This certificate program is an option within the Cardiovascular Technology Certificate Program. This program prepares allied health professionals to meet the technical and clinical responsibilities associated with the cardiovascular field. The clinical environment combines innovative procedures and state-of-the-art equipment for a vast range of experience. Opportunity exists to work with other health professionals in providing cardiovascular diagnostic and interventional therapies. Graduates may apply to take the national certification exam to become a Registered Cardiovascular Invasive Specialist (RCIS).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CARD-101</td>
<td>Cardiovascular Assessments</td>
<td>3</td>
</tr>
<tr>
<td>CARD-103</td>
<td>Physical Principles of Medicine</td>
<td>3</td>
</tr>
<tr>
<td>CARD-108</td>
<td>Advanced Anatomy and Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>CARD-115</td>
<td>X-Ray Theory</td>
<td>1</td>
</tr>
<tr>
<td>CARD-201</td>
<td>Cardiovascular Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td>CARD-203</td>
<td>Medical Instrumentation</td>
<td>2</td>
</tr>
<tr>
<td>CARD-207</td>
<td>Diagnostic and Interventional Procedures</td>
<td>9</td>
</tr>
<tr>
<td>CARD-231*</td>
<td>Applied Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>CARD-251</td>
<td>Advanced Interventional Procedures</td>
<td>5</td>
</tr>
<tr>
<td>CARD-261</td>
<td>Clinical Internship</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>35</strong></td>
</tr>
</tbody>
</table>

*Students will be assigned to a clinical agency for the month of January, between the third and fourth semesters. Clinical experience is 40 hours per week.

Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-204</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM-101</td>
<td>General Inorganic Chemistry OR</td>
<td></td>
</tr>
<tr>
<td>CHEM-103</td>
<td>Fundamentals of General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>HEED-112</td>
<td>First Aid and Safety</td>
<td>3</td>
</tr>
<tr>
<td>HEED-200</td>
<td>Health/Fitness Leader</td>
<td>3</td>
</tr>
<tr>
<td>HEED-210</td>
<td>Foundations of Health Education and Health Behavior OR</td>
<td></td>
</tr>
<tr>
<td>HEED-115</td>
<td>Personal and Community Health</td>
<td>3</td>
</tr>
<tr>
<td>HEED-211</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>EXSC-101</td>
<td>Introduction to Exercise Science</td>
<td>1</td>
</tr>
<tr>
<td>EXSC-110</td>
<td>Introduction to Athletic Training</td>
<td>1</td>
</tr>
<tr>
<td>EXSC-150</td>
<td>Sport and Society</td>
<td>3</td>
</tr>
<tr>
<td>EXSC-200</td>
<td>Care and Prevention of Athletic Injuries</td>
<td>3</td>
</tr>
</tbody>
</table>

35

Athletic Training
An Arts and Sciences A.A. Degree Program (Transfer)
APPLICATION CODE 163
For Curriculum Information Contact the Health Sciences Division—Room ST-149—410-772-4832

The two-year program in Athletic Training at Howard Community College is designed for students who are interested in an allied health profession specializing in the health care of athletes. Athletic trainers function as integral members of the athletic health care team in secondary schools, colleges and universities, sports medicine clinics, professional sports programs, and other athletic health care settings. The athletic trainer specializes in the prevention, assessment, management, and rehabilitation of athletic injuries. The program at Howard Community College is intended to prepare students for transfer to a four-year institution with an Athletic Training program accredited by the National Athletic Training Association.

GENERAL EDUCATION CORE
(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

<table>
<thead>
<tr>
<th>Composition</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL-121</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-122</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>1</td>
</tr>
</tbody>
</table>

REQUIRED COURSES RELATED TO MAJOR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-101</td>
<td>General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM-101</td>
<td>General Inorganic Chemistry OR</td>
<td></td>
</tr>
<tr>
<td>CHEM-103</td>
<td>Fundamentals of General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>HEED-112</td>
<td>First Aid and Safety</td>
<td>3</td>
</tr>
<tr>
<td>HEED-200</td>
<td>Health/Fitness Leader</td>
<td>3</td>
</tr>
<tr>
<td>HEED-210</td>
<td>Foundations of Health Education and Health Behavior OR</td>
<td></td>
</tr>
<tr>
<td>HEED-115</td>
<td>Personal and Community Health</td>
<td>3</td>
</tr>
<tr>
<td>HEED-211</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>EXSC-101</td>
<td>Introduction to Exercise Science</td>
<td>1</td>
</tr>
<tr>
<td>EXSC-110</td>
<td>Introduction to Athletic Training</td>
<td>1</td>
</tr>
<tr>
<td>EXSC-150</td>
<td>Sport and Society</td>
<td>3</td>
</tr>
<tr>
<td>EXSC-200</td>
<td>Care and Prevention of Athletic Injuries</td>
<td>3</td>
</tr>
</tbody>
</table>

65
Cardiac Monitoring and Analysis
A Certificate of Proficiency (Career)
APPLICATION CODE 115
For Curriculum Information Contact the Health Sciences Division—Room ST-149—410-772-4832

Students learn to apply and interpret rhythm strips, 12-Lead EKG’s and Holter monitors. Classes and labs are held on campus and at clinical sites. Students may apply to continue in the Cardiovascular Technology degree program after completion of required additional coursework. Graduates may apply to take the national certification examination to become a Certified Cardiographic Technician (CCT).

<table>
<thead>
<tr>
<th>Credits</th>
<th>ENGL-121**</th>
<th>College Composition I</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HEAL-110</td>
<td>The Health Care Professional</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>BIOL-101</td>
<td>General Biology I</td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>BIOL-107</td>
<td>Fundamentals of Microbiology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>BIOL-203</td>
<td>Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>BIOL-204</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CARD-101</td>
<td>Cardiovascular Assessments</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CARD-108</td>
<td>Advanced Anatomy and Pathophysiology</td>
<td>3</td>
</tr>
</tbody>
</table>

**See page 292 for information about English requirement.

Cardiovascular Technology for Allied Health Professionals
A Certificate of Proficiency (Career)
APPLICATION CODE 128
For Curriculum Information Contact the Health Sciences Division—Room ST-149—410-772-4832

This certificate program is an option within the Cardiovascular Technology Certificate Program. This program prepares allied health professionals to meet the technical and clinical responsibilities associated with the cardiovascular field. The clinical environment combines innovative procedures and state-of-the-art equipment for a vast range of experience. Opportunity exists to work with other health professionals in providing cardiovascular diagnostic and interventional therapies. Graduates may apply to take the national certification exam to become a Registered Cardiovascular Invasive Specialist (RCIS).

<table>
<thead>
<tr>
<th>Credits</th>
<th>CARD-101</th>
<th>Cardiovascular Assessments</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CARD-103</td>
<td>Physical Principles of Medicine</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CARD-108</td>
<td>Advanced Anatomy and Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CARD-115</td>
<td>X-Ray Theory</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>CARD-201</td>
<td>Cardiovascular Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>CARD-203</td>
<td>Medical Instrumentation</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>CARD-207</td>
<td>Diagnostic and Interventional Procedures</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>CARD-231*</td>
<td>Applied Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CARD-251</td>
<td>Advanced Interventional Procedures</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>CARD-261</td>
<td>Clinical Internship</td>
<td>4</td>
</tr>
</tbody>
</table>

*Students will be assigned to a clinical agency for the month of January, between the third and fourth semesters. Clinical experience is 40 hours per week.

Students must have the following in their background or complete prior to enrollment in the cardiovascular course sequence:

| BIOL-101 | General Biology I | OR |
| BIOL-107 | Fundamentals of Microbiology | OR |
| BIOL-203 & 204 | Anatomy and Physiology I and II | |
| PHYS-101 | Technical Physical Science | OR |
| PHYS-103 & 104 | Fundamentals of Physics I and II | |
| CHEM-101 | General Inorganic Chemistry I | |
| Mathematics | MATH-121, 122, 131 or higher | |
**Cardiovascular Technology–Invasive Technologist**  
*An A.A.S. Degree Program (Career)*  
**APPLICATION CODE 114**  
For Curriculum Information Contact the Health Sciences Division—Room ST-149—410-772-4832

This program prepares students to enter the allied health career field of cardiovascular technology to gather data and perform various cardiac and/or vascular diagnostic tests and procedures under the direction of a physician. The invasive technologist may be found in cardiovascular catheterization, blood gas, and electrophysiology laboratories. Working in the cardiac catheterization laboratory, operating area, and/or electrophysiology laboratory, the technologist utilizes x-ray and monitoring equipment in performing invasive diagnostic tests to determine the condition of the patient’s heart. New therapeutic steps may be taken to treat an existing condition during the catheterization procedure. The program is accredited by the Joint Commission on Accreditation of Allied Health Education Programs. Graduates may apply to take the national certification examination to become a Registered Cardiovascular Invasive Specialist (RCIS).

**GENERAL EDUCATION CORE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>ENGL-121 College Composition I</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>SPCH-110 Interpersonal Communication</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>SOCI-101 Introduction to Sociology</td>
</tr>
<tr>
<td>Science</td>
<td>BIOL-101 General Biology I OR BIOL-107 Fundamentals of Microbiology</td>
</tr>
<tr>
<td></td>
<td>BIOL-203 Anatomy and Physiology I</td>
</tr>
<tr>
<td></td>
<td>BIOL-204 Anatomy and Physiology II</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MATH-121, 122, 131 or higher</td>
</tr>
</tbody>
</table>

**REQUIRED COURSES RELATED TO MAJOR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS-101</td>
<td>Technical Physical Science</td>
</tr>
<tr>
<td>HEAL-110</td>
<td>The Health Care Professional</td>
</tr>
<tr>
<td>CARD-101*</td>
<td>Cardiovascular Assessments</td>
</tr>
<tr>
<td>CARD-103</td>
<td>Physical Principles of Medicine</td>
</tr>
<tr>
<td>CARD-108</td>
<td>Advanced Anatomy and Pathophysiology</td>
</tr>
<tr>
<td>CARD-115</td>
<td>X-Ray Theory</td>
</tr>
<tr>
<td>CARD-201</td>
<td>Cardiovascular Pharmacology</td>
</tr>
<tr>
<td>CARD-203</td>
<td>Medical Instrumentation</td>
</tr>
<tr>
<td>CARD-207</td>
<td>Diagnostic and Interventional Procedures</td>
</tr>
<tr>
<td>CARD-231**</td>
<td>Applied Clinical Practicum</td>
</tr>
<tr>
<td>CARD-251</td>
<td>Advanced Interventional Procedures</td>
</tr>
<tr>
<td>CARD-261</td>
<td>Clinical Internship</td>
</tr>
</tbody>
</table>

A grade of “C” or better is required in cardiovascular, mathematics, and science courses.

Admission to the Cardiovascular Technology Program is based upon successful completion of specific courses in the degree program. Contact the Admissions Office to schedule an appointment for an information session regarding the Cardiovascular Technology Program.

*Students are assigned to a clinical agency for a total of four 7-hour days. Health form required.*

**Students will be assigned to a clinical agency for the month of January, between the third and fourth semesters. Clinical experience is 40 hours per week.*

**Emergency Medical Technician/Paramedic**  
*An A.A.S. Degree Program (Career)*  
**APPLICATION CODE 132**  
For Curriculum Information Contact the Health Sciences Division—Room ST-149—410-772-4832

This program prepares graduates to provide immediate care for the critically ill or injured at the site of an emergency. Emergency care is maintained during transport of patients to hospital settings. Instruction includes classroom and clinical experience. Successful completion of the program leads to eligibility to take state and national certification examinations in Emergency Medical Technician - Paramedic. Graduates are employed by fire and rescue organizations, hospitals, private ambulance companies and other health care agencies. Current EMT-B certification* and all required prerequisite courses must be verified for enrollment in EMSP-160, along with proof of experience as an EMT-B as outlined by Code of Maryland (COMAR) regulations.

**GENERAL EDUCATION CORE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>ENGL-121 College Composition I</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>SPCH-105 Fundamentals of Public Speaking</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>PSYC-101 General Psychology</td>
</tr>
<tr>
<td>Science</td>
<td>BIOL-101 General Biology I OR BIOL-107 Fundamentals of Microbiology</td>
</tr>
<tr>
<td></td>
<td>BIOL-203 Anatomy and Physiology I</td>
</tr>
<tr>
<td>Mathematics</td>
<td>BIOL-204 Anatomy and Physiology II</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics Core Course (see p. 53)</td>
</tr>
</tbody>
</table>

**REQUIRED COURSES RELATED TO MAJOR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-204</td>
<td>Anatomy and Physiology II</td>
</tr>
<tr>
<td>MATH-105</td>
<td>Drug Calculations</td>
</tr>
<tr>
<td>EMSP-160</td>
<td>Prevention and Management of Emergency Situations</td>
</tr>
<tr>
<td>EMSP-200</td>
<td>Airway, Patient Assessment &amp; Trauma Management</td>
</tr>
<tr>
<td>EMSP-205</td>
<td>Medical Emergencies I</td>
</tr>
<tr>
<td>EMSP-210</td>
<td>Medical Emergencies II</td>
</tr>
<tr>
<td>EMSP-215</td>
<td>Medical Emergencies III</td>
</tr>
<tr>
<td>EMSP-230</td>
<td>Paramedic Internship and Evaluation</td>
</tr>
</tbody>
</table>

A grade of “C” or better is required in paramedic, mathematics, and science courses.

*For information on obtaining EMT-B certification, contact the Admissions and Advising Office or the Program Director for Emergency Medical Services.*

**See page 292 for information about English requirement.**
Emergency Medical Technician/Paramedic

A Certificate of Proficiency (Career)

APPLICATION CODE 133

For Curriculum Information Contact the Health Sciences Division—Room ST-149—410-772-4832

This certificate program is an option within the Emergency Medical Technician - Paramedic degree program. Current EMT-B certification* and all required prerequisite courses must be verified for enrollment in EMSP-160, along with proof of experience as an EMT-B as outlined by COMAR regulations.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-101</td>
<td>General Biology I</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>BIOL-107</td>
<td>Fundamentals of Microbiology</td>
</tr>
<tr>
<td>BIOL-203</td>
<td>Anatomy and Physiology I</td>
</tr>
<tr>
<td>BIOL-204</td>
<td>Anatomy and Physiology II</td>
</tr>
<tr>
<td>MATH-105</td>
<td>Drug Calculations</td>
</tr>
<tr>
<td>EMSP-160</td>
<td>Prevention and Management of Emergency Situations</td>
</tr>
<tr>
<td>EMSP-200</td>
<td>Airway, Patient Assessment &amp; Trauma Management</td>
</tr>
<tr>
<td>EMSP-205</td>
<td>Medical Emergencies I</td>
</tr>
<tr>
<td>EMSP-210</td>
<td>Medical Emergencies II</td>
</tr>
<tr>
<td>EMSP-215</td>
<td>Medical Emergencies III</td>
</tr>
<tr>
<td>EMSP-230</td>
<td>Paramedic Internship and Evaluation</td>
</tr>
</tbody>
</table>

A grade of “C” or better is required in paramedic, mathematics, and science courses.

*For information on obtaining EMT-B certification, contact the Admissions and Advising Office or the Program Director for Emergency Medical Services.

Emergency Medical Technician/Paramedic

A Letter of Recognition

For Curriculum Information Contact the Health Sciences Division—Room ST-149—410-772-4832

The attainment of EMT-Basic certification is considered an entry-level position in prehospital training. This letter of recognition provides validation that students have gone beyond the basic requirements of their training and have chosen to increase their knowledge of the health care field and medicine.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMSP-101</td>
<td>Emergency Medical Technician - Basic*</td>
</tr>
<tr>
<td>MATH-105</td>
<td>Drug Calculations</td>
</tr>
<tr>
<td>BIOL-101</td>
<td>General Biology I</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>BIOL-107</td>
<td>Fundamentals of Microbiology</td>
</tr>
</tbody>
</table>

*Students previously certified as EMT-Basic will be granted advanced standing credit for EMSP-101 after successful completion of the Letter of Recognition requirements.
Exercise Science
An Arts and Sciences A.A. Degree Program (Transfer)
APPLICATION CODE 165
For Curriculum Information Contact the Health Sciences Division—Room ST-149—410-772-4832

The major in Exercise Science is intended to examine the relationship between exercise and human performance and the role of physical activity in the promotion of healthy lifestyles. Exercise science consists of several overlapping disciplines, including biomechanics, exercise physiology and biochemistry, growth and development, exercise nutrition, measurement and evaluation, and exercise psychology. The program of study is designed to provide an effective blend of classroom instruction and practical experience. The program is intended to prepare students to transfer to similar programs at four-year institutions. Ultimately, the student will be prepared for careers in clinical, corporate, commercial, and/or community exercise/wellness settings.

GENERAL EDUCATION CORE Credits
(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

| Composition                  | ENGL-121 College Composition I | 3 |
|                             | ENGL-122 College Composition II | 3 |
| Arts & Humanities           | Literature Core Course (see p. 51) | 3 |
|                             | Fine Arts Core Course (see p. 51) | 3 |
|                             | SPCH-105 Fundamentals of Public Speaking | 3 |
| History                     | History Core Course (see p. 52) | 3 |
| Social Sciences             | PSYC-101 General Psychology | 3 |
|                             | SOCI-101 Introduction to Sociology | 3 |
| Science                     | BIOL-101 General Biology I | 4 |
|                             | BIOL-203 Anatomy and Physiology I | 4 |
| Mathematics                 | MATH-138 Statistics | 4 |
| Interdisciplinary            | HEED-115 Personal and Community Health | 3 |

REQUIRED COURSES RELATED TO MAJOR Credits

| BIOL-204 | Anatomy and Physiology II | 4 |
| CHEM-101 | General Inorganic Chemistry OR | |
| CHEM-103 | Fundamentals of General Chemistry | 4 |
| HEED-112 | First Aid and Safety | 3 |
| HEED-200 | Health/Fitness Leader | 3 |
| HEED-210 | Foundations of Health Education and Health Behavior | 3 |
| EXSC-101 | Introduction to Exercise Science | 1 |
| EXSC-150 | Sport and Society | 3 |
| EXSC-200 | Care and Prevention of Athletic Injuries | 3 |
| EXSC-210 | Sport and Exercise Psychology | 3 |

Exercise Science—Personal Training
A Certificate of Proficiency (Career)
APPLICATION CODE 196
For Curriculum Information Contact the Health Sciences Division—Room ST-149—410-772-4832

The Personal Training Certificate of Proficiency provides students with the basic competencies necessary for an entry-level position in the fitness field. It also enhances the knowledge and skills of those already employed in the exercise/fitness industry. Completion of this certificate prepares graduates to successfully complete entry-level industry certification. Basic content areas include health promotion, exercise prescription, nutrition, and first aid.

| EXSC-101 | Introduction to Exercise Science | 1 |
| EXSC-200 | Care and Prevention of Athletic Injuries | 3 |
| HEED-112 | First Aid and Safety | 3 |
| HEED-200 | Health/Fitness Leader | 3 |
| HEED-210 | Foundations of Health Education and Health Behavior | 3 |
| HEED-211 | Nutrition | 3 |

| 16 |
Health Care for the Professional
An A.A.S. Degree Program (Career)
For Curriculum Information Contact the Health Sciences Division—Room ST-149—410-772-4832

This program is designed for individuals who are working as allied health professionals and who desire to prepare themselves for advancement in the area of health care management or to broaden their knowledge in their professional area. Students who are currently licensed, registered or certified in an allied health field are eligible to apply for admission to this program and advanced standing. Advanced standing credit will be awarded for previous education and experience after successful completion of the English, mathematics and science requirements.

GENERAL EDUCATION CORE

| Composition | ENGL-121 College Composition I | 3 |
| Arts & Humanities | Literature Core Course (see p. 51) | 3 |
| OR | Fine Arts Core Course (see p. 51) | 3 |
| OR | SPCH-105 Fundamentals or Public Speaking | 3 |
| OR | SPCH-110 Interpersonal Communications | 3 |
| Social Sciences | PSYC-101 General Psychology | 3 |
| OR | SOCI-101 Introduction to Sociology | 3 |
| Science | BIOL-101 General Biology I | 3 |
| OR | BIOL-107 Fundamentals of Microbiology | 4 |
| Mathematics | Mathematics Core Course (see p. 53) | 3-5 |
| Interdisciplinary | HEED-216 Health Care in the U.S. | 3 |

Students must also select one of the following Health Care for the Professional options: Cardiovascular Technology, Emergency Medical Services or Massage Therapy. Please contact the Office of Admissions and Advising for information regarding admission requirements. Each option has identified course requirements and number of credits granted for advanced standing.

Cardiovascular Technology Option
APPLICATION CODE 168A
The Cardiovascular Technology option is offered to students who have completed a training program or a certificate of proficiency in cardiovascular technology and successfully completed a national certification examination. Students must also complete the Health Care for the Professional general education core. Upon completion of degree requirements, graduates receive an associate of applied science degree.

| Cardiovascular Technology | Cardiovascular Technology Courses/Practicum* | 30 |
| OR | Organizational Management in Health Care | 3 |
| OR | Health and Disease Processes | 3 |
| OR | Basic Anatomy and Physiology | 4 |

*Advanced Standing: Credit will be given as advanced standing credit for cardiovascular technology training completed at a cardiac catheterization laboratory which led to the national certification examination to become a Registered Cardiovascular Invasive Specialist (RCIS).

Emergency Medical Technician Option
APPLICATION CODE 168B
The Emergency Medical Technician option is offered to students who are currently certified or licensed as an Emergency Medical Services (EMT) Technician who completed their training in a setting other than the credit-bearing EMS program at Howard Community College. Certification as a paramedic should be maintained during the time a student is enrolled in the Health Care for the Professional degree. Students must also complete the Health Care for the Professional general education core. Upon completion of degree requirements graduates receive an associate of applied science degree.

| Emergency Medical | Paramedic Courses/Practicum* | 30 |
| EMS-290 | Emerging Issues in Paramedicine | 3 |
| HEED-218 | Organizational Management in Health Care | 3 |
| OR | Basic Anatomy and Physiology | 4 |

*Advanced Standing: Credit will be given as advanced standing credit for paramedic training completed at an EMS training site leading to national certification as an EMT-Paramedic.

Massage Therapy Option
APPLICATION CODE 168C
The Massage Therapy option is offered through an articulation agreement between the Baltimore School of Massage and Howard Community College. Upon completion of degree requirements graduates of the Baltimore School of Massage receive an associate of applied science degree from Howard Community College. The Baltimore School of Massage curriculum is approved by the Maryland Higher Education Commission, nationally approved by the American Massage Therapy Association, (AMTA), Commission on Massage Training Accreditation (COMTA) and accredited by the Accreditation Commission of Career Schools and Colleges of Technology (ACCSCCT). Howard Community College students may complete theory courses in the Massage Therapy option and transfer to the professional massage training program at the Baltimore School of Massage. Students are prepared for a career in the practice of therapeutic massage. Graduates of the Baltimore School of Massage are eligible to apply to take the National Certification Examination in Therapeutic Massage and Bodywork (NCETMB).

| BIOL-108 | Human Anatomy and Physiology* | 6 |
| HEAL-110 | The Health Care Professional* | 2 |
| HEED-108 | Adult CPR and First Aid* | 1 |
| HEED-113 | Introduction to Holistic Health* | 3 |
| HEED-114 | Introduction to Therapeutic Massage* | 3 |
| Health Care | Massage Practicum** | 5 |
| HEED-218 | Organizational Management in Health Care | 3 |
| ENTR-101 | Entrepreneurship and Creativity | 3 |

Electives—Select 15 credits from the following courses (3 credits each):

- HEED-115 Personal and Community Health
- HEED-116 Fundamentals of Spiritual Awareness
- HEED-125 Ethics in Professional Practice
- HEED-150 Women’s Health
- HEED-160 The Aging Process
- HEED-200 Health/Fitness Leader
- HEED-210 Foundations of Health Education and Health Behavior
- HEED-211 Nutrition
- HEED-213 Stress Management
- HEED-220 Crisis Intervention
- HEED-230 Health and the Disease Process

*Advanced Standing: Credit will be granted to graduates for the theory portion of the 637 clock hours in the Professional Massage Training program at the Baltimore School of Massage.

**Articulated credit is given for the laboratory practicum completed at the Baltimore School of Massage after the student passes the National Certification Examination for Therapeutic Massage and Bodywork (NCETMB) and completes English, mathematics and science requirements in the program.
Health Care Management 
and Administration
An Arts and Sciences A.A. Degree Program (Transfer)
APPLICATION CODE 167
For Curriculum Information Contact the Health Sciences Division—Room ST-149—410-772-4832

The Health Care Management and Administration program is designed for students who are interested in health and health care in America. Students in this program realize that public health and health care are major public concerns and plan to seek employment in one of a variety of health-related management, administrative, supportive, planning and policy positions. The Health Care Management and Administration program is designed to provide students with a basic understanding of both the business and health fields. The program offers the first two years of an undergraduate major developed for students with an interest in non-clinical or non-technical health and health care careers. Students in the Health Care Management and Administration program can expect to achieve the following objectives: (1) a comprehensive understanding of health care issues and the health care system that will underpin various educational and career goals; (2) training in basic administrative, managerial and methodological skills; (3) preparation for entry-level employment in the community’s health and health care organizations, and in support systems in the private and public sectors; and (4) preparation for a graduate program leading to an advanced degree in health services administration or a related field. Upon completion of the Associate of Arts in Health Care Management and Administration, students will be prepared to transfer to a four-year institution which offers a baccalaureate in health care management, administration, and/or policy.

GENERAL EDUCATION CORE
(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

<table>
<thead>
<tr>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
</tr>
<tr>
<td>ENGL-121 College Composition I</td>
</tr>
<tr>
<td>ENGL-122 College Composition II</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
</tr>
<tr>
<td>Literature Core Course (see p. 51)</td>
</tr>
<tr>
<td>Fine Arts Core Course (see p. 51)</td>
</tr>
<tr>
<td>SPCH-105 Fundamentals of Public Speaking</td>
</tr>
<tr>
<td>History</td>
</tr>
<tr>
<td>History Core Course (see p. 52)</td>
</tr>
<tr>
<td>Social Sciences</td>
</tr>
<tr>
<td>PSYC-101 General Psychology</td>
</tr>
<tr>
<td>SOCI-101 Introduction to Sociology</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>BIOL-101 General Biology I</td>
</tr>
<tr>
<td>BIOL-105/115 Environmental Science and Lab</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>MATH-138 Statistics</td>
</tr>
<tr>
<td>Interdisciplinary</td>
</tr>
<tr>
<td>HEED-101 Health and the World of Risk</td>
</tr>
</tbody>
</table>

REQUIRED COURSES RELATED TO MAJOR

<table>
<thead>
<tr>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT-111 Principles of Accounting I</td>
</tr>
<tr>
<td>ACCT-112 Principles of Accounting II</td>
</tr>
<tr>
<td>HEED-218 Organizational Management in Health Care</td>
</tr>
<tr>
<td>BMGT-145 Principles of Management</td>
</tr>
<tr>
<td>ECON-101 Principles of Economics (Macro)</td>
</tr>
<tr>
<td>ECON-102 Principles of Economics (Micro)</td>
</tr>
<tr>
<td>BMGT-151 Business Law</td>
</tr>
<tr>
<td>CMSY-138 Information Systems and Computer Applications</td>
</tr>
<tr>
<td>HEED-216 Health Care in the U.S.</td>
</tr>
</tbody>
</table>

Total: 61

HEALTH SCIENCES DIVISION PROGRAMS OF STUDY

Health Education
An Arts and Sciences A.A. Degree Program (Transfer)
For Curriculum Information Contact the Health Sciences Division—Room ST-149—410-772-4832

Health Education deals with various aspects of human behavior in order to promote healthy behaviors. To develop the competencies necessary to be an effective health educator, students need a foundation built on principles derived from behavior, biomedical and social sciences as well as education. Common to all health education professionals, regardless of the setting in which they practice, is the ability to apply teaching/learning principles to health/illness issues. The program at Howard Community College offers the student the basis for transfer to school, community, and general health education programs.

GENERAL EDUCATION CORE
(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

<table>
<thead>
<tr>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
</tr>
<tr>
<td>ENGL-121 College Composition I</td>
</tr>
<tr>
<td>ENGL-122 College Composition II</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
</tr>
<tr>
<td>Literature Core Course (see p. 51)</td>
</tr>
<tr>
<td>Fine Arts Core Course (see p. 51)</td>
</tr>
<tr>
<td>SPCH-105 Fundamentals of Public Speaking</td>
</tr>
<tr>
<td>History</td>
</tr>
<tr>
<td>History Core Course (see p. 52)</td>
</tr>
<tr>
<td>Social Sciences</td>
</tr>
<tr>
<td>PSYC-101 General Psychology</td>
</tr>
<tr>
<td>SOCI-101 Introduction to Sociology</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>BIOL-101 General Biology I</td>
</tr>
<tr>
<td>BIOL-203 Anatomy and Physiology I</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>MATH-138 Statistics</td>
</tr>
<tr>
<td>Interdisciplinary</td>
</tr>
<tr>
<td>HEED-101 Health and the World of Risk</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>HEED-175 Cross-Cultural Health Comparison</td>
</tr>
</tbody>
</table>

REQUIRED COURSES RELATED TO MAJOR
Choose one of the options and complete all courses listed for the option.

Community and School Health Option
APPLICATION CODE 169A

<table>
<thead>
<tr>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-204 Anatomy and Physiology II</td>
</tr>
<tr>
<td>HEED-112 First Aid and Safety</td>
</tr>
<tr>
<td>HEED-113 Drug Use and Abuse</td>
</tr>
<tr>
<td>HEED-230 Health and the Disease Process</td>
</tr>
<tr>
<td>HEED-115 Personal and Community Health</td>
</tr>
<tr>
<td>HEED-210 Foundations of Health Education and Health Behavior</td>
</tr>
<tr>
<td>HEED-211 Nutrition</td>
</tr>
<tr>
<td>HEED-213 Stress Management</td>
</tr>
<tr>
<td>HEED-216 Health Care in the U.S.</td>
</tr>
</tbody>
</table>

Total: 62
**Health Education (cont’d)**

**REQUIRED COURSES RELATED TO MAJOR (cont’d)  Credits**

**Complementary Medicine and Holistic Health Option**

**APPLICATION CODE 169C**

Courses in this option will introduce the student to one of the fastest growing career fields in the U.S. After completion of additional studies, career sites include private practice, integrative medical practices and clinics, and related herbal businesses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEED-114</td>
<td>Introduction to Therapeutic Massage</td>
<td>3</td>
</tr>
<tr>
<td>HEED-116</td>
<td>Fundamentals of Spiritual Awareness</td>
<td>3</td>
</tr>
<tr>
<td>HEED-135</td>
<td>Introduction to Holistic Health</td>
<td>3</td>
</tr>
<tr>
<td>HEED-140</td>
<td>The Philosophy and Practice of Tai Chi</td>
<td>3</td>
</tr>
<tr>
<td>HEED-141</td>
<td>The Philosophy and Practice of Yoga</td>
<td>3</td>
</tr>
<tr>
<td>HEED-211</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>HEED-230</td>
<td>Health and the Disease Process</td>
<td>3</td>
</tr>
<tr>
<td>HEED-136</td>
<td>Introduction to Energy Therapies</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives—Select 2 credits from the following courses (1 credit each):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEED-110</td>
<td>Introduction to Personal Wellness</td>
</tr>
<tr>
<td>HEED-131</td>
<td>Introduction to Foot Reflexology</td>
</tr>
<tr>
<td>HEED-132</td>
<td>The History and Practice of Reiki</td>
</tr>
</tbody>
</table>

**Cross-Cultural and International Health Option**

**APPLICATION CODE 169B**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-204</td>
<td>Anatomy and Physiology II</td>
</tr>
<tr>
<td>HEED-127</td>
<td>Introduction to Cross-Cultural &amp; International Health</td>
</tr>
<tr>
<td>HEED-211</td>
<td>Nutrition</td>
</tr>
<tr>
<td>HEED-216</td>
<td>Health Care in the U.S.</td>
</tr>
<tr>
<td>HEED-230</td>
<td>Health and the Disease Process</td>
</tr>
</tbody>
</table>

**Credits**

| *World Language Sequence requirements vary by institution. At HCC, the World Language Sequence means two sequential foreign language courses in the same language (e.g. SPAN-101 and SPAN-102, or FREN-102 and FREN-201), excluding courses taught in English.*

**Human Services**

**An Arts and Sciences A.A. Degree Program (Transfer)**

For Curriculum Information Contact the Health Sciences Division—Room ST-149—410-772-4832

This program is designed to provide the necessary theoretical and practical skills required for entry-level human service workers in community settings such as: hospitals, mental health centers, social service agencies, substance abuse counseling sites and gerontology centers. The curriculum is intended to provide the student with a consolidated body of knowledge, skills and attitudes needed to function in a variety of health and social services positions. The student may choose from five options; social services, gerontology, mental health, chemical dependency, and developmental disabilities. The program also provides preparation for transfer to four-year schools and upgrading knowledge and skills of persons already working in community and social service areas.

**GENERAL EDUCATION CORE  Credits**

(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL-121</td>
<td>College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-122</td>
<td>College Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>Core Course (see p. 52)</td>
<td>3</td>
</tr>
<tr>
<td>Health</td>
<td>Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>Core Course (see p. 52)</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>HMDV-200 Life Span Development</td>
<td>3</td>
</tr>
</tbody>
</table>

**REQUIRED COURSES RELATED TO MAJOR**

Choose one of the options and complete all courses listed for the option.

**Social Services Option**

**APPLICATION CODE 170A**

Graduates transfer to continue studies in fields such as social work and counseling and take positions as social service interviewers and community organizers.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEED-125</td>
<td>Ethics in Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>HEED-230</td>
<td>Crisis Intervention</td>
<td>3</td>
</tr>
<tr>
<td>HEED-155</td>
<td>Introduction to Conflict Resolution: Science and Art</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-110</td>
<td>Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-122</td>
<td>Individual Counseling Techniques</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-123</td>
<td>Group Counseling Skills</td>
<td>OR</td>
</tr>
<tr>
<td>HUMS-124</td>
<td>Family Counseling Skills</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-150</td>
<td>Community Resources and Partnerships</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-250</td>
<td>Community Services Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

**Gerontology Option**

**APPLICATION CODE 170B**

Introduces the student to the dynamic study of the human aging process. Students will learn about resources providing services for older adults.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEED-160</td>
<td>The Aging Process: Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>HEED-125</td>
<td>Ethics in Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>HEED-211</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>HEED-230</td>
<td>Health and the Disease Process</td>
<td>3</td>
</tr>
<tr>
<td>HEED-216</td>
<td>Health Care in U.S.</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-110</td>
<td>Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-150</td>
<td>Community Resources and Partnerships</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-250</td>
<td>Community Services Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>
Human Services (cont’d)

REQUIRED COURSES RELATED TO MAJOR (cont’d) Credits

Mental Health Option
APPLICATION CODE 170D
Graduates take positions as mental health workers and psychiatric technicians in a variety of in-patient and out-patient settings.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEED-125</td>
<td>Ethics in Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>HEED-155</td>
<td>Introduction to Conflict Resolution: Science and Art</td>
<td>3</td>
</tr>
<tr>
<td>HEED-220</td>
<td>Crisis Intervention</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-110</td>
<td>Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-122</td>
<td>Individual Counseling Techniques</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-123</td>
<td>Group Counseling Skills</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-124</td>
<td>Family Counseling Skills</td>
<td></td>
</tr>
<tr>
<td>PSYC-203</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-150</td>
<td>Community Resources and Partnerships</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-250</td>
<td>Community Services Practicum</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>64-65</td>
</tr>
</tbody>
</table>

Chemical Dependency Option
APPLICATION CODE 170E
The focus is on basic counseling skills for individuals and families, substance abuse prevention and rehabilitation. The option provides academic coursework to attain certification as a Certified Supervised Counselor - Alcohol and Drug. Additional clinical fieldwork in the addiction field is required.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEED-125</td>
<td>Ethics in Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-120</td>
<td>Medical Aspects of Chemical Dependency</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-121</td>
<td>Introduction to Chemical Dependency Treatment</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-122</td>
<td>Individual Counseling Techniques</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-123</td>
<td>Group Counseling Skills</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-124</td>
<td>Family Counseling Skills</td>
<td></td>
</tr>
<tr>
<td>HUMS-150</td>
<td>Community Resources and Partnerships</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-250</td>
<td>Community Services Practicum</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>64-65</td>
</tr>
</tbody>
</table>

Developmental Disabilities Option
APPLICATION CODE 170F
The field of developmental disabilities includes working with the learning needs, social skills and physical development for individuals ranging in age from infant to the older adult. Human service workers assist with both direct and indirect client services to facilitate access to resources.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC-111</td>
<td>Child Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC-200</td>
<td>Introduction to Special Education</td>
<td>3</td>
</tr>
<tr>
<td>HEED-125</td>
<td>Ethics in Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-110</td>
<td>Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-122</td>
<td>Individual Counseling Techniques</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-123</td>
<td>Group Counseling Skills</td>
<td></td>
</tr>
<tr>
<td>HUMS-124</td>
<td>Family Counseling Skills</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-150</td>
<td>Community Resources and Partnerships</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-250</td>
<td>Community Services Practicum</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>61-62</td>
</tr>
</tbody>
</table>

Human Services
A Certificate of Proficiency (Career)
For Curriculum Information Contact the Health Sciences Division—Room ST-149—410-772-4832

Mental Health Option
APPLICATION CODE 183
Skills required for entry level mental health workers and psychiatric technicians are included in this certificate program. Graduates are employed in a variety of in-patient and out-patient settings. Students may continue their education towards an associate of arts degree by following the General Education Core in the Human Services transfer program.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL-121</td>
<td>College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC-101</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HEED-101</td>
<td>Health and the World of Risk</td>
<td>1</td>
</tr>
<tr>
<td>HEED-125</td>
<td>Ethics in Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>HEED-155</td>
<td>Introduction to Conflict Resolution: Science and Art</td>
<td>3</td>
</tr>
<tr>
<td>HEED-220</td>
<td>Crisis Intervention</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-110</td>
<td>Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-122</td>
<td>Individual Counseling Techniques</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-123</td>
<td>Group Counseling Skills</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-124</td>
<td>Family Counseling OR</td>
<td></td>
</tr>
<tr>
<td>PSYC-203</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-250</td>
<td>Community Services Practicum</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>31</td>
</tr>
</tbody>
</table>

Chemical Dependency Option
APPLICATION CODE 184
The focus is on basic counseling skills for individuals and families, substance abuse prevention and rehabilitation. The option provides academic coursework to attain certification as a Certified Supervised Counselor - Alcohol and Drug. Additional clinical fieldwork in the addiction field is required. Students may continue their education towards an associate of arts degree by following the General Education Core in the Human Services transfer program.

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<td>ENGL-121</td>
<td>College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC-101</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HEED-101</td>
<td>Health and the World of Risk</td>
<td>1</td>
</tr>
<tr>
<td>HEED-125</td>
<td>Ethics in Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-110</td>
<td>Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-120</td>
<td>Medical Aspects of Chemical Dependency</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-121</td>
<td>Introduction to Chemical Dependency Treatment</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-122</td>
<td>Individual Counseling Techniques</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-123</td>
<td>Group Counseling Skills</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-124</td>
<td>Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-250</td>
<td>Community Services Practicum</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>31</td>
</tr>
</tbody>
</table>
**Human Services (cont’d)**

**Developmental Disabilities Option**

**APPLICATION CODE 185**

The field of developmental disabilities includes working with the learning needs, social skills and physical development for individuals ranging in age from infant to the older adult. Human service workers assist with both direct and indirect client services to facilitate access to resources. Students may continue their education towards an associate of arts degree by following the General Education Core in the Human Services transfer program.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>ENGL-121</td>
<td>College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC-101</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDUC-111</td>
<td>Child Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC-200</td>
<td>Introduction to Special Education</td>
<td>3</td>
</tr>
<tr>
<td>HEED-101</td>
<td>Health and the World of Risk</td>
<td>1</td>
</tr>
<tr>
<td>HEED-125</td>
<td>Ethics in Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-110</td>
<td>Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-122</td>
<td>Individual Counseling Techniques</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-123</td>
<td>Group Counseling Skills</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-124</td>
<td>Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-250</td>
<td>Community Services Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

**Gerontology Option**

**APPLICATION CODE 186**

This option introduces the student to the dynamic study of the human aging process. Students will learn about resources providing services for older adults. Students may continue their education towards an associate of arts degree by following the General Education Core in the Human Services transfer program.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL-121</td>
<td>College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC-101</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HEED-101</td>
<td>Health and the World of Risk</td>
<td>1</td>
</tr>
<tr>
<td>HEED-140</td>
<td>Philosophy and Practice of Tai Chi</td>
<td>3</td>
</tr>
<tr>
<td>HEED-125</td>
<td>Ethics in Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>HEED-160</td>
<td>The Aging Process: Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>HEED-211</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>HEED-213</td>
<td>Stress Management</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEED-230</td>
<td>Health and the Disease Process</td>
<td>3</td>
</tr>
<tr>
<td>HEED-216</td>
<td>Health Care in the U.S.</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-110</td>
<td>Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HUMS-250</td>
<td>Community Services Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

**Licensed Practical Nursing**

**A Certificate of Proficiency (Career)**

**APPLICATION CODE 111**

For Curriculum Information Contact the Health Sciences Division—Room ST-149—410-772-4832

Curricula for the Associate of Arts Degree in Nursing (RN Program) is located on page 114. This certificate program is a curriculum option within the Nursing Program available for persons interested in becoming a licensed practical nurse. Students learn through lectures, individualized study, and practice in a nursing skills laboratory. With the guidance and supervision of nursing instructors, students provide patient care in a variety of health care settings. The graduate functions as a member of a health care team and provides care to patients with commonly occurring health problems. The coursework overlaps the registered nurse (associate in arts degree nursing program) curriculum to ensure a theory-based practitioner and to facilitate educational mobility within the nursing career field. The program is approved by the Maryland Board of Nursing, 4140 Patterson Avenue, Baltimore, MD 21215, 410-764-5124, and accredited by the National League for Nursing Accrediting Commission, 61 Broadway, New York, NY 10006, 1-800-669-1656, ext. 242. Graduates are eligible to be considered by the Board of Nursing to take the National Council Licensing Examination for Practical Nurse licensure. By law, the Board may deny admission to sit for licensure for a variety of reasons. These include conviction of a misdemeanor or felony, if the offense bears directly on the fitness of the person to practice nursing.

**Credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL-121</td>
<td>College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC-101</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL-107</td>
<td>Fundamentals of Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-203*</td>
<td>Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-204*</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>MATH-105**</td>
<td>Drug Calculations</td>
<td>1</td>
</tr>
<tr>
<td>HMDV-200</td>
<td>Life Span Development</td>
<td>3</td>
</tr>
<tr>
<td>NURS-130</td>
<td>Fundamentals of Nursing</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS-131</td>
<td>Fundamentals of Nursing for Exper</td>
<td></td>
</tr>
<tr>
<td>NURS-132</td>
<td>Nursing Care of Patients with Common Health Problems</td>
<td>3-4</td>
</tr>
<tr>
<td>NURS-133</td>
<td>Nursing Care of Patients with Complex Health Problems</td>
<td>4</td>
</tr>
<tr>
<td>NURS-134</td>
<td>Family-Centered Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NURS-140</td>
<td>Concepts and Trends in Practical Nursing</td>
<td>5</td>
</tr>
</tbody>
</table>

Admission to the Practical Nursing Program is based upon successful completion of required prerequisite courses in the Nursing Program. BIOL-107 and BIOL-203 must be completed with a minimum GPA of 2.25 before submitting an application to the Licensed Practical Nursing Certificate Program. Contact the Office of Admissions and Advising to register for an information session regarding the Practical Nursing Program.

A grade of “C” or better is required in nursing, mathematics and science courses.

*Anatomy and Physiology prerequisite courses must be completed within five years of admission to the first nursing course. If course work exceeds the five year limit, a student may take an exam(s) to demonstrate competence or repeat the course(s). BIOL-107 (prerequisite course) must be completed within ten years of the first nursing course.

**Students planning to apply for entry into the associate degree nursing program should consider taking MATH-121, MATH-131 or higher in place of MATH-105, if eligible.**
LPN Pathway Sequence
A Nursing A.A. Degree Program (Transfer)

APPLICATION CODE 08C

For Curriculum Information Contact the Health Sciences Division—
Room ST-149—410-772-4832

The LPN Pathway Sequence is an option for advanced standing in the
ASSOCIATE OF ARTS DEGREE program in nursing for those licensed
practical nurses who meet specified criteria. Most general education
coursework must be completed prior to entry into a summer transition
course. Students apply to participate in learning activities in the day or
evening/weekend sections of the program. The program is approved
by the Maryland Board of Nursing, 4140 Patterson Avenue, Baltimore,
Maryland 21215, 410-764-5124, and accredited by the National League
for Nursing Accrediting Commission, 61 Broadway, New York, New
York 10006, 1-800-669-1656 ext. 242. Successful completion of courses
in this program will lead to eligibility to be considered by the Board of
Nursing to write the National Council Licensing Examination for Regis-
tered Nurse licensure. By law, the Board may deny admission to sit for
licensure for a variety of reasons. These include conviction of a misuse-
meant or felony, if the offense bears directly on the fitness of the
person to practice nursing.

GENERAL EDUCATION CORE

Credits
(General education core credits in excess of 36 will
transfer as general electives or courses related to the
major. Each student’s total of general education and
required courses must equal at least 60 semester
hours of credit.)

<table>
<thead>
<tr>
<th>Composition</th>
<th>ENGL-121 College Composition I</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENGL-122 College Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>Fine Arts Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>SOCI-101 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSYC-101 General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>BIOL-107 Fundamentals of Microbiology*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CHEM-103 Fundamentals of General Chemistry*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>BIOL-203 Anatomy and Physiology I*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>BIOL-204 Anatomy and Physiology II*</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics**</td>
<td>MATH-121, 122, 131 or higher</td>
<td>3-5</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>HMDV-200 Life Span Development</td>
<td>3</td>
</tr>
</tbody>
</table>

REQUIRED COURSES RELATED TO MAJOR

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS-103</td>
<td>Transition into Nursing II</td>
<td>6</td>
</tr>
<tr>
<td>NURS-230</td>
<td>Trends in Nursing</td>
<td>1</td>
</tr>
<tr>
<td>NURS-233</td>
<td>Nursing Care of Patients with Complex Health Problems II</td>
<td>4</td>
</tr>
<tr>
<td>NURS-234</td>
<td>Family-Centered Nursing II</td>
<td>4</td>
</tr>
<tr>
<td>NURS-235</td>
<td>Nursing Care of Patients in Community and Mental Health Settings</td>
<td>4</td>
</tr>
<tr>
<td>NURS-236</td>
<td>Advanced Concepts in Nursing</td>
<td>4</td>
</tr>
</tbody>
</table>

NURS-130 or NURS-131, NURS-132, NURS-133, NURS-134 credit for LPN education and experience may be gained through examination and successful completion of NURS-103. Please contact the Office of Admissions and Advising for information regarding admission requirements.

Graduates of an LPN program which has been validated for statewide LPN-ADN articulation will be granted transfer credit for NURS-130 or NURS-131, NURS-132, NURS-133, NURS-134 after successful completion of NURS-103.

A grade of "C" or better is required in nursing, mathematics, and science courses.

*Anatomy and Physiology prerequisite courses must be completed within five years of admission to the first nursing course. If course work exceeds the five year limit, a student may take an exam(s) to demonstrate competence or repeat the course(s). BIOL-107 and CHEM-103 (prerequisite courses) must be completed within ten years of admission to the first nursing course.

**If considering transferring to a four-year institution, check the requirements of the receiving institution.
Nursing
An A.A. Degree Program (Transfer)
APPLICATION CODE 08A
For Curriculum Information Contact the Health Sciences Division—Room ST-149—410-772-4832

This program is designed to prepare a person to become a registered nurse. It is both a career and a transfer program. Graduates are qualified for positions in hospitals, community agencies, long term care facilities and other health care settings. Graduates are also eligible for direct transfer to selected baccalaureate nursing programs in Maryland. Learning occurs through classroom experience, simulated laboratory activities and clinical assignments in a variety of health care settings. Students apply to participate in learning activities in the day or evening/weekend sections of the program. The program is approved by the Maryland Board of Nursing 4140 Patterson Avenue, Baltimore, Maryland 21215, 410-764-5124, and accredited by the National League for Nursing Accrediting Commission, 61 Broadway, New York, New York 10006, 1-800-669-1656 ext. 242. Successful completion of courses in this program will lead to eligibility to be considered by the Board of Nursing to write the National Council Licensing Examination for Registered Nurse licensure. By law, the Board may deny admission to sit for licensure for a variety of reasons. These include conviction of a misdemeanor or felony, if the offense bears directly on the fitness of the person to practice nursing.

GENERAL EDUCATION CORE Credits
(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)
Composition
ENGL-121 College Composition I 3
ENGL-122 College Composition II 3
Arts & Humanities
Fine Arts Core Course (see p. 51) 3
Social Sciences
SOCI-101 Introduction to Sociology 3
PSYC-101 General Psychology 3
Science
BIOL-107 Fundamentals of Microbiology* 4
CHEM-103 Fundamentals of General Chemistry* 4
BIOL-203 Anatomy and Physiology I* 4
BIOL-204 Anatomy and Physiology II* 4
Mathematics**
MATH-121, 122, 131 or higher 3-5
Interdisciplinary
HMDV-200 Life Span Development 3

REQUIRED COURSES RELATED TO MAJOR
NURS-130 Fundamentals of Nursing 3
OR
NURS-131 Fundamentals of Nursing for the Experienced Health Care Provider 3
NURS-132 Nursing Care of Patients with Common Health Problems 4
NURS-133 Nursing Care of Patients with Complex Health Problems I 4
NURS-134 Family-Centered Nursing I 4
NURS-230 Trends in Nursing 1
NURS-233 Nursing Care of Patients with Complex Health Problems II 4
NURS-234 Family-Centered Nursing II 4
NURS-235 Nursing Care of Patients in Community and Mental Health Settings 4

Admission to the Nursing Program is based upon successful completion of required courses. Mathematics, CHEM-103, BIOL-107 and BIOL-203 must be completed with a minimum GPA of 2.25. Contact the Office of Admissions and Advising to register for an information session regarding the Associate Degree Nursing Program.

A grade of “C” or better is required in nursing, mathematics and science courses.

**Anatomy and Physiology prerequisite courses must be completed within five years of admission to the first nursing course. If course work exceeds the five year limit, a student may take an exam(s) to demonstrate competence or repeat the course(s). BIOL-107 and CHEM-103 (prerequisite courses) must be completed within ten years of admission to the first nursing course.

**If considering transferring to a four-year institution, check the requirements of the receiving institution.
**Nursing-Accelerated**  
*An A.A. Degree Program (Transfer)*  
**APPLICATION CODE 08B**

For Curriculum Information Contact the Health Sciences Division—Room ST-149—410-772-4832

This is a competitive admission accelerated program designed to prepare a person to become a registered nurse. The program requires continuous study to complete all required clinical course work within fourteen (14) months. It is both a career and a transfer program. Graduates are qualified for positions in hospitals, community agencies, long term care facilities and other health care settings. Graduates are also eligible for direct transfer to selected baccalaureate nursing programs in Maryland. Learning occurs through classroom experience, simulated laboratory activities and clinical assignments in a variety of health care settings. The program is approved by the Maryland Board of Nursing 4140 Patterson Avenue, Baltimore, Maryland 21215, 410-764-5124, and accredited by the National League for Nursing Accrediting Commission, 61 Broadway, New York, New York 10006, 1-800-669-1656 ext. 242. Successful completion of courses in this program will lead to eligibility to be considered by the Board of Nursing to write the National Council Licensing Examination for Registered Nurse licensure. By law, the Board may deny admission to sit for licensure for a variety of reasons. These include conviction of a misdemeanor or felony, if the offense bears directly on the fitness of the person to practice nursing.

### GENERAL EDUCATION CORE

*(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)*

<table>
<thead>
<tr>
<th>Credit</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>ENGL-121 College Composition I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENGL-122 College Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>Fine Arts Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>SOCI-101 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSYC-101 General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>BIOL-107 Fundamentals of Microbiology*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CHEM-103 Fundamentals of General Chemistry*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>BIOL-203 Anatomy and Physiology I*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>BIOL-204 Anatomy and Physiology II*</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics**</td>
<td>MATH-121, 122, 131 or higher</td>
<td>3-5</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>HMDV-200 Life Span Development</td>
<td>3</td>
</tr>
</tbody>
</table>

### REQUIRED COURSES RELATED TO MAJOR

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>70-72</td>
<td>NURS-130 Fundamentals of Nursing</td>
</tr>
<tr>
<td>4</td>
<td>NURS-132 Nursing Care of Patients with Common Health Problems</td>
</tr>
<tr>
<td>4</td>
<td>NURS-133 Nursing Care of Patients with Complex Health Problems I</td>
</tr>
<tr>
<td>4</td>
<td>NURS-134 Family-Centered Nursing I</td>
</tr>
<tr>
<td>1</td>
<td>NURS-289 Trends in Nursing</td>
</tr>
<tr>
<td>4</td>
<td>NURS-283 Nursing Care of Patients with Complex Health Problems II</td>
</tr>
<tr>
<td>4</td>
<td>NURS-284 Family-Centered Nursing II</td>
</tr>
<tr>
<td>4</td>
<td>NURS-285 Nursing Care of Patients in Community and Mental Health Settings</td>
</tr>
<tr>
<td>4</td>
<td>NURS-286 Advanced Concepts in Nursing</td>
</tr>
</tbody>
</table>

Admission to the Accelerated Associate Degree Nursing Program is competitive. Eligible candidates must demonstrate successful completion of all required General Education Core courses, with a minimum GPA of 3.0. CHEM-103, BIOL-107, BIOL-203, and BIOL-204 must be completed with a minimum GPA of 3.25. Contact the Office of Admissions and Advising to register for an information session regarding the Accelerated Associate Degree Nursing Program.

A grade of “C” or better is required in nursing courses, mathematics, and science courses.

**Anatomy and Physiology prerequisite courses must be completed within five years of admission to the first nursing course. If course work exceeds the five year limit, a student may take an exam(s) to demonstrate competence or repeat the course(s). BIOL-107 and CHEM-103 (prerequisite courses) must be completed within ten years of admission to the first nursing course.**

**If considering transferring to a four-year institution, check the requirements of the receiving institution.**

All procedures and requirements of the Accelerated Associate Degree Nursing Program are subject to change.
Physical Therapist Assistant
An A.A.S. Degree Program (Career)
APPLICATION CODE 149
For Curriculum Information Contact the Health Sciences Division—Room ST-149—410-772-4832
Mid-Maryland Allied Healthcare Education Consortium
Carroll Community College Degree

Under the direction and supervision of a physical therapist, the physical therapy assistant, a skilled technical health care provider, performs selected physical therapy procedures and related tasks. Dependent upon the employment setting and the individual patient, those tasks may include contributing to total patient care and assisting the physical therapist in carrying out complex procedures and programs. This program is offered to Howard Community College students through the Mid-Maryland Allied Healthcare Education Consortium. Students will typically complete most of the general education core and other courses related to the major at Howard and then matriculate to Carroll Community College to complete the Physical Therapy Assistant courses. Students participating in Consortium programs pay in-county rates at the institutions to which they matriculate.

GENERAL EDUCATION CORE Credits
Composition* ENGL-121 College Composition I 3
ENGL-122 College Composition II 3
Social Sciences PSYC-101 General Psychology 3
PSYC-203 Abnormal Psychology 3
Science BIOL-101 General Biology I 4
Mathematics* Mathematics Core Course (see p. 53) (MATH-138 Statistics recommended) 4

REQUIRED COURSES RELATED TO MAJOR
BIOL-203 Anatomy and Physiology I 4
BIOL-204 Anatomy and Physiology II 4

Courses offered at Carroll Community College
PTA-101 The Role of the Physical Therapist Assistant 3
PTA-111 Clinical Science 1 6
PTA-121 Neuroanatomy and Neurophysiology 3
PTA-212 Clinical Science 2 6
PTA-213 Treating Special Populations 6
PTA-221 Pain and Pathology 3
PTA-231 Overview of Special Populations 3
PTA-241 Clinical Arts 1 4
PTA-242 Clinical Arts 2 4
PTA-243 Clinical Arts 3 4

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Students interested in pursuing a degree at HCC in addition to preparing for this program should see “Allied Health Programs” or “Mid-Maryland Allied Health Care Education Consortium” on page 15 of the catalogue and also meet with an allied health advisor in the Office of Admissions and Advising.

*A grade of “B” or higher is required in Mathematics and English. A grade of “C” or higher is required in Anatomy and Physiology I and II. Anatomy and Physiology must be completed within five (5) years of admission.

**See page 181 for information about English requirement.

Radiologic Technology
An A.A.S. Degree Program (Career)
APPLICATION CODE 135
For Curriculum Information Contact the Health Sciences Division—Room ST-149—410-772-4832

A Combined Program with Anne Arundel Community College
Anne Arundel Community College Degree

In conjunction with an articulation agreement with Anne Arundel Community College, students may complete all general education requirements through Howard Community College. Students will attend lectures and practice skills in campus energized laboratory facilities located at Anne Arundel Community College. This program prepares graduates as entry-level radiographers in hospitals, medical and specialty offices, imaging centers, clinics and other health care agencies. Students develop skills in radiographic positioning and procedures, medical imaging techniques, film processing and other radiographic related competency development areas. Clinical experiences are planned for the Howard County region. Graduates are eligible to apply for the American Registry of Radiologic Technologists certification examination. The program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT).

GENERAL EDUCATION CORE Credits
Composition* ENGL-121 College Composition I 3
Arts & Humanities Arts & Humanities Core Course (see p. 51) 3
Social Sciences PSYC-101 General Psychology 3
Science BIOL-101 General Biology I 4
BIOL-203 Anatomy and Physiology I 4
Mathematics MATH-131 College Algebra 3

REQUIRED COURSES RELATED TO MAJOR
BIOL-203 Anatomy and Physiology I 4
ENGL-122 College Composition II 3

Courses offered at Anne Arundel Community College
RAD 101 Introduction to Procedures 2
RAD 111 Radiographic Procedures 1 3
RAD 112 Clinical Radiography 1 5
RAD 121 Radiographic Procedures 2 3
RAD 122 Clinical Radiography 2 5
RAD 123 Imaging Equipment Maintenance & Operation 3
RAD 211 Radiographic Procedures 3 2
RAD 212 Clinical Radiography 3 5
RAD 231 Radiographic Procedures 4 3
RAD 232 Clinical Radiography 4 6
RAD 240 Advanced Radiology-Patient Management Techniques 1
RAD 251 Radiation Biology and Protection 3
RAD 252 Clinical Radiography 5 6

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A grade of “C” or better is required in radiology and science courses.

*See page 181 for information about English requirement.
Respiratory Therapy
An A.A.S. Degree Program (Career)
APPLICATION CODE 153
For Curriculum Information Contact the Health Sciences Division—Room ST-149—410-772-4832

Mid-Maryland Allied Healthcare Education Consortium
Frederick Community College Degree

The respiratory therapy program focuses on objective scientific data as well as theory to train students to solve complex problems in a clinical setting. Students receive specialized training in the following areas: diagnosis, treatment, management and preventive care of patients with cardiopulmonary disorders. The program includes coursework in the classroom as well as practical experiences in diverse clinical settings. Graduates of the program will be qualified to take the entry level and advanced practitioner board examinations offered by the National Board for Respiratory Care. This program is offered to Howard Community College students through the Mid-Maryland Allied Healthcare Education Consortium. Students will typically complete most of the general education core and other courses related to the major at Howard and then matriculate to Frederick Community College to complete the Respiratory Therapy courses. Students participating in Consortium programs pay in-county rates at the institutions to which they matriculate.

<table>
<thead>
<tr>
<th>REQUIRED COURSES RELATED TO MAJOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-203</td>
</tr>
<tr>
<td>BIOL-204</td>
</tr>
<tr>
<td>HEED/LFIT</td>
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</table>

**Courses offered at Frederick Community College**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS-207**</td>
<td>Death &amp; Dying</td>
<td>3</td>
</tr>
<tr>
<td>RT 101</td>
<td>Fundamentals of Respiratory Therapy</td>
<td>3</td>
</tr>
<tr>
<td>RT 102</td>
<td>Respiratory Therapy Equipment Lab</td>
<td>1</td>
</tr>
<tr>
<td>RT 103</td>
<td>Gas Exchange Physiology</td>
<td>2</td>
</tr>
<tr>
<td>RT 104</td>
<td>Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>RT 105</td>
<td>Cardiopulmonary &amp; Renal Anatomy and Physiology</td>
<td>3</td>
</tr>
<tr>
<td>RT 106</td>
<td>Clinical Practicum I</td>
<td>2</td>
</tr>
<tr>
<td>RT 107</td>
<td>Clinical Practicum II</td>
<td>2</td>
</tr>
<tr>
<td>RT 201</td>
<td>Principles of Mechanical Ventilation</td>
<td>4</td>
</tr>
<tr>
<td>RT 202</td>
<td>Pediatric/Neonatal Respiratory Therapy</td>
<td>2</td>
</tr>
<tr>
<td>RT 203</td>
<td>Pulmonary Diagnostics</td>
<td>2</td>
</tr>
<tr>
<td>RT 204</td>
<td>Hemodynamic Monitoring</td>
<td>2</td>
</tr>
<tr>
<td>RT 205</td>
<td>Cardiac Diagnostics</td>
<td>2</td>
</tr>
<tr>
<td>RT 206</td>
<td>Pulmonary Rehabilitation</td>
<td>1</td>
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<tr>
<td>RT 207</td>
<td>Cardiopulmonary &amp; Renal Pathophysiology</td>
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<tr>
<td>RT 208</td>
<td>Professional Seminar</td>
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</tr>
<tr>
<td>RT 209</td>
<td>Clinical Practicum III</td>
<td>2</td>
</tr>
<tr>
<td>RT 210</td>
<td>Clinical Practicum IV</td>
<td>2</td>
</tr>
</tbody>
</table>

A grade of "C" or better is required in each science and respiratory therapy course.

Students interested in pursuing a degree at HCC in addition to preparing for this program should see "Allied Health Programs" or "Mid-Maryland Allied Health Care Education Consortium" on page 15 of the catalogue and also meet with an allied health advisor in the Office of Admissions and Advising.

*See page 181 for information about English requirement.
**May be taken at Frederick Community College concurrently with the RT coursework.

<table>
<thead>
<tr>
<th>GENERAL EDUCATION CORE</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition*</td>
<td>ENGL-121 College Composition I</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>Arts &amp; Humanities Core Course (see p. 51)</td>
</tr>
<tr>
<td></td>
<td>SPCH-105 Fundamentals of Public Speaking</td>
</tr>
<tr>
<td></td>
<td>SPCH-110 Interpersonal Communication</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>PSYC-101 General Psychology</td>
</tr>
<tr>
<td>Science</td>
<td>BIOL-107 Fundamentals of Microbiology</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MATH-122 or higher</td>
</tr>
</tbody>
</table>
The surgical technology program is designed for students who wish not only to fulfill the certification requirements to be able to apply to sit for the national certification examination in surgical technology but also desire to build on this significant achievement by adding general education courses to satisfy the requirements of the A.A.S. degree. The student may plan to apply these additional skills in seeking employment in a more diversified role or transfer to a four-year college program that has a medical or business emphasis. This program is offered to Howard Community College students through the Mid-Maryland Allied Healthcare Education Consortium. Students will typically complete most of the general education core at Howard and then matriculate to Frederick Community College to complete the Surgical Technology courses. Students participating in Consortium programs pay in-county rates at the institutions to which they matriculate.

**GENERAL EDUCATION CORE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL-121 College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Humanities Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td>SPCH-105 Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>SPCH-110 Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>PSYC-101 General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>SOCI-101 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL-107 Fundamentals of Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>MATH-122 or higher</td>
<td>3-5</td>
</tr>
<tr>
<td>General Education Core Course (see p. 53)</td>
<td>3</td>
</tr>
</tbody>
</table>

**REQUIRED COURSES RELATED TO MAJOR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-203 Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-204 Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>HEED/LFIT Health or Life Fitness Course</td>
<td>1</td>
</tr>
<tr>
<td>CMSY-110 Software Applications for Micros</td>
<td>3</td>
</tr>
<tr>
<td>Elective Arts &amp; Sciences Elective (see p. 53)</td>
<td>3</td>
</tr>
<tr>
<td>ST 100 Fundamentals of Surgical Technology I</td>
<td>5</td>
</tr>
<tr>
<td>ST 101 Introduction to Surgical Technology</td>
<td>6</td>
</tr>
<tr>
<td>ST 102 Fundamentals of Surgical Technology II</td>
<td>14</td>
</tr>
<tr>
<td>Courses offered at Frederick Community College</td>
<td></td>
</tr>
</tbody>
</table>

A grade of “C” or better is required in all science and surgical technology courses.

Students interested in pursuing a degree at HCC in addition to preparing for this program should see “Allied Health Programs” or “Mid-Maryland Allied Health Care Education consortium” on page 15 of the catalogue and also meet with an allied health advisor in the Office of Admissions and Advising.

*See page 181 for information about English requirement.*
# Mathematics

**An Arts and Sciences A.A. Degree Program (Transfer)**

**APPLICATION CODE 160**

For Curriculum Information Contact the Mathematics Division—Room HR-300—410-772-4440

This curriculum is a guide to students planning to transfer to a four-year institution to complete a Bachelor of Science degree in Mathematics. Students interested in a Bachelor of Arts degree will need to meet additional world language requirements. Students are advised to check the requirements of the institution to which they intend to transfer.

### General Education Core

(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

<table>
<thead>
<tr>
<th>Category</th>
<th>Course Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Composition</td>
<td>ENGL-121 College Composition I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENGL-122 College Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>Literature Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Fine Arts Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Humanities Core Course (see p. 52)</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>History Core Course (see p. 52)</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences*</td>
<td>Social and Behavioral Science Core Courses (see p. 52)</td>
<td>6</td>
</tr>
<tr>
<td>Science</td>
<td>PHYS-110 General Physics I</td>
<td>4</td>
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<tr>
<td></td>
<td>PHYS-111 General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MATH-140 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>Interdisciplinary and Emerging Issues Core Course (see p. 53)</td>
<td>1-3</td>
</tr>
</tbody>
</table>

### Required Courses Related to Major

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSY-141</td>
<td>Computer Science I</td>
<td>4</td>
</tr>
<tr>
<td>MATH-150</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH-240</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MATH-250</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH-260</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>Arts and Sciences**</td>
<td>Arts and Sciences Electives (see p. 53)</td>
<td>5-6</td>
</tr>
</tbody>
</table>

World language requirements differ for each transfer institution.

*ECON-101, ECON-102 required at some transfer institutions.

**Arts and Sciences Electives:** MATH-131, MATH-133 and/or MATH-135 can fulfill this requirement.
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Bioinformatics
An Arts and Sciences A.A. Degree Program (Transfer)
APPLICATION CODE 202

For Curriculum Information Contact the Science and Technology Division—Room ST-248—410-772-4827

This curriculum is designed for students planning to transfer to a four-year institution to complete a bachelor’s degree in Bioinformatics. This new program melds the fields of biological sciences and technology so that data, its discovery, manipulation, storage, and extension can be accomplished. The emphasis is on the use and handling of data. Technical development will include basic knowledge of programming languages, databases and Internet. Graduates would find careers in pharmaceutical and biotechnology industries. Students should be familiar with the curriculum requirements of the institution to which they intend to transfer. The program will include concentration on general studies, biological foundations, and computer science.

GENERAL EDUCATION CORE

(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>ENGL-121 College Composition I 3</td>
</tr>
<tr>
<td></td>
<td>ENGL-122 College Composition II 3</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>Literature Core Course (see p. 51) 3</td>
</tr>
<tr>
<td></td>
<td>Fine Arts Core Course (see p. 51) 3</td>
</tr>
<tr>
<td>History</td>
<td>History Core Course (see p. 52) 3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Social and Behavioral Sciences Core Course (see p. 52) 3</td>
</tr>
<tr>
<td>Science</td>
<td>BIOL-101 General Biology I 4</td>
</tr>
<tr>
<td></td>
<td>CHEM-101 General Inorganic Chemistry I 4</td>
</tr>
<tr>
<td></td>
<td>CHEM-102 General Inorganic Chemistry II 4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MATH-140 Calculus I 4</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>Interdisciplinary and Emerging Issues Core Course (see p. 53) (CMSY-129 Principles of Internet recommended) 3</td>
</tr>
</tbody>
</table>

REQUIRED COURSES RELATED TO MAJOR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-201</td>
<td>Genetics 3</td>
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<tr>
<td>BIOL-202</td>
<td>Genetics Lab 1</td>
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<tr>
<td>BIOL-205</td>
<td>Cell Biology 4</td>
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<td>CHEM-201</td>
<td>Organic Chemistry I 4</td>
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<tr>
<td>CMSY-141</td>
<td>Computer Science I 4</td>
</tr>
<tr>
<td>CMSY-249</td>
<td>Introduction to Perl 3</td>
</tr>
<tr>
<td>BFMT-200</td>
<td>Introduction to Bioinformatics 3</td>
</tr>
<tr>
<td>CMSY-103</td>
<td>Beginning Databases 1</td>
</tr>
<tr>
<td>TOTAL REQUIREMENTS</td>
<td>60</td>
</tr>
</tbody>
</table>

120
**Biomedical Engineer Field Technician**  
A Biomedical Engineering Certificate of Proficiency (Career)  
**APPLICATION CODE 36**  
For Curriculum Information Contact the Science and Technology Division—Room ST-248—410-772-4827

This certificate of proficiency is designed for individuals currently employed as electronic technicians and desiring a career change.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HEAL-110</td>
<td>The Health Care Professional</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>PHYS-101</td>
<td>Technical Physical Science</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>BIOL-106</td>
<td>Basic Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>BMET-112</td>
<td>Electro-Mechanical-Fluidic Devices I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BMET-211</td>
<td>Biomedical Instrumentation I</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>BMET-212</td>
<td>Biomedical Instrumentation II</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>HEED-216</td>
<td>Health Care in the US</td>
<td>3</td>
</tr>
</tbody>
</table>

26

**Biomedical Engineer Specialist**  
A Biomedical Engineering Certificate of Proficiency (Career)  
**APPLICATION CODE 76**  
For Curriculum Information Contact the Science and Technology Division—Room ST-248—410-772-4827

This certificate of proficiency is available for students seeking entry in the field or desiring enhancement of a present position.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ELEC-107</td>
<td>Introduction to Electronic Circuits</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>HEAL-110</td>
<td>The Health Care Professional</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>PHYS-101</td>
<td>Technical Physical Science</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>BIOL-106</td>
<td>Basic Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>BMET-112</td>
<td>Electro-Mechanical-Fluidic Devices I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ELEC-117</td>
<td>Linear Electronics</td>
<td>4</td>
</tr>
</tbody>
</table>

21
SCIENCE AND TECHNOLOGY DIVISION PROGRAMS OF STUDY

Biomedical Engineering
An A.A.S. Degree Program (Career)
APPLICATION CODE 06
For Curriculum Information Contact the Science and Technology Division—Room ST-248—410-772-4827

This program prepares students to enter the important career of the biomedical engineering technologist working in hospitals or for equipment manufacturers in field service. High demand for graduates worldwide offers exciting opportunities to become a vital member of the health care delivery system. Graduates are qualified to maintain the technical equipment necessary in modern health care, to evaluate new equipment and to instruct in proper and safe use of the equipment. Theory in electrical, mechanical, fluidic, electronic, and biomedical circuits and systems with hands-on laboratory experience is stressed along with knowledge of the modern health care delivery environment. This statewide program allows all Maryland residents in-county tuition.

GENERAL EDUCATION CORE

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>ENGL-121 College Composition I 3</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>Arts &amp; Humanities Core Course (see p. 51) 3</td>
</tr>
<tr>
<td></td>
<td>SPCH-105 Fundamentals of Public Speaking OR SPCH-110 Interpersonal Communications 3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Social and Behavioral Sciences Core Course (see p. 52) 3</td>
</tr>
<tr>
<td>Science</td>
<td>PHYS-101 Technical Physical Science 4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MATH-121, 122, 131 or higher 3-5</td>
</tr>
</tbody>
</table>

REQUIRED COURSES RELATED TO MAJOR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC-107</td>
<td>Introduction to Electronic Circuits 4</td>
</tr>
<tr>
<td>HEAL-110</td>
<td>The Health Care Professional 2</td>
</tr>
<tr>
<td>BIOL-106</td>
<td>Basic Anatomy and Physiology 4</td>
</tr>
<tr>
<td>BMET-112</td>
<td>Electro-Mechanical-Fluidic Devices I 3</td>
</tr>
<tr>
<td>ELEC-117</td>
<td>Linear Electronics 4</td>
</tr>
<tr>
<td>BMET-211</td>
<td>Biomedical Instrumentation I 5</td>
</tr>
<tr>
<td>CMSY-105</td>
<td>Personal Computer Systems Repair I 3</td>
</tr>
<tr>
<td>CMSY-106</td>
<td>Personal Computer Systems Repair II 3</td>
</tr>
<tr>
<td>ELEC-213</td>
<td>Digital Circuits 4</td>
</tr>
<tr>
<td>BMET-212</td>
<td>Biomedical Instrumentation II 5</td>
</tr>
<tr>
<td>ELEC-140</td>
<td>Network Cabling Systems 3</td>
</tr>
<tr>
<td>HEED-216</td>
<td>Health Care in the US 3</td>
</tr>
</tbody>
</table>

Biotechnology
An Arts and Sciences A.A. Degree Program (Transfer)
APPLICATION CODE 71
For Curriculum Information Contact the Science and Technology Division—Room ST-248—410-772-4827

The growing emphasis on modern science technology has created a demand for skilled laboratory specialists in the emerging biotechnology and chemical industries. These areas include genetic engineering, pharmaceuticals, biological and biomedical research, quality control, water quality and treatment, pollution abatement, and others. The college has articulated this program with the Department of Medical and Research Technology at the University of Maryland at Baltimore which leads to a B.S. degree. The biotechnology program is suitable for students planning to seek employment as laboratory technicians in industrial and research laboratories. Graduates of this program should be able to carry out laboratory procedures, properly use laboratory apparatus and perform basic calculations. Students interested in this curriculum are advised to check the requirements of the institution to which they intend to transfer.

GENERAL EDUCATION CORE

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>ENGL-121 College Composition I 3</td>
</tr>
<tr>
<td></td>
<td>ENGL-122 College Composition II 3</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>Literature Core Course (see p. 51) 3</td>
</tr>
<tr>
<td></td>
<td>Fine Arts Core Course (see p. 51) 3</td>
</tr>
<tr>
<td>History</td>
<td>History Core Course (see p. 52) 3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Social and Behavioral Sciences Core Course (see p. 52) 3</td>
</tr>
<tr>
<td>Science</td>
<td>BIOL-101 General Biology I 4</td>
</tr>
<tr>
<td></td>
<td>CHEM-101 General Inorganic Chemistry I 4</td>
</tr>
<tr>
<td></td>
<td>CHEM-102 General Inorganic Chemistry II 4</td>
</tr>
<tr>
<td></td>
<td>CHEM-201 Organic Chemistry I 4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MATH-133 or higher 3-5</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>CMSY-110 Software Applications for Micros 3</td>
</tr>
</tbody>
</table>

REQUIRED COURSES RELATED TO MAJOR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-200</td>
<td>Microbiology 4</td>
</tr>
<tr>
<td>MATH-138</td>
<td>Statistics 4</td>
</tr>
<tr>
<td>BIOL-201</td>
<td>Genetics 3</td>
</tr>
<tr>
<td>BIOL-202</td>
<td>Genetics Lab 1</td>
</tr>
<tr>
<td>BIOL-203</td>
<td>Anatomy &amp; Physiology I 4</td>
</tr>
<tr>
<td>BIOL-205</td>
<td>Cell Biology 4</td>
</tr>
<tr>
<td>CHEM-202</td>
<td>Organic Chemistry II 4</td>
</tr>
</tbody>
</table>
Cisco Certified Networking
A Computer Support Technology Certificate of Proficiency (Career)
APPLICATION CODE 151
For Curriculum Information Contact the Science and Technology Division—Room ST-248—410-772-4827

The CCNA certification (Cisco Certified Network Associate) indicates a foundation in apprentice knowledge of networking for the small office/home office (SOHO) market. CCNA certified professionals can install, configure, and operate LAN/WAN, and dial access services for small networks. Courses such as ELEC-105, ELEC-140, CSCO-270, CSCO-271, and CSCO-272 prepare students to sit for the Cisco Certified Network Associate (CCNA) certification exam. The CCNP certification (Cisco Certified Network Professional) indicates advanced or journeyman knowledge of networks. With a CCNP, a network professional can install, configure, and operate LAN/WAN, and dial access services for organizations with larger networks. Courses such as CSCO-650, CSCO-660, CSCO-670, and CSCO-680 prepare students to sit for the Cisco Certified Network Professional (CCNP) certification exams. CSCO-690 prepares students to sit for Cisco Wireless LAN Specialist (WLANFE) or/and Cisco Wireless LAN Design Specialist (WLANSE) certifications. CSCO-695 prepares students to sit for two certifications: Securing Cisco IOS Networks (SECUR) and Cisco Secure PIX Firewall Advanced (CSPFA).

Computer-Aided Design Technology
An A.A.S. Degree Program (Career)
APPLICATION CODE 72
For Curriculum Information Contact the Science and Technology Division—Room ST-248—410-772-4827

The growing applications of CAD in such fields as electro-mechanical engineering, civil engineering, architecture, multimedia, and presentation graphics have increased the demand for skilled technicians to assist in all phases of conception and design. Graduates of this program will be able to gain employment as a skilled application specialist in CAD. Individuals experienced in manual drafting may also enroll in this program to enhance their skills and knowledge. The students will learn to use the CAD system to develop complex drawings and technical documents. Among the skills acquired in this program, the students will learn to program the CAD system and develop their own application packages. The student will become proficient in recognizing various computer graphic file formats and translation standards. Also, the student will become familiar with various CAD systems in the industry. The college and the Howard County public school system have developed a tech prep track in Computer-Aided Design Technology. For more information, call the chairperson of Science and Technology.

GENERAL EDUCATION CORE
Credits
Composition ENGL-121 College Composition I 3
Arts & Humanities Arts & Humanities Core Course (see p. 51) (one course from either Literature, Fine Arts, or Humanities) 3
SPCH-105 Fundamentals of Public Speaking OR
SPCH-110 Interpersonal Communications 3
Social Sciences Social and Behavioral Sciences Core Course (see p. 52) 3
Science PHYS-101 Technical Physical Science 4
Mathematics MATH-121, 122, 151 or higher 3-5

REQUIRED COURSES RELATED TO MAJOR
Credits
CADD-100 Principles of Drafting 3
CADD-101 Introduction to CAD 3
CMSY-120 Introduction to Computer Systems 3
BMGT-100 Introduction to Business and Organization 3
CADD-103 Intermediate CAD 3
CMSY-110 Software Applications for Micros 3
CADD-104 Advanced CAD 3
CMSY-219 Microcomputer Operating Systems 3
CADD Computer-Aided Design Electives OR
Computer Systems Computer Systems Electives 12
CADD-105 CAD Projects 3
CADD-106 CAD Systems 3

Total 61-63
## Computer-Aided Design Technology

**A Certificate of Proficiency (Career)**

**APPLICATION CODE 70**

For Curriculum Information Contact the Science and Technology Division—Room ST-248—410-772-4827

This certificate of proficiency is available for students seeking entry in the field or desiring enhancement of a present position.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CADD-100</td>
<td>Principles of Drafting</td>
<td>3</td>
</tr>
<tr>
<td>CADD-101</td>
<td>Introduction to CAD</td>
<td>3</td>
</tr>
<tr>
<td>CADD-103</td>
<td>Intermediate CAD</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-110</td>
<td>Software Applications for Micros</td>
<td>3</td>
</tr>
<tr>
<td>CADD-104</td>
<td>Advanced CAD</td>
<td>3</td>
</tr>
<tr>
<td>CADD-105</td>
<td>CAD Projects</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-219</td>
<td>Microcomputer Operating Systems-DOS</td>
<td>3</td>
</tr>
</tbody>
</table>

**Credits: 21**

## Computer Support Technology

**An A.A.S. Degree Program (Career)**

**APPLICATION CODE 118**

For Curriculum Information Contact the Science and Technology Division—Room ST-248—410-772-4827

This program is designed to meet the needs of business and industry by qualifying students for a variety of technical positions in computer support. These are entry-level positions in the areas of software support, helpdesk technician, hardware installation and repair technician and network support technician. All students will learn basic skills in the use of productivity software, hardware repair and maintenance, and fundamentals of networking. This core will prepare students to take a number of independent certification tests including CompTia’s A+ and Network+ certifications; Microsoft Certified Professional (MCP); and Microsoft Office Specialist Word and Excel core exams. Then each student will complete additional coursework in one of the option areas. Depending on the optional courses taken, students may be prepared to take additional certification exams that will count toward a range of industry certifications.

### General Education Core Credits

<table>
<thead>
<tr>
<th>Category</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>ENGL-121 College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Humanities Core</td>
<td>(one course from either Literature, Fine Arts, or Humanities)</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences Core</td>
<td>SPCH-105 Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Science Core</td>
<td>Science Core Course (PHYS-107 recommended)</td>
<td>3</td>
</tr>
<tr>
<td>(see p. 75; must include lab)</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MATH-121, 122, 131 or higher</td>
<td>3-5</td>
</tr>
<tr>
<td>Interdisciplinary Core</td>
<td>CMSY-129 Principles of the Internet</td>
<td>3</td>
</tr>
</tbody>
</table>

### Required Courses Related to Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT-111</td>
<td>Principles of Accounting I</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMGT-100</td>
<td>Introduction to Business and Organization</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-105</td>
<td>Personal Computer Systems Repair I</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-106</td>
<td>Personal Computer Systems Repair II</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-110</td>
<td>Software Applications for Micros</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CMSY-151</td>
<td>Principles of Internet II (Professional)</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-219</td>
<td>Microcomputer Operating Systems-DOS</td>
<td>3</td>
</tr>
<tr>
<td>MSFT-299</td>
<td>Fundamentals and Practice for Network+ Certification</td>
<td>3</td>
</tr>
<tr>
<td>MSFT-272</td>
<td>Microsoft Windows XP Professional</td>
<td>3</td>
</tr>
<tr>
<td>MSFT-273</td>
<td>Managing Microsoft Windows Server 2003</td>
<td>3</td>
</tr>
<tr>
<td>Additional Courses in Major</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

**Credits: 61-63**
Computer Support Technology (cont’d)

Students will choose 15 credits (five 3-credit courses) from the courses listed below according to their specific career plans. The courses are grouped into three interest areas, but students are free to select 15 credits from any area. Since this is a rapidly changing field, students should consult a faculty advisor each semester for program updates.

Microsoft Networking Support
- CMSY-201: Computer Systems Work Experience
- MSFT-277: Implementing Microsoft Windows Server 2003 Network Infrastructure
- MSFT-278: Planning Microsoft Windows Server 2003 Network Infrastructure
- MSFT-279: Microsoft Windows Server 2003 Active Directory Infrastructure
- MSFT-282: Designing Microsoft Windows Server 2003 Active Directory and Network Infrastructure
- MSFT-283: Designing Security for Microsoft Networks
- MSFT-572: Implementing and Managing MSFT Exchange 2000
- MSFT-862: Administering a Microsoft SQL Server 2000 Database
- MSFT-863: Programming a Microsoft SQL Server 2000 Database

Help Desk Support and Application Development
- CMSY-121: Structured Logic and Program Design
- CMSY-147: Introduction to Web Site Authoring
- CMSY-178: Introduction to Database Application Development
- CMSY-190: Introduction to Visual Basic .NET
- CMSY-195: Intermediate Visual Basic .NET
- CMSY-199: Introduction to Java
- CMSY-201: Computer Systems Work Experience
- CMSY-250: Systems Analysis and Design
- CMSY-255: Introduction to Unix
- CMSY-256: Linux Server Administration
- CMSY-278: Advanced Database Application Development

Internetworking Support
- CMSY-201: Computer Systems Work Experience
- ELEC-105: Fundamentals of Electronics
- ELEC-140: Network Cabling Systems
- CSCO-270: Cisco Network Technology
- CSCO-271: Cisco Internetwork Technology
- CSCO-272: Cisco LAN/WAN Technology
- CSCO-450: Building Scalable Cisco Networks
- CSCO-660: Building Cisco Remote Access Networks
- CSCO-670: Building Cisco Multilayer Switched Networks
- CSCO-680: Cisco Internetwork Troubleshooting

This is a rapidly changing field driven by technical advances and emerging technologies. To meet the needs of business and industry, the college often develops new courses and updates the versions of required courses. These may be used to fulfill program requirements with the approval of a course substitution by the faculty advisor and division chair. Students should meet with a faculty advisor each semester for program updates.

Many students, who have already earned bachelors degrees, enter this program with the goal of changing fields. Additionally, a significant number of students enter with advanced skills in areas covered by courses. These non-traditional students are encouraged to consult a program administrator or faculty advisor to determine if passing competency-based tests will allow them to be waived out of a core course and allow them to substitute an advanced course.

Electronics Technology
An A.A.S. Degree Program (Career)
APPLICATION CODE 18

For Curriculum Information Contact the Science and Technology Division—Room ST-248—410-772-4827

Electronics is the wave of the future. All aspects of modern society and business are becoming more dependent on skilled professionals to maintain the electronics infrastructure. Graduates can choose to work in challenging positions in the fields of computers, telecommunications, training and higher studies. Courses will emphasize theory and practice. Coursework will reflect the changing needs of industry and inculcate a need for ongoing training. Students planning to transfer to a four-year technical institution should contact that institution to check transferable courses. This curriculum prepares students to sit for the A+ certification exam and Cisco Certified Network Associate (CCNA) certification exam.

GENERAL EDUCATION CORE Credits
- Composition: ENGL-121 College Composition I 3
- Arts & Humanities: Arts & Humanities Core Course (see p. 51) (one course from either Literature, Fine Arts, or Humanities) 3
- SPCH-105 Fundamentals of Public Speaking or SPCH-110 Interpersonal Communications 3
- Social Sciences: Social and Behavioral Sciences Core Course (see p. 52) 3
- Science: PHYS-101 Technical Physical Science 4
- Mathematics: MATH-121, 122, 131 or higher 3-5

REQUIRED COURSES RELATED TO MAJOR Credits
- ELEC-107: Introduction to Electronic Circuits 4
- ELEC-140: Network Cabling Systems 3
- PHOT-100: Introduction to Photonics 3
- CMSY-105: Personal Computer Systems Repair I 3
- CMSY-219: Microcomputer Operating Systems-DOS 3
- CSCO-270: Cisco Network Technology 3
- ELEC-117: Linear Electronics 4
- CMSY-106: Personal Computer Systems Repair II 3
- CMSY-271: Cisco Internetwork Technology 3
- ELEC-213: Digital Circuits 4
- CADD-101: Introduction to CAD OR
- COOP-201: Cooperative Education I 3
- CMSY-129: Principles of Internet 3
- CSCO-272: Cisco LAN/WAN Technology 3

64-66
### Electronics Technology

**A Certificate of Proficiency (Career)**

**APPLICATION CODE 64**

For Curriculum Information Contact the Science and Technology Division—Room ST-248—410-772-4827

This certificate of proficiency is available for students seeking entry in the field or desiring enhancement of a present position.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ELEC-107</td>
<td>Introduction to Electronic Circuits</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ELEC-117</td>
<td>Linear Electronics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ELEC-213</td>
<td>Digital Circuits</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CMSY-105</td>
<td>Personal Computer Systems Repair I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ELEC-140</td>
<td>Network Cabling Systems</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

### Engineering

**An A.A. Degree Program (Transfer)**

**APPLICATION CODE 23**

For Curriculum Information Contact the Science and Technology Division—Room ST-248—410-772-4827

The rapid broadening of the scope of engineering has increased the demand for trained professionals who understand the significance of these advances and creatively apply the skills of high technology to improve the quality of life. There are many diversified fields in engineering including the classical fields of civil, mechanical, electrical/electronic, industrial and chemical, as well as biomedical, communications, ceramic and agricultural. Lately, major strides have been made in the environmental and computer engineering fields, and aerospace engineering is about to reach new dramatic heights in the near future with the establishment of orbiting space stations and colonies on the moon. Students interested in this curriculum are advised to check the requirements of the institution to which they intend to transfer.

**GENERAL EDUCATION CORE Credits**

(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENGL-121</td>
<td>College Composition I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENGL-122</td>
<td>College Composition II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Arts &amp; Humanities</td>
<td>Literature Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Fine Arts Core Course (see p. 51)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>History</td>
<td>History Core Course (see p. 52)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Social Sciences</td>
<td>Social and Behavioral Sciences Core Course (see p. 52)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>CHEM-101 General Inorganic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CHEM-102 General Inorganic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHYS-110 General Physics I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHYS-111 General Physics II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>MATH-140 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary</td>
<td>Interdisciplinary and Emerging Issues Core Course (see p. 53)</td>
<td>3-13</td>
</tr>
</tbody>
</table>

**REQUIRED COURSES RELATED TO MAJOR Credits**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENES-100</td>
<td>Introduction to Engineering Design</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MATH-150</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MATH-240</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PHYS-112</td>
<td>General Physics III (Calculus)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MATH-260</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives—Select at least 6 credits from the following courses:**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENES-120</td>
<td>Statics (3 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENES-130</td>
<td>Dynamics (3 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENES-140</td>
<td>Mechanics of Materials (3 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENES-181</td>
<td>Thermodynamics (3 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENES-244*</td>
<td>Digital Logic Design (3 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENES-204*</td>
<td>Basic Circuit Theory (3 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENES-206*</td>
<td>Fundamental Electric and Digital Circuit Laboratory (2 credits)</td>
<td>6</td>
</tr>
</tbody>
</table>

*Electrical engineering students
### Environmental Science
**An Arts and Sciences A.A. Degree Program (Transfer)**

APPLICATION CODE 125
For Curriculum Information Contact the Science and Technology Division—Room ST-248—410-772-4827

The growing emphasis on environmental issues has created a demand for skilled specialists in the area of environmental science and natural resources management. This curriculum is a guide to students planning to transfer to a four-year institution to complete a bachelor of science degree in Environmental Science, Ecology, or Natural Resources Management. Students are advised to check the requirements of the institution to which they intend to transfer.

**GENERAL EDUCATION CORE**

<table>
<thead>
<tr>
<th>Component</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>ENGL-121 College Composition I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENGL-122 College Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>Literature Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Fine Arts Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>History Core Course (see p. 52)</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Social and Behavioral Sciences Core Course (see p. 52)</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>BIOL-101 General Biology I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>BIOL-102 General Biology II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CHEM-101 General Inorganic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CHEM-102 General Inorganic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MATH-133 or higher</td>
<td>3-5</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>CMSY-110 Software Applications for Micros</td>
<td>3</td>
</tr>
</tbody>
</table>

**REQUIRED COURSES RELATED TO MAJOR**

<table>
<thead>
<tr>
<th>Component</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>MATH-140 or higher</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-105</td>
<td>Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td>BIOL-115</td>
<td>Environmental Science Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOL-200</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>GEOL-107</td>
<td>Introduction to Physical Geology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL-117</td>
<td>Introduction to Physical Geology Lab</td>
<td>1</td>
</tr>
<tr>
<td>PHYS-107</td>
<td>Physical Science</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 60-62

---

### Horticulture
**An Arts and Sciences A.A. Degree Program (Transfer)**

APPLICATION CODE 144
For Curriculum Information Contact the Science and Technology Division—Room ST-248—410-772-4827

This curriculum is a guide to students planning to transfer to a four-year institution to complete a Bachelor of Science degree in Horticulture. This program is specifically designed to transfer to UMCP’s Natural Resource Science Program. Students are advised to check the requirements of the institution to which they intend to transfer.

**GENERAL EDUCATION CORE**

<table>
<thead>
<tr>
<th>Component</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>ENGL-121 College Composition I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENGL-122 College Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>Literature Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Fine Arts Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>History Core Course (see p. 52)</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Social and Behavioral Sciences Core Course (see p. 52)</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>CHEM-101 General Inorganic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CHEM-102 General Inorganic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PHYS-103 Fundamentals of Physics I</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MATH-140 or equivalent</td>
<td>4</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>Interdisciplinary and Emerging Issues Core Course (see p. 53)</td>
<td>1-3</td>
</tr>
</tbody>
</table>

**REQUIRED COURSES RELATED TO MAJOR**

<table>
<thead>
<tr>
<th>Component</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HORT-100</td>
<td>Introduction to Horticulture</td>
<td>4</td>
</tr>
<tr>
<td>HORT-210</td>
<td>Woody Plants</td>
<td>3</td>
</tr>
<tr>
<td>CHEM-201</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>HORT-220</td>
<td>Landscape Design &amp; Contracting</td>
<td>3</td>
</tr>
<tr>
<td>GEOL-107</td>
<td>Introduction to Physical Geology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL-117</td>
<td>Introduction to Physical Geology Lab</td>
<td>1</td>
</tr>
<tr>
<td>HORT-230</td>
<td>Pest and Disease Control OR</td>
<td>1</td>
</tr>
<tr>
<td>HORT-240</td>
<td>Turf Grass Management</td>
<td>3</td>
</tr>
<tr>
<td>PHYS-104</td>
<td>Fundamentals of Physics II</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 60-62
**Life Science**

*An Arts and Sciences A.A. Degree Program (Transfer)*

**APPLICATION CODE 49**

For Curriculum Information Contact the Science and Technology Division—Room ST-248—410-772-4827

Recent advances in molecular biology and genetics have expanded the employment opportunities for biologists. Training in the life sciences prepares students for diverse occupations including employment in research or industrial laboratories, fish and wildlife programs, zoos, museums, and aquaria. This curriculum prepares students for further study in specialty areas including agriculture, botany, entomology, horticulture, microbiology, zoology, molecular biology, genetics, ecology, physiology, and marine biology. In addition, some students use this curriculum as preparation for pre-medical or pre-allied health programs. The life sciences curriculum focuses on the fundamental scientific principles and problem solving techniques which are essential for future success as a biologist. The college has articulated this program with the biotechnology (biochemistry major track) program at the University of Maryland Baltimore County which leads to a B.A. degree. This program also transfers to other colleges. Students interested in this curriculum are advised to check the requirements of the institution to which they intend to transfer.

**GENERAL EDUCATION CORE**

(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

<table>
<thead>
<tr>
<th>Category</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>ENGL-121 College Composition I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENGL-122 College Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>Literature Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Fine Arts Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>History Core Course (see p. 52)</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Social and Behavioral Sciences Core Course (see p. 52)</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>BIOL-101 General Biology I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>BIOL-102 General Biology II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CHEM-101 General Inorganic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CHEM-102 General Inorganic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MATH-133 or higher</td>
<td>3-5</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>Interdisciplinary and Emerging Issues Core Course (see p. 53)</td>
<td>1-3</td>
</tr>
</tbody>
</table>

**REQUIRED COURSES RELATED TO MAJOR**

<table>
<thead>
<tr>
<th>Category</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>MATH-140 or equivalent</td>
<td>4</td>
</tr>
<tr>
<td>Biology</td>
<td>BIOL-200 Microbiology OR BIOL-205 Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>CHEM-201</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>Science Elective (see p. 53)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-201</td>
<td>Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIOL-202</td>
<td>Genetics Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHEM-202</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
</tbody>
</table>

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**PC Maintenance (A+ Certification) with Network Emphasis**

*An Arts and Sciences A.A. Degree Program (Transfer)*

**APPLICATION CODE 180**

For Curriculum Information Contact the Science and Technology Division—Room ST-248—410-772-4827

This program is designed to meet the needs of individuals who are interested in computer maintenance, troubleshooting and internetworking with different protocols. Labs will include hands-on experiences in computer repair and network configurations. This program also prepares the student for the A+ Certification exam given by the Computer Industry Association.

**Credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSY-105 Personal Computer Systems Repair I</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-134 Introduction to Operating Systems</td>
<td>1</td>
</tr>
<tr>
<td>ELEC-105 Fundamentals of Electronics</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-106 Personal Computer Systems Repair II</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-142 Operating System Fundamentals I</td>
<td>1</td>
</tr>
<tr>
<td>ELEC-140 Network Cabling Systems</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-143 Operating System Fundamentals II</td>
<td>1</td>
</tr>
<tr>
<td>CSCO-270 Cisco Network Technology OR MSFT-299 Fundamentals and Practice for Network+ Certification</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 18
Photonics Technology  
**An A.A.S. Degree Program (Career)**  
APPLICATION CODE 161  
For Curriculum Information Contact the Science and Technology Division—Room ST-248—410-772-4827

Photonics is the science and technology of controlled flow of light particles for applications including data transmission, optical computing and switching, and optical modulation (e.g. lasers). It is one of the most rapidly growing domestic and international technical fields and offers favorable job opportunities and advancement potential to skilled technicians. The students will acquire a working knowledge of the theory of light, geometric and physical optics, transmission and detection of light, electronics circuits, and data communications theory. Hands-on laboratory exercises will include real world topics such as: optical components and systems, fiber optics applications, lasers, and electro-optical instrumentation. Coursework will reflect the changing needs of industry and inculcate the need for ongoing training. This statewide program allows all Maryland residents in-county tuition. Students planning to transfer to a four-year technical institution should contact their institution to check for transferable courses.

### GENERAL EDUCATION CORE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL-121</td>
<td>College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Humanities Core Course (see p. 51) (one course from either Literature, Fine Arts, or Humanities)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPCH-105</td>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>SPCH-110 Interpersonal Communications</td>
<td>3</td>
</tr>
<tr>
<td>SOCIAL SCIENCES</td>
<td>Social and Behavioral Sciences Core Course (see p. 52)</td>
<td>3</td>
</tr>
<tr>
<td>PHYS-101</td>
<td>Technical Physical Science</td>
<td>4</td>
</tr>
<tr>
<td>MATH-131 or higher</td>
<td></td>
<td>3-5</td>
</tr>
</tbody>
</table>

### REQUIRED COURSES RELATED TO MAJOR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSY-110</td>
<td>Software Applications for Micros</td>
<td>3</td>
</tr>
<tr>
<td>ELEC-107</td>
<td>Introduction to Electronics Circuits</td>
<td>4</td>
</tr>
<tr>
<td>PHOT-100</td>
<td>Introduction to Photonics</td>
<td>3</td>
</tr>
<tr>
<td>ELEC-117</td>
<td>Linear Electronics</td>
<td>4</td>
</tr>
<tr>
<td>PHOT-105</td>
<td>Optical Physics</td>
<td>4</td>
</tr>
<tr>
<td>TELE-100</td>
<td>Introduction to Telecommunications</td>
<td>3</td>
</tr>
<tr>
<td>ELEC-213</td>
<td>Digital Circuits</td>
<td>4</td>
</tr>
<tr>
<td>PHOT-200</td>
<td>Principles of Lasers</td>
<td>3</td>
</tr>
<tr>
<td>PHOT-205</td>
<td>Detection and Measurement</td>
<td>3</td>
</tr>
<tr>
<td>PHOT-210</td>
<td>Fiber Optics Communications</td>
<td>4</td>
</tr>
<tr>
<td>PHOT-220</td>
<td>Advanced Topics in Photonics</td>
<td>3</td>
</tr>
<tr>
<td>TELE-200</td>
<td>Quality Control</td>
<td>3</td>
</tr>
</tbody>
</table>

This certificate of proficiency is available for students seeking entry in the field or desiring enhancement of a present position.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC-107</td>
<td>Introduction to Electronics Circuits</td>
<td>4</td>
</tr>
<tr>
<td>MATH-131</td>
<td>College Algebra or higher</td>
<td>3</td>
</tr>
<tr>
<td>ELEC-117</td>
<td>Linear Electronics</td>
<td>4</td>
</tr>
<tr>
<td>PHOT-100</td>
<td>Introduction to Photonics</td>
<td>3</td>
</tr>
<tr>
<td>PHOT-105</td>
<td>Optical Physics</td>
<td>4</td>
</tr>
<tr>
<td>ELEC-213</td>
<td>Digital Circuits</td>
<td>4</td>
</tr>
<tr>
<td>PHOT-200</td>
<td>Principles of Lasers</td>
<td>3</td>
</tr>
<tr>
<td>PHOT-210</td>
<td>Fiber Optics Communications</td>
<td>4</td>
</tr>
</tbody>
</table>

Credits: 29
Physical Science
An Arts and Sciences A.A. Degree Program (Transfer)
APPLICATION CODE 50
For Curriculum Information Contact the Science and Technology Division—Room ST-248—410-772-4827

There is a need for trained physical scientists in government and industry to meet society’s increasing emphasis on science and technology. Diversified fields of specialization within the physical sciences include: astronomy, chemistry, geology, meteorology, physics, lab technicians (B.S.), technical writing, and secondary and college teaching. This program provides a strong mathematics background and emphasizes the ability to apply theory to solve problems in physical science, especially chemistry and physics. There is also emphasis on operating laboratory equipment and collecting data to appraise, use and interpret, including the identification of unknowns. Students interested in this curriculum are advised to check the requirements of the institution to which they intend to transfer.

GENERAL EDUCATION CORE Credits
(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

Composition ENGL-121 College Composition I 3
ENGL-122 College Composition II 3
Arts & Humanities Literature Core Course (see p. 51) 3
Fine Arts Core Course (see p. 51) 3
History History Core Course (see p. 52) 3
Social Sciences Social and Behavioral Sciences Core Course (see p. 52) 3
Science CHEM-101 General Inorganic Chemistry I 4
CHEM-102 General Inorganic Chemistry II 4
PHYS-110 General Physics I (Calculus) 4
PHYS-111 General Physics II 4
Mathematics MATH-140 Calculus 4
Interdisciplinary Interdisciplinary and Emerging Issues Core Course (see p. 53) 1-3

REQUIRED COURSES RELATED TO MAJOR
MATH-150 Calculus II 4
PHYS-112 General Physics III (Calculus) 3
Arts and Sciences Arts and Sciences Elective (see p. 53) 3-4
Electives—Select 12 credits from the following courses:
CHEM-201 Organic Chemistry I (4 credits)
CHEM-202 Organic Chemistry II (4 credits)
ASTR-104 Elementary Astronomy (3 credits)
ASTR-114 Elementary Astronomy Lab (1 credit)
GEOL-107 Introduction to Physical Geology (3 credits)
GEOL-117 Introduction to Physical Geology Lab (1 credit)
GEOL-109 Historical Geology (4 credits)
GEOL-115 Regional Geology (4 credits) 12

61-64

Pre-Allied Health
An Arts and Sciences A.A. Degree Program (Transfer)
APPLICATION CODE 68
For Curriculum Information Contact the Science and Technology Division—Room ST-248—410-772-4827

Highly qualified allied health professionals are needed to respond to the increasing health needs of a growing population. The pre-allied health curriculum is designed to prepare students for entrance into the following programs: dental hygiene, nursing, physical therapy, physician assistant programs, and radiation therapist. The pre-allied health curriculum emphasizes science and liberal arts courses that are required for transfer into these professional schools at other institutions. The curriculum has been designed to fulfill the diverse prerequisites of professional schools in these allied health areas. Students should become familiar with the entrance requirements of the professional program from which they plan to obtain their allied health degree in order to plan a program of study at HCC that includes the appropriate electives.

GENERAL EDUCATION CORE Credits
(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

Composition ENGL-121 College Composition I 3
ENGL-122 College Composition II 3
Arts & Humanities Literature Core Course (see p. 51) 3
Fine Arts Core Course (see p. 51) 3
History History Core Course (see p. 52) 3
Social Sciences Social and Behavioral Sciences Core Course (see p. 52) 3
PSYC-101 General Psychology 3
Science BIOL-101 General Biology I 4
BIOL-203 Anatomy and Physiology I 4
CHEM-101 General Inorganic Chemistry I 4
Mathematics MATH-133 or higher 3-5
Interdisciplinary Interdisciplinary and Emerging Issues Core Course (see p. 53) 1-3

REQUIRED COURSES RELATED TO MAJOR
CHEM-102 General Inorganic Chemistry II OR
CHEM-104 Fundamentals of Organic and Biochemistry 4
Social Sciences Select two courses with a prefix of ECON, GEOG, HIST, POLI, PSYC, or SOCI 6
Mathematics MATH-133 or higher 3-4
Electives—Select 12 credits from the following courses:
BIOL-200 Microbiology (4 credits)
BIOL-201 Genetics (3 credits)
BIOL-202 Genetics Lab (1 credit)
BIOL-204 Anatomy and Physiology II (4 credits)
BIOL-205 Cell Biology (4 credits)
BIOL-206 Nutrition for Health Services (3 credits)
PHYS-103 Fundamentals of Physics I (4 credits)
PHYS-104 Fundamentals of Physics II (4 credits) 12

62-67
### Pre-Dentistry
**An Arts and Sciences A.A. Degree Program (Transfer)**

**APPLICATION CODE**: 51

For Curriculum Information Contact the Science and Technology Division—Room ST-248—410-772-4827

Dentists are important health professionals who are employed in a variety of settings including privately owned practices, group practices, and government or industrial facilities. This program is designed to prepare students who plan to apply for admission to dental school. Students who have not already earned a B.S. or B.A. will apply to dental school after transferring to a four-year college or university. In many colleges, students must choose a major other than pre-dentistry. Students often select a major which will provide an alternative career route should they change their occupational plans. The pre-dentistry curriculum prepares students for both dental school as well as for bachelor’s degrees in the life sciences, chemistry, or related fields. Pre-dentistry students should obtain a copy of admissions requirements for U.S. and Canadian dental schools available through the American Association of Dental Schools, 1625 Massachusetts Avenue, N.W., Washington, D.C. 20036.

#### GENERAL EDUCATION CORE

<table>
<thead>
<tr>
<th>Component</th>
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<tr>
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<tr>
<td>Arts &amp; Humanities</td>
<td>ENGL-122 College Composition II</td>
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<tr>
<td>History</td>
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<tr>
<td>Social Sciences</td>
<td>Social and Behavioral Sciences Core Course (see p. 52)</td>
</tr>
<tr>
<td>Science</td>
<td>BIOL-101 General Biology I</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MATH-133 or higher</td>
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<td>Interdisciplinary</td>
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#### REQUIRED COURSES RELATED TO MAJOR

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<th>Component</th>
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<tr>
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<td>Organic Chemistry I</td>
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<td>PHYS-103</td>
<td>Fundamentals of Physics I</td>
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<tr>
<td>BIOL-201</td>
<td>Genetics</td>
</tr>
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</tr>
<tr>
<td>PHYS-104</td>
<td>Fundamentals of Physics II</td>
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</table>

62-66

### Pre-Medical Technology
**An Arts and Sciences A.A. Degree Program (Transfer)**

**APPLICATION CODE**: 52

For Curriculum Information Contact the Science and Technology Division—Room ST-248—410-772-4827

Career opportunities for the medical technologist (clinical laboratory scientist) exist in many areas. Many of these allied health professionals are employed in labs in hospitals or government and industrial research facilities. The medical technologist performs laboratory diagnostic and therapeutic procedures to assist in the diagnosis, management and prevention of disease. Specializations include blood banking, chemistry, hematology, immunology and microbiology. Students will complete their professional studies at another institution where they will obtain a B.S. degree and become eligible to take the National Registry Exam given by the American Society for Clinical Pathologists. Students should become familiar with the entrance requirements of the professional school from which they plan to obtain their B.S. degree in order to plan a program of study at HCC that includes the appropriate electives.

#### GENERAL EDUCATION CORE

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<tr>
<th>Component</th>
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#### REQUIRED COURSES RELATED TO MAJOR

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<td>Anatomy and Physiology I</td>
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<td>CHEM-201</td>
<td>Organic Chemistry I</td>
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<td>BIOL-204</td>
<td>Anatomy and Physiology II</td>
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</table>

61-65
Pre-Medicine  
An Arts and Sciences A.A. Degree Program (Transfer)  
APPLICATION CODE 53  
For Curriculum Information Contact the Science and Technology Division—Room ST-248—410-772-4827

Medical professionals make an important contribution to the welfare of many individuals both as health practitioners and as researchers. This curriculum is designed to prepare students who plan to apply to medical school. Unless students have already earned a B.S. or B.A. degree, they will apply to medical school after transferring to a four-year college or university. In many colleges, students must choose a major other than pre-medicine. Students often select a major which will provide an alternative career route should they change their occupational plans. Pre-medical students should obtain a copy of the Association of American Medical Colleges (AAMC) Admissions Requirements Handbook on pre-medical programs and the requirements for admission to AAMC-approved medical schools. A copy can be ordered through the Association of American Medical Colleges, Section for Student Services, Suite 201, 2450 N. Street, N.W., Washington, D.C. 20037.

**GENERAL EDUCATION CORE Credits**  
(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

<table>
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<tr>
<th>Component</th>
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<td></td>
<td>ENGL-122 College Composition II 3</td>
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<td>Arts &amp; Humanities</td>
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**REQUIRED COURSES RELATED TO MAJOR**

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<td>Fundamentals of Physics I 4</td>
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<td>BIOL-201</td>
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<td>PHYS-104</td>
<td>Fundamentals of Physics II 4</td>
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</tbody>
</table>

62-66

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Pre-Nuclear Medicine Technology  
An Arts and Sciences A.A. Degree Program (Transfer)  
APPLICATION CODE 126  
For Curriculum Information Contact the Science and Technology Division—Room ST-248—410-772-4827

Highly qualified allied health professionals are needed to respond to the increasing health needs of a growing population. The nuclear medicine technologist is a highly specialized health care professional who works closely with the nuclear medicine physician. The nuclear medicine technology program emphasizes science and liberal arts courses that are required for transfer to the Johns Hopkins Hospital Nuclear Medicine Technology Program. Students should become familiar with the entrance requirements of the Nuclear Medicine Technology Program at Johns Hopkins Hospital.

**GENERAL EDUCATION CORE Credits**  
(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

<table>
<thead>
<tr>
<th>Component</th>
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<tbody>
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</tr>
<tr>
<td>History</td>
<td>History Core Course (see p. 52) 3</td>
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<tr>
<td>Social Sciences</td>
<td>Social and Behavioral Sciences Core Course (see p. 52) 3</td>
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<tr>
<td>Science</td>
<td>BIOL-101 General Biology I 4</td>
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<td></td>
<td>CHEM-101 General Inorganic Chemistry I 4</td>
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<tr>
<td>Interdisciplinary</td>
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**REQUIRED COURSES RELATED TO MAJOR**

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<td>CHEM-104</td>
<td>Fundamentals of Organic and Biochemistry OR CHEM-201 Organic Chemistry I 4</td>
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<td>OFFI-290</td>
<td>Medical Terminology 2</td>
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<td>PHYS-103</td>
<td>Fundamentals of Physics I 4</td>
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<tr>
<td>MATH-138</td>
<td>Statistics 4</td>
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<tr>
<td>PHYS-104</td>
<td>Fundamentals of Physics II 4</td>
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</tbody>
</table>

61-63
### Pre-Optometry

**An Arts and Sciences A.A. Degree Program (Transfer)**  
**APPLICATION CODE 54**  
For Curriculum Information Contact the Science and Technology Division—Room ST-248—410-772-4827

Optometrists play a significant role in providing eye care both in private offices as well as in group practices and government or industrial facilities. This program is designed to prepare students who plan to apply for admission to a school of optometry. Some optometric colleges admit students after two years of college, but successful admission often requires a bachelor’s degree or higher. For their bachelor’s degree, many students select a major which will provide an alternative career route should they change their occupational plans. The pre-optometry curriculum provides a foundation for both optometric studies as well as for a future major in the life sciences, chemistry, or related fields. Students interested in this curriculum are advised to check the requirements of the institution to which they intend to transfer.

**GENERAL EDUCATION CORE**  
(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

<table>
<thead>
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<td>Social Sciences</td>
<td>Social and Behavioral Sciences Core Course (see p. 52)</td>
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<tr>
<td>Science</td>
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</tr>
<tr>
<td></td>
<td>BIOL-102 General Biology II</td>
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<td>Interdisciplinary</td>
<td>Interdisciplinary and Emerging Issues Core Course (see p. 53)</td>
<td>1-3</td>
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</table>

**REQUIRED COURSES RELATED TO MAJOR**

| Mathematics                        | MATH-140 or higher              | 4 |
| BIOL-200                            | Microbiology                   | 4 |
| CHEM-201                            | Organic Chemistry I            | 4 |
| PHYS-103                            | Fundamentals of Physics I      | 4 |
| CHEM-202                            | Organic Chemistry II           | 4 |
| PHYS-104                            | Fundamentals of Physics II     | 4 |

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### Pre-Pharmacy

**An Arts and Sciences A.A. Degree Program (Transfer)**  
**APPLICATION CODE 55**  
For Curriculum Information Contact the Science and Technology Division—Room ST-248—410-772-4827

Pharmacists dispense drugs and medicines prescribed by physicians and dentists, advise on the proper use and proper dosage of prescription and nonprescription medicines, and work in research and marketing positions. Job opportunities exist in hospitals and clinics, community pharmacies, the pharmaceutical industry and in government agencies. The pre-pharmacy curriculum below includes the science, math and liberal arts electives that are prerequisites for admission into pharmacy programs at transfer institutions. Students should become familiar with the prerequisite entrance requirements of the transfer institution from which they intend to receive their professional degree in order to plan a program of study at HCC that includes the appropriate electives.

**GENERAL EDUCATION CORE**  
(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

| Composition                        | ENGL-121 College Composition I | 3 |
|                                   | ENGL-122 College Composition II| 3 |
| Arts & Humanities                  | Literature Core Course (see p. 51) | 3 |
|                                   | Fine Arts Core Course (see p. 51) | 3 |
| History                            | History Core Course (see p. 52)  | 3 |
| Social Sciences                    | Social and Behavioral Sciences Core Course (see p. 52) | 6 |
| Science                            | BIOL-101 General Biology I      | 4 |
|                                   | CHEM-101 General Inorganic Chemistry I | 4 |
|                                   | CHEM-102 General Inorganic Chemistry II | 4 |
| Mathematics                        | MATH-140 Calculus I             | 4 |
| Interdisciplinary                  | Interdisciplinary and Emerging Issues Core Course (see p. 53) | 1-3 |

**REQUIRED COURSES RELATED TO MAJOR**

| MATH-138                            | Statistics                     | 4 |
| CHEM-201                            | Organic Chemistry I            | 4 |
| PHYS-103                            | Fundamentals of Physics I      | 4 |
| BIOL-200                            | Microbiology                   | 4 |
| CHEM-202                            | Organic Chemistry II           | 4 |
| PHYS-104                            | Fundamentals of Physics II     | 4 |

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Total Credit Hours: 62-66

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Total Credit Hours: 62-64
Pre-Veterinary Medicine
An Arts and Sciences A.A. Degree Program (Transfer)
APPLICATION CODE 56
For Curriculum Information Contact the Science and Technology Division—Room ST-248—410-772-4827

Veterinarians are important health professionals who are employed in a variety of settings including privately owned practices, group practices, and government or industrial facilities. This program is designed to prepare students who plan to apply for admission to veterinary school. Students who have not already earned a B.S. or B.A. will apply to veterinary school after transferring to a four-year college or university. In many colleges, students must choose a major other than pre-veterinary medicine. Students often select a major which will provide an alternative career route should they change their occupational plans. The pre-veterinary curriculum prepares students for veterinary school as well as for bachelor’s degrees in the life sciences, chemistry, or related fields. Pre-veterinary students should obtain a copy of admissions requirements for U.S. and Canadian veterinary schools available through the American Veterinary Medical Colleges, 1522 K Street, Washington, D.C. 20036.

GENERAL EDUCATION CORE
(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

<table>
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<tr>
<td>Arts &amp; Humanities Core Course</td>
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<td>Social Sciences Core Course</td>
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<td>Mathematics</td>
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<td>Interdisciplinary Core</td>
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REQUIRED COURSES RELATED TO MAJOR

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</table>

Telecommunications Technology
An Electronics Technology A.A.S. Degree Program (Career)
APPLICATION CODE 25
For Curriculum Information Contact the Science and Technology Division—Room ST-248—410-772-4827

The future is in communications and predominantly in telecommunications. This program will provide grassroots training to develop qualified technicians, supervisors and trainers in installing, maintaining and troubleshooting modern communication networks incorporating fiber optics, cellular, microwave, and satellite systems. Hands-on skills will be emphasized to enable students to face real-world situations which will prepare them for entering industry. Students planning to transfer to a four-year technical institution should contact that institution to check transferable courses. This curriculum prepares students to sit for the A+ certification and Cisco Certified Network Associate (CCNA) certification exam and Cisco Certified Network Professional (CCNP) certification exams.

GENERAL EDUCATION CORE

<table>
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<tr>
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REQUIRED COURSES RELATED TO MAJOR

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<td>ELEC-107</td>
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<td>TELE-100</td>
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<td>CMSY-106</td>
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<td>CSCO-270</td>
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<td>ELEC-117</td>
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<td>CSCO-670</td>
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</table>

6163
**Telecommunications Technology**

An Electronics Technology Certificate of Proficiency (Career)

APPLICATION CODE 24

For Curriculum Information Contact the Science and Technology Division—Room ST-248—410-772-4827

This certificate of proficiency is available for students seeking entry in the field or desiring enhancement of a present position.

<table>
<thead>
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<tr>
<td>TELE-100</td>
<td>Introduction to Telecommunications</td>
<td>3</td>
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<tr>
<td>ELEC-117</td>
<td>Linear Electronics</td>
<td>4</td>
</tr>
<tr>
<td>CMSY-105</td>
<td>Personal Computer Systems Repair I</td>
<td>3</td>
</tr>
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<td>ELEC-215</td>
<td>Digital Circuits</td>
<td>4</td>
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<tr>
<td>ELEC-140</td>
<td>Network Cabling Systems</td>
<td>3</td>
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**Wireless Communications Technology**

An Electronics Technology A.A.S. Degree Program (Career)

APPLICATION CODE 181

For Curriculum Information Contact the Science and Technology Division—Room ST-248—410-772-4827

This program is designed to meet the demands of one of the fastest growing high technology fields. This program will prepare students in entry-level positions in the area of mobile and wireless data communications such as cell site technicians, switch technicians, wireless field engineers, networking technicians and wireless customer service representatives. This curriculum will give students a strong background in circuit theory, fundamental concepts of digital circuits and systems, computer systems and networks. Students also will receive theory and hands-on laboratory experience in RF test and measurement techniques, electromagnetic propagation, transmission lines, wireless networks, and security related to wireless networking. Students planning to transfer to a four-year technical institution should contact that institution to check transferable courses. In addition, this curriculum prepares students to sit for COMP TIA’s A+ certification, ETA’s Fiber Optic Installer certification and Certified Wireless Network Administrator certification.

**GENERAL EDUCATION CORE**

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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<td>College Composition I</td>
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<tr>
<td>SPCH-105</td>
<td>Fundamentals of Public Speaking</td>
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<td>SPCH-110</td>
<td>Interpersonal Communications</td>
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<td>PHYS-101</td>
<td>Technical Physical Science</td>
<td>4</td>
</tr>
<tr>
<td>MATH-121, 122, 131 or higher</td>
<td>3-5</td>
<td></td>
</tr>
</tbody>
</table>

**REQUIRED COURSES RELATED TO MAJOR**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSY-105</td>
<td>Personal Computer Systems Repair I</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-219</td>
<td>Microcomputer Operating Systems—DOS</td>
<td>3</td>
</tr>
<tr>
<td>ELEC-107</td>
<td>Introduction to Electronic Circuits</td>
<td>4</td>
</tr>
<tr>
<td>CMSY-106</td>
<td>Personal Computer Systems Repair II</td>
<td>3</td>
</tr>
<tr>
<td>CSCO-270</td>
<td>Cisco Network Technology</td>
<td>3</td>
</tr>
<tr>
<td>ELEC-117</td>
<td>Linear Electronics</td>
<td>4</td>
</tr>
<tr>
<td>ELEC-140</td>
<td>Network Cabling Systems</td>
<td>3</td>
</tr>
<tr>
<td>TELE-100</td>
<td>Introduction to Telecommunications</td>
<td>3</td>
</tr>
<tr>
<td>ELEC-213</td>
<td>Digital Circuits</td>
<td>4</td>
</tr>
<tr>
<td>WCOM-110</td>
<td>RF/Wireless Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>WCOM-120</td>
<td>Wireless Communications</td>
<td>3</td>
</tr>
<tr>
<td>WCOM-200</td>
<td>Wireless LANs</td>
<td>3</td>
</tr>
<tr>
<td>WCOM-220</td>
<td>Advanced Topics in Wireless Commun.</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total       |                                    | 61-63   |
American Studies
An Arts and Sciences A.A. Degree Program (Transfer)

APPLICATION CODE 140

For Curriculum Information Contact the Social Sciences and Teacher Education Division—Room ST-149—410-772-4832

This curriculum is designed as a guide to students planning to transfer to a four-year institution to complete a bachelor’s degree in the social sciences, emphasizing American Studies. This curriculum prepares students for careers requiring a broad knowledge of American culture which may include teaching, public service, history, government and corporate archival work, law, journalism, and social work. Geography, history, political science, pre-law, etc., students are advised to check the requirements of the institution to which they intend to transfer.

GENERAL EDUCATION CORE

(Credit education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

<table>
<thead>
<tr>
<th>REQUIREDS COURSES RELATED TO MAJOR</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>ENGL-121 College Composition I 3</td>
</tr>
<tr>
<td></td>
<td>ENGL-122 College Composition II 3</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>ENGL-201, ENGL-202, or ENGL-210 3</td>
</tr>
<tr>
<td></td>
<td>FINE-102 Arts, Cultures, and Ideas 3</td>
</tr>
<tr>
<td></td>
<td>SPCH-105 Fundamentals of Public Speaking 3</td>
</tr>
<tr>
<td>History</td>
<td>HIST-111 or HIST-112 3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>HIST-226 and PSYC-101 6</td>
</tr>
<tr>
<td>Science</td>
<td>Science Core Courses (see p. 52; must include one course with lab) 7-8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MATH-121, 122, 131 or higher 3-5</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>CMSY-129, WMST-111, WMST-225, WMST-227 3</td>
</tr>
</tbody>
</table>

REQUIREDS COURSES RELATED TO MAJOR

| Humanities                          | FILM-171, MASS-129, MUSC-108, or PHIL-202 3 |
|                                     | SOCI-201 or HIST-205 3 |
|                                     | Minorities in American Society or A History of Race and Ethnicity in the United States 3 |
|                                     | POLI-101 American Federal Government 3 |
| Arts and Sciences                   | HIST-221, HIST-226, SOCI-101, SOCI-102, SOCI-103, SOCI-201, SOCI-202, or World Language sequence* 6-8 |
| POLI-102                            | State and Local Government 3 |
| English or Mass Media               | Any course with an ENGL or MASS prefix (Course must be 200 level or higher) 6 |

*World Language Sequence requirements vary by institution. At HCC, the World Language Sequence means two sequential foreign language courses in the same language (e.g. SPAN-101 and SPAN-102, or FREN-102 and FREN-201), excluding courses taught in English.
Anthropology
An Arts and Sciences A.A. Degree Program (Transfer)
APPLICATION CODE 141
For Curriculum Information Contact the Social Sciences and Teacher Education Division—Room ST-149—410-772-4832

This curriculum is designed as a guide to students planning to transfer to a four-year institution to complete a bachelor's degree in anthropology or archaeology. This curriculum prepares students for careers which may include museums, archives, government, and international organizations. Students are advised to check the requirements of the institution to which they intend to transfer.

GENERAL EDUCATION CORE Credits
(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>ENGL-121 College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>ENGL-225 Introduction to World Literature</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>HIST-121 The Ancient World: Prehistory to the Middle Ages</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Any History Core Course (see p. 52) and ANTH-105</td>
<td>6</td>
</tr>
<tr>
<td>Science</td>
<td>BIOL-101 and BIOL-203</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MATH-121, 122, 131 or higher</td>
<td>3-5</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>CMSY-110 Software Applications for Micros</td>
<td>3</td>
</tr>
</tbody>
</table>

REQUIRED COURSES RELATED TO MAJOR Credits

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Sciences</td>
<td>BIOL-103, GEOG-101, GEOG-102, GEOL-107 or GEOL-109</td>
<td>6-8</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>PSYC-101 or PSYC-202</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>Any course with an ENGL or MASS prefix (Course must be 200 level or higher)</td>
<td>6</td>
</tr>
</tbody>
</table>

Conflict Resolution
An Arts and Sciences A.A. Degree Program (Transfer)
APPLICATION CODE 228A
For Curriculum Information Contact the Social Sciences and Teacher Education Division—Room ST-149—410-772-4832

Conflict is part of life and exists between and among individuals, groups and nations. The program in Conflict Resolution teaches students theory and skills that will help them to resolve conflicts in many settings. The program is founded on theory and skills in psychology, sociology, philosophy and conflict resolution. Students will learn how conflicts arise from an interpersonal and social perspective. Students will also learn many ways that conflicts can be handled and how professionals have learned to help resolve conflicts peacefully between and among individuals, groups and in the world. The Conflict Resolution program will work in partnership with the Howard Community College Mediation and Conflict Resolution Center (HCC MCRC), and students will find opportunities to observe and practice skills in class and in cooperation with the HCC MCRC. Students will be able to transfer to four-year programs in Maryland and other states. Students who complete a BA degree in conflict resolution (or other similar title) can find employment in a number of settings including: criminal justice, government, business, human resources, labor, health, and education.

GENERAL EDUCATION CORE Credits
(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>ENGL-121 College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>Literature Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>History Core Course (see p. 52)</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>PSYC-101 General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>Science Core Courses (see p. 52; must include one course with lab)</td>
<td>7-8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MATH-122 or MATH-138</td>
<td>3-4</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>SOCI-115 Emerging World Issues</td>
<td>3</td>
</tr>
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</table>

REQUIRED COURSES RELATED TO MAJOR Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRES-155/HEED155</td>
<td>3</td>
</tr>
<tr>
<td>SOCI-102</td>
<td>3</td>
</tr>
<tr>
<td>PHIL-103</td>
<td>3</td>
</tr>
<tr>
<td>CRES-201</td>
<td>3</td>
</tr>
<tr>
<td>CRES-202</td>
<td>3</td>
</tr>
<tr>
<td>CRES-225/ SOCI-225</td>
<td>3</td>
</tr>
<tr>
<td>PSYC-202</td>
<td>3</td>
</tr>
<tr>
<td>ECON-102</td>
<td>3</td>
</tr>
</tbody>
</table>
Criminal Justice
An Arts and Sciences A.A. Degree Program (Transfer)

For Curriculum Information Contact the Social Sciences and Teacher Education Division—Room ST-149—410-772-4832

The Criminal Justice option is designed as a guide for students planning to transfer to a four-year institution to complete a bachelor’s degree in Criminology/Criminal Justice. It is designed to prepare students who plan to ultimately serve the community on a local, state, or national level in the fields of law enforcement, parole and probation, juvenile justice corrections, law or criminal justice research. Articulation has been established with the University of Baltimore and the University of Maryland, College Park and it is recommended that students acquaint themselves with the course requirements of the institution to which they plan to transfer. Police academy graduates may also receive credit for prior learning and should contact criminal justice coordinator.

The Computer Forensics option is for those students who plan to pursue entry level careers in the emerging field of computer forensics or are seeking advanced skill in the examination and preservation of electronic evidence using computer forensics standards and documentation. Computer Forensics involves the examination and preservation of electronic evidence for use in legal proceedings, administrative hearings, information technology and business. Articulation has been established with the University of Baltimore, and it is recommended that students acquaint themselves with the course requirements of the institution to which they plan to transfer.

GENERAL EDUCATION CORE

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition ENGL-121 College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-122 College Composition II</td>
<td>3</td>
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<tr>
<td>Fine Arts Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td>SPCH-105 Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>History History Core Course (see p. 52)</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences PSYC-101 General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI-101 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Science Science Core Courses (see p. 52; must include one course with lab)</td>
<td>7-8</td>
</tr>
<tr>
<td>Mathematics MATH-121, 122, 131 or higher</td>
<td>3-5</td>
</tr>
<tr>
<td>Interdisciplinary Interdisciplinary and Emerging Issues Core Course (see p. 53)</td>
<td>2-3</td>
</tr>
</tbody>
</table>

REOUIRED COURSES RELATED TO MAJOR

Choose one of the options and complete all courses listed for the option.

Criminal Justice Option

APPLICATION CODE 90A

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
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<td>CRIM-101</td>
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<tr>
<td>CRIM-102</td>
<td>3</td>
</tr>
<tr>
<td>POLI-101</td>
<td>3</td>
</tr>
<tr>
<td>POLI-102</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>CMSY-110</td>
<td>3</td>
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</table>

Computer Forensics Option

APPLICATION CODE 90B

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CRIM-101 Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRIM-102 Introduction to Criminology</td>
<td>3</td>
</tr>
<tr>
<td>CFOR-101 Computer Forensics I</td>
<td>3</td>
</tr>
<tr>
<td>CFOR-200 Computer Forensics II</td>
<td>3</td>
</tr>
<tr>
<td>CFOR-210 Computer Forensics III</td>
<td>3</td>
</tr>
<tr>
<td>CFOR-250 Computer Network Forensics Technology</td>
<td>3</td>
</tr>
<tr>
<td>CRIM-210 Criminal Evidence and Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CRIM-190 Criminal Justice Internship</td>
<td>3</td>
</tr>
<tr>
<td>CRIM-201 Introduction to Criminal Law</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 60-64
Early Childhood Development
An Early Childhood Development A.A.S. Degree
Program (Career)
APPLICATION CODE 89
For Curriculum Information Contact the Social Sciences and Teacher Education Division—Room ST-149—410-772-4832

In our society where both parents are working full-time outside the home, the need for qualified child care providers is growing rapidly. This curriculum is designed to provide the student with a well-rounded background in early childhood development. As part of their career education, many courses assign students to off-campus child care settings where they will interact with young children under the supervision of professionals in the field. Graduates of this program, under current State of Maryland regulations, will have the skills necessary to become a Director of a Child Care Center licensed for more than forty children provided that they have two years of experience in an early childhood program and are at least 21 years of age.

GENERAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Composition</td>
<td>ENGL-121 College Composition I 3</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>SPCH-105 Fundamentals of Public Speaking 3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Social and Behavioral Sciences Core Courses (see p. 52) 6</td>
</tr>
<tr>
<td>Science</td>
<td>Science Core Course (see p. 52; must include lab) 4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MATH-127 or MATH-128 4</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>HEED-109 Basic CPR and First Aid 2</td>
</tr>
</tbody>
</table>

REQUIRED COURSES RELATED TO MAJOR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC-111</td>
<td>Child Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC-112</td>
<td>Methods and Materials in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC-113</td>
<td>Working with Infants and Toddlers</td>
<td>3</td>
</tr>
<tr>
<td>EDUC-130</td>
<td>Introduction to Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC-140</td>
<td>Child Health, Safety, Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>EDUC-150</td>
<td>Practicum in Early Childhood Development</td>
<td>4</td>
</tr>
<tr>
<td>EDUC-160</td>
<td>School Age Child Care</td>
<td>3</td>
</tr>
<tr>
<td>EDUC-200</td>
<td>Introduction to Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC-201</td>
<td>Processes and Acquisition of Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDUC-212</td>
<td>Advanced Methods and Materials in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC-230</td>
<td>Child Care Center Administration and Management</td>
<td>3</td>
</tr>
<tr>
<td>EDUC-240</td>
<td>Successful Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>EDUC-250</td>
<td>Advanced Practicum in Early Childhood Development</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 63

Early Childhood Development
A Certificate of Proficiency (Career)
APPLICATION CODE 87
For Curriculum Information Contact the Social Sciences and Teacher Education Division—Room ST-149—410-772-4832

This sequence of courses is designed to provide concentrated study and hands-on experience in early childhood development, curriculum, and classroom management. Successful completion of this program will indicate that the student has met the educational requirements, under current State of Maryland regulations, for employment as a Director of a Child Care Center licensed for up to twenty children, provided the individual has at least one year of experience in a licensed early childhood program and is at least 21 years of age; a Senior Staff member in a Child Care Center, provided the individual is at least 19 years of age; or as an Aide in a Child Care Center.

GENERAL EDUCATION CORE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL-121</td>
<td>College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>EDUC-111</td>
<td>Child Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC-112</td>
<td>Methods and Materials in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC-113</td>
<td>Working with Infants and Toddlers</td>
<td>3</td>
</tr>
<tr>
<td>EDUC-130</td>
<td>Introduction to Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC-140</td>
<td>Child Health, Safety, Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>EDUC-150</td>
<td>Practicum in Early Childhood Development</td>
<td>4</td>
</tr>
<tr>
<td>EDUC-160</td>
<td>School Age Child Care</td>
<td>3</td>
</tr>
<tr>
<td>EDUC-240</td>
<td>Successful Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>HEED-109</td>
<td>Basic CPR and First Aid</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits: 30
## Early Childhood Development

### A Letter of Recognition (Career)

For Curriculum Information Contact the Social Sciences and Teacher Education Division—Room ST-149—410-772-4832

Successful completion of these two courses will indicate that the student has met the educational requirements, under current State of Maryland regulations, for employment as a Senior Staff member in a Child Care Center provided that the individual has one year of experience in an early childhood program or one year of college, and is at least 19 years of age; or as an Aide in a Child Care Center.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>EDUC-111 Child Growth and Development</td>
</tr>
<tr>
<td>3</td>
<td>EDUC-112 Methods and Materials in Early Childhood Education</td>
</tr>
</tbody>
</table>

## Early Childhood Education

### A Teacher Education A.A. Degree Program (Transfer)

APPLICATION CODE 130

For Curriculum Information Contact the Social Sciences and Teacher Education Division—Room ST-149—410-772-4832

In our society, all children are required to attend school, and teachers are needed to educate the future citizens of our country. This curriculum is designed for students who are interested in transferring to an Early Childhood Education program at a four-year college or university outside of Maryland as well as students who are not eligible to complete the requirements of the A.A.T. degree. While this curriculum is designed to prepare students to pursue a bachelor’s degree program at the college or university level, students are advised to check the requirements of the institution to which they intend to transfer.

**GENERAL EDUCATION CORE**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>ENGL-121 College Composition I</td>
</tr>
<tr>
<td>12</td>
<td>ENGL-122 College Composition II</td>
</tr>
<tr>
<td>6</td>
<td>Literature Core Course (see p. 51)</td>
</tr>
<tr>
<td>6</td>
<td>Fine Arts Core Course (see p. 51)</td>
</tr>
<tr>
<td>3</td>
<td>SPCH-105 Fundamentals of Public Speaking</td>
</tr>
<tr>
<td>3</td>
<td>HIST-111 or HIST-112</td>
</tr>
<tr>
<td>3</td>
<td>PSYC-101 General Psychology</td>
</tr>
<tr>
<td>3</td>
<td>Social and Behavioral Sciences Core Course (see p. 52)</td>
</tr>
<tr>
<td>3</td>
<td>Science Core Courses-One Biological Science (BIOL)</td>
</tr>
<tr>
<td>8</td>
<td>One Physical Science (CHEM, PHYS, GEOL, ASTR)</td>
</tr>
<tr>
<td>4</td>
<td>MATH-127 or MATH-128</td>
</tr>
<tr>
<td>3</td>
<td>Interdisciplinary and Emerging Issues Core Course (see p. 53)</td>
</tr>
</tbody>
</table>

**REQUIRED COURSES RELATED TO MAJOR**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
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<tbody>
<tr>
<td>3</td>
<td>Humanities Elective (see p. 53)</td>
</tr>
<tr>
<td>6</td>
<td>Social Sciences Electives (see p. 53)</td>
</tr>
<tr>
<td>12</td>
<td>EDUC-111, EDUC-130, EDUC-200, and EDUC-201</td>
</tr>
</tbody>
</table>

Education requirements vary among transfer institutions and are currently being evaluated. It is essential to meet with your advisor regularly to be aware of program and certification changes.

Students in the Teacher Education Transfer Program are required to submit scores from Praxis I: Academic Skills Assessments to the Social Sciences Division prior to the completion of the 30th credit hour. The exam assesses basic reading, writing, and mathematics skills. Scores from Praxis I are used for admission to four-year Teacher Education programs and are required for Teacher Certification in Maryland and most other states. Maryland passing scores for Praxis I are currently 177 in Math, 177 in Reading, and 173 in Writing, or a total composite score of 527.
This curriculum prepares students to transfer to an Early Childhood Education program at a four-year college or university in the state of Maryland. The Associate of Arts in Teaching (A.A.T.) degree has been articulated with all of the transfer programs in early childhood education in the state of Maryland. Students who receive the A.A.T. degree must have a cumulative G.P.A. of 2.75 and pass the Praxis I exam. Upon completion of the A.A.T. degree, students are eligible to be admitted as an early childhood education major at their Maryland transfer institution.

**GENERAL EDUCATION CORE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>3</td>
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<tr>
<td>History</td>
<td>3</td>
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<tr>
<td>Social Sciences</td>
<td>3</td>
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<tr>
<td>Science</td>
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<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Interdisciplinary</td>
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**REQUIRED COURSES RELATED TO MAJOR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC-111 Child Growth and Development</td>
<td>3</td>
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<tr>
<td>EDUC-112 Methods and Materials in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC-130 Introduction to Early Childhood Education</td>
<td>3</td>
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<td>EDUC-200 Introduction to Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC-201 Processes and Acquisition of Reading</td>
<td>3</td>
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<tr>
<td>MATH-128 Concepts of Mathematics II</td>
<td>4</td>
</tr>
<tr>
<td>MATH-138 Statistics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS-106 Earth and Space Science</td>
<td>4</td>
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</tbody>
</table>

Students in the Teacher Education Transfer Program are required to submit scores from Praxis I: Academic Skills Assessments to the Social Sciences Division prior to the completion of the 30th credit hour. The exam assesses basic reading, writing, and mathematics skills. Scores from Praxis I are used for admission to four-year Teacher Education programs and are required for Teacher Certification in Maryland and most other states. Maryland passing scores for Praxis I are currently 177 in Math, 177 in Reading, and 173 in Writing, or a total composite score of 527.

**Elementary Education**

**A Teacher Education A.A. Degree Program (Transfer)**

**APPLICATION CODE 131**

For Curriculum Information Contact the Social Sciences and Teacher Education Division—Room ST-149—410-772-4832

In our society, all children are required to attend school, and teachers are needed to educate the future citizens of our country. This curriculum is designed for students who are interested in transferring to an Elementary Education program at a four-year college or university outside of Maryland as well as students who are not eligible to complete the requirements of the A.A.T. degree. While this curriculum is designed to prepare students to pursue a bachelor’s degree program at the college or university level, students are advised to check the requirements of the institution to which they intend to transfer.

**GENERAL EDUCATION CORE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Composition</td>
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<td>Arts &amp; Humanities</td>
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<tr>
<td>History</td>
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<tr>
<td>Mathematics</td>
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<table>
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<tr>
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<tbody>
<tr>
<td>ENGL-121 College Composition I</td>
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<tr>
<td>ENGL-122 College Composition II</td>
<td>3</td>
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<tr>
<td>FINE-103 Introduction to Creative Arts</td>
<td>3</td>
</tr>
<tr>
<td>Literature Core Course (see p. 51)</td>
<td>3</td>
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<tr>
<td>HIST-111 or HIST-112</td>
<td>3</td>
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<tr>
<td>GEOG-101 Introduction to World Geography</td>
<td>3</td>
</tr>
<tr>
<td>PSYC-101 General Psychology</td>
<td>3</td>
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<tr>
<td>SOCI-101 Introduction to Sociology</td>
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<tr>
<td>BIOL-101 General Biology I</td>
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<tr>
<td>PHYS-107 Physical Science</td>
<td>4</td>
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<tr>
<td>MATH-127 Concepts of Mathematics I</td>
<td>4</td>
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<tr>
<td>Interdisciplinary Core Course (see p. 53)</td>
<td>1</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>ENGL-121 College Composition I</td>
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<td>ENGL-122 College Composition II</td>
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<tr>
<td>Literature Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts Core Course (see p. 51)</td>
<td>3</td>
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<tr>
<td>SPCH-105 Fundamentals of Public Speaking</td>
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<tr>
<td>History Core Course (HIST-111 or HIST-112)</td>
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<tr>
<td>PSYC-101 General Psychology</td>
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<tr>
<td>Social and Behavioral Sciences Core Course (see p. 52)</td>
<td>3</td>
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<tr>
<td>Science Core Courses-One Biological Science (BIOL)</td>
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<tr>
<td>MATH-127 or MATH-128</td>
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<tr>
<td>Interdisciplinary MATH-110 or HMDV-200</td>
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**REQUIRED COURSES RELATED TO MAJOR**

<table>
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<th>Course</th>
<th>Credits</th>
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<tr>
<td>GenEd Core Courses Humanities, Social Sciences, Mathematics, or Science General Education Core Courses (see p. 51-53)</td>
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</tr>
<tr>
<td>Arts and Sciences EDUC-110, EDUC-111, EDUC-200, and EDUC-201 or EDUC-260</td>
<td>12</td>
</tr>
</tbody>
</table>

Educational requirements vary among transfer institutions and are currently being evaluated. It is essential to meet with your advisor regularly to be aware of program and certification changes.

Students in the Teacher Education Transfer Program are required to submit scores from Praxis I: Academic Skills Assessments to the Social Sciences Division prior to the completion of the 30th credit hour. The exam assesses basic reading, writing, and mathematics skills. Scores from Praxis I are used for admission to four-year Teacher Education programs and are required for Teacher Certification in Maryland and most other states. Maryland passing scores for Praxis I are currently 177 in Math, 177 in Reading, and 173 in Writing, or a total composite score of 527.
Elementary Education
An Associate of Arts in Teaching Degree Program (Transfer)
APPLICATION CODE 158
For Curriculum Information Contact the Social Sciences and Teacher Education Division—Room ST-149—410-772-4832

This curriculum prepares students to transfer to an Elementary Education program at a four-year college or university in the state of Maryland. The Associate of Arts in Teaching (A.A.T.) degree has been articulated with all of the transfer programs in Elementary Education in the state of Maryland. Students who receive the A.A.T. degree must have a cumulative G.P.A. of 2.75 and pass the Praxis I exam. Upon completion of the A.A.T. degree, students are eligible to be admitted as an early childhood education major at their Maryland transfer institution.

GENERAL EDUCATION CORE Credits
(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

| Composition                | ENGL-121 College Composition I | 3 |
| Arts & Humanities          | FINE-103 Introduction to Creative Arts | 3 |
| History                    | HIST-111 or HIST-112            | 3 |
| Social Sciences             | PSYC-101 General Psychology     | 3 |
| Science                    | BIOL-101 General Biology I      | 4 |
| Mathematics                 | MATH-127 Concepts of Mathematics I | 4 |
| Interdisciplinary           | HEED-115 Personal and Community Health | 3 |

REQUIRED COURSES RELATED TO MAJOR
EDUC-110 Introduction to Education 3
EDUC-111 Child Growth and Development 3
EDUC-200 Introduction to Special Education 3
EDUC-201 Processes and Acquisition of Reading 3
EDUC-260 Educational Psychology 3
MATH-128 Concepts of Mathematics II 4
MATH-138 Statistics 4
PHYS-106 Earth and Space Science 4
EXSC-100 Introduction to Physical Education 1

Students in the Teacher Education Transfer Program are required to submit scores from Praxis I: Academic Skills Assessments to the Social Sciences Division prior to the completion of the 30th credit hour. The exam assesses basic reading, writing, and mathematics skills. Scores from Praxis I are used for admission to four-year Teacher Education programs and are required for Teacher Certification in Maryland and most other states. Maryland passing scores for Praxis I are currently 177 in Math, 177 in Reading, and 173 in Writing, or a total composite score of 527.

General Studies
A General Studies A.A. Degree Program (Transfer)
APPLICATION CODE 07
For Curriculum Information Contact the Social Sciences and Teacher Education Division—Room ST-149—410-772-4832

The general studies program is intended for students who are uncertain of their career plans or desire two years of a broad, general college education. This curriculum has been adapted to allow students to explore several different subject areas. Those who plan their course sequences with faculty advisors may prepare for either transfer or employment. Students are advised to check the requirements of the institution to which they intend to transfer.

GENERAL EDUCATION CORE Credits (General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

| Composition                | ENGL-121 College Composition I | 3 |
| Arts & Humanities          | ENGL-122 College Composition II | 3 |
| Literature Core Course     | ENGL-122 College Composition II | 3 |
| Fine Arts Core Course      |     | 3 |
| Humanities Core Course     |     | 3 |
| Social Sciences Core Courses |     | 3 |
| History Core Course        |     | 78 |
| Science Core Courses       |     | 6 |
| Mathematics                |     | 78 |
| Interdisciplinary and Emerging Issues Core Course | 23 |

REQUIRED COURSES RELATED TO MAJOR
Oral Communication Select one of the following: FINE-102, HMDV-100, SPCH-105 or 110, THET-141 3
Humanities Humanities Electives (see p. 53) 6
Social Sciences Social Sciences Electives (see p. 53) 6
Electives General Electives 9

Students can complete the entire associate of arts degree in General Studies online or through a combination of online courses and telecourses (see page 26).
General Studies–Business/Technology Emphasis

A General Studies A.A. Degree Program (Transfer)

APPLICATION CODE 156

For Curriculum Information Contact the Social Sciences and Teacher Education Division—Room ST-149—410-772-4832

The general studies program is intended for students who are uncertain of their career plans or desire two years of a broad, general college education. This curriculum has been adapted to allow students to explore several different subject areas. The General Studies – Business/Technology Emphasis transfer program has been designed specifically for students whose interests are more in the area of technology than in the liberal arts. Those who plan their course sequences with faculty advisors may prepare for either transfer or employment. Students are advised to check the requirements of the institution to which they intend to transfer.

GENERAL EDUCATION CORE

(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL-121</td>
<td>College Composition I</td>
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</tr>
<tr>
<td>ENGL-122</td>
<td>College Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts Core Course (see p. 51)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>History Core Course (see p. 52)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Sciences Core Courses (see p. 52)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Science Core Courses (see p. 52; must include one course with lab)</td>
<td>7-8</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>MATH-121, 122, 131 or higher (MATH-131 recommended)</td>
<td>3-5</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>Interdisciplinary and Emerging Issues Core Course (see p. 53)</td>
<td>23</td>
</tr>
</tbody>
</table>

REQUIRED COURSES RELATED TO MAJOR

Oral Communication | HMDV-100, SPCH-105, SPCH-110 or FINE-102 | 3 |
| Business/Technology Electives—Select 9 credits from the following courses:
  | ACCT-111 | Principles of Accounting I (3 credits) |
  | ACCT-112 | Principles of Accounting II (3 credits) |
  | BMGT-100 | Introduction to Business and Organization (3 credits) |
  | BMGT-150 | International Business Issues Seminar (1 credit) |
  | CMSY-110 | Software Applications for Micros (3 credits) |
  | CMSY-120 | Introduction to Computer Systems (3 credits) |
  | CMSY-121 | Structured Logic and Program Design (3 credits) |
  | CMSY-181 | Introduction to C++ Programming (4 credits) |
  | CMSY-190 | Introduction to Visual Basic.NET (3 credits) | 9 |
Electives | General Electives (see p. 77) | 12 |

60-64

General Studies for Certificate Students

A General Studies A.A. Degree Program (Transfer)

APPLICATION CODE 166

For Curriculum Information Contact the Social Sciences and Teacher Education Division—Room ST-149—410-772-4832

The general studies program is intended for students who are uncertain of their career plans or desire two years of a broad, general college education. This curriculum has been adapted to allow students to explore several different subject areas. The General Studies for Certificate Students Transfer Program has been designed specifically for students enrolling in certificate of proficiency programs who anticipate completing an associate of arts degree. Those who plan their course sequences with faculty advisors may prepare for either transfer or employment. Students are advised to check the requirements of the institution to which they intend to transfer.

GENERAL EDUCATION CORE

(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>ENGL-121</td>
<td>College Composition I</td>
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<tr>
<td>ENGL-122</td>
<td>College Composition II</td>
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</tr>
<tr>
<td>Fine Arts Core Course (see p. 51)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>History Core Course (see p. 52)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Sciences Core Courses (see p. 52)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Science Science Core Courses (see p. 52; must include one course with lab)</td>
<td>7-8</td>
<td></td>
</tr>
<tr>
<td>Mathematics Mathematics</td>
<td>MATH-121, 122, 131 or higher (MATH-131 recommended)</td>
<td>3-5</td>
</tr>
<tr>
<td>Interdisciplinary Interdisciplinary and Emerging Issues Core Course (see p. 53)</td>
<td>23</td>
<td></td>
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</tbody>
</table>

REQUIRED COURSES RELATED TO MAJOR

Elective Electives* | 24-29 |

60-64

*Any course applicable to a certificate program can satisfy the requirements for “Required Courses Related to Major” for General Studies for Certificate Students.
Global Economics
An Arts and Sciences A.A. Degree Program (Transfer)
APPLICATION CODE 143
For Curriculum Information Contact the Social Sciences and Teacher Education Division—Room ST-149—410-772-4832

This curriculum is designed as a guide to students planning to transfer to a four-year institution to complete a bachelor’s degree in the social sciences, emphasizing international economics and policy studies. Geography, history, political science, pre-law, etc. students are advised to check the requirements of the institution to which they intend to transfer.

GENERAL EDUCATION CORE (General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

<table>
<thead>
<tr>
<th>Composition</th>
<th>ENGL-121 College Composition I</th>
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</thead>
<tbody>
<tr>
<td>Arts &amp; Humanities</td>
<td>Art-122 College Composition II</td>
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<td>History</td>
<td>Literature Core Course (see p. 51)</td>
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<tr>
<td>History</td>
<td>Fine Arts Core Course (see p. 51)</td>
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<td>History</td>
<td>Humanities Core Course (see p. 52)</td>
<td>3</td>
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<tr>
<td>Social Sciences</td>
<td>History Core Course (see p. 52)</td>
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<td>History Core Course (see p. 52)</td>
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<tr>
<td>Social Sciences</td>
<td>Social and Behavioral Sciences Core Courses (see p. 52)</td>
<td>6</td>
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<tr>
<td>Science</td>
<td>BIOL-101 General Biology I</td>
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</tr>
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<td>Mathematics</td>
<td>CHEM-101 General Inorganic Chemistry I</td>
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<td>Mathematics</td>
<td>MATH-131 or higher</td>
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<tr>
<td>Interdisciplinary</td>
<td>Interdisciplinary and Emerging Issues Core Course (see p. 53)</td>
<td>2-3</td>
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<td>REQUIRED COURSES RELATED TO MAJOR</td>
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<tr>
<td>Science</td>
<td>Science Electives (see p. 53)</td>
<td>12-13</td>
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<tr>
<td>Electives</td>
<td>General Electives (see p. 53)</td>
<td>8-9</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>HMDV-100, SPCH-105, SPCH-110 or FINE-102</td>
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<td></td>
<td>Total Credits</td>
<td>60-65</td>
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</table>

GLOBAL STUDIES–SCIENCE EMPHASIS
A General Studies A.A. Degree Program (Transfer)
APPLICATION CODE 157
For Curriculum Information Contact the Social Sciences and Teacher Education Division—Room ST-149—410-772-4832

The general studies program is intended for students who are uncertain of their career plans or desire two years of a broad, general college education. This curriculum has been adapted to allow students to explore several different subject areas. The General Studies – Science Emphasis transfer pattern has been designed specifically for students whose interests are more in the area of science. Those who plan their course sequences with faculty advisors may prepare for either transfer or employment. Students are advised to check the requirements of the institution to which they intend to transfer.

GENERAL EDUCATION CORE (General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

<table>
<thead>
<tr>
<th>Composition</th>
<th>ENGL-121 College Composition I</th>
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<tbody>
<tr>
<td>Arts &amp; Humanities</td>
<td>ENGL-122 College Composition II</td>
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<td>History</td>
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<td>History</td>
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<tr>
<td>Social Sciences</td>
<td>Social and Behavioral Sciences Core Courses (see p. 52)</td>
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<tr>
<td>Social Sciences</td>
<td>Social and Behavioral Sciences Core Courses (see p. 52)</td>
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<tr>
<td>Science</td>
<td>BIOL-101 General Biology I</td>
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<td>Mathematics</td>
<td>CHEM-101 General Inorganic Chemistry I</td>
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<td>Mathematics</td>
<td>MATH-131 or higher</td>
<td>3-5</td>
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<tr>
<td>Interdisciplinary</td>
<td>Interdisciplinary and Emerging Issues Core Course (see p. 53)</td>
<td>2-3</td>
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<td>REQUIRED COURSES RELATED TO MAJOR</td>
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<tr>
<td>Science</td>
<td>Science Electives (see p. 53)</td>
<td>12-13</td>
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<tr>
<td>Electives</td>
<td>General Electives (see p. 53)</td>
<td>8-9</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>HMDV-100, SPCH-105, SPCH-110 or FINE-102</td>
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<td>Total Credits</td>
<td>60-65</td>
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</tbody>
</table>
### History

**An Arts and Sciences A.A. Degree Program (Transfer)**

**APPLICATION CODE 228**

For Curriculum Information Contact the Social Sciences and Teacher Education Division—Room ST-149—410-772-4832

This curriculum is designed as a guide to students planning to transfer to a four-year institution to complete a Bachelor of Arts degree in History. This curriculum prepares students for careers requiring a broad knowledge of history which may include teaching, historical research, public service, government and corporate archival work, law, and journalism. Geography, history, political science, pre-law, etc., students are advised to check the requirements of the institution to which they intend to transfer.

**GENERAL EDUCATION CORE Credits**

(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

<table>
<thead>
<tr>
<th>Component</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Composition</td>
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<tr>
<td>Arts &amp; Humanities</td>
<td>3-8</td>
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<tr>
<td>History</td>
<td>3-6</td>
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<tr>
<td>Social Sciences</td>
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<tr>
<td>Science</td>
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<td>Mathematics</td>
<td>3-5</td>
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<tr>
<td>Interdisciplinary</td>
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**REQUIRED COURSES RELATED TO MAJOR**

<table>
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<th>Component</th>
<th>Credits</th>
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<td>GEOG-101</td>
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<tr>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>Political Science</td>
<td>3</td>
</tr>
<tr>
<td>World Language</td>
<td>3</td>
</tr>
</tbody>
</table>

*World Language Sequence requirements vary by institution. At HCC, the World Language Sequence means two sequential foreign language courses in the same language (e.g. SPAN-101 and SPAN-102, or FREN-102 and FREN-201), excluding courses taught in English.*

### International Studies

**An Arts and Sciences A.A. Degree Program (Transfer)**

**APPLICATION CODE 146**

For Curriculum Information Contact the Social Sciences and Teacher Education Division—Room ST-149—410-772-4832

This curriculum is designed as a guide to students planning to transfer to a four-year institution to complete a bachelor’s degree in the social sciences, emphasizing International Studies. This curriculum prepares students for a variety of careers which may include government, foreign service, and international business. Geography, history, political science, pre-law, etc., students are advised to check the requirements of the institution to which they intend to transfer.

**GENERAL EDUCATION CORE Credits**

(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

<table>
<thead>
<tr>
<th>Component</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>3-5</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>3-5</td>
</tr>
<tr>
<td>History</td>
<td>3-6</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>3-6</td>
</tr>
<tr>
<td>Science</td>
<td>3-8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3-5</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>3-5</td>
</tr>
</tbody>
</table>

**REQUIRED COURSES RELATED TO MAJOR**

<table>
<thead>
<tr>
<th>Component</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>SOCI-101 or 102</td>
<td>3</td>
</tr>
<tr>
<td>GEOG-102</td>
<td>3</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>3-6</td>
</tr>
<tr>
<td>POLI-201</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
</tr>
</tbody>
</table>

*World Language Sequence requirements vary by institution. At HCC, the World Language Sequence means two sequential foreign language courses in the same language (e.g. SPAN-101 and SPAN-102, or FREN-102 and FREN-201), excluding courses taught in English.*
This curriculum is designed as a guide to students planning to transfer to a four-year institution to complete a bachelor’s degree in psychology. There are many diversified fields in psychology including social psychology, developmental psychology, individual differences, counseling, clinical psychology, industrial psychology, experimental psychology, and physiological psychology. This psychology curriculum emphasizes an understanding of the major theories, concepts, and facts of psychology. Students are encouraged to apply their learning to a better understanding of their own experiences. Students will also develop the writing and thinking skills which are necessary for success at four-year institutions.

### General Education Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Composition</strong></td>
<td></td>
</tr>
<tr>
<td>ENGL-121 College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-122 College Composition II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Arts &amp; Humanities</strong></td>
<td></td>
</tr>
<tr>
<td>Literature Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Core Course (PHIL-101 recommended)</td>
<td>3</td>
</tr>
<tr>
<td><strong>History</strong></td>
<td></td>
</tr>
<tr>
<td>History Core Course (see p. 52)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
<td></td>
</tr>
<tr>
<td>SOCI-101 and PSYC-101</td>
<td>6</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
</tr>
<tr>
<td>BIOL-101 General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>Science Core Course (see p. 52)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
</tr>
<tr>
<td>MATH-121, 122, 131 or higher</td>
<td>3,5</td>
</tr>
<tr>
<td><strong>Interdisciplinary</strong></td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary and Emerging Issues Core Course (see p. 53)</td>
<td>23</td>
</tr>
</tbody>
</table>

### Required Courses Related to Major

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Sciences Elective (see p. 53)</td>
<td>3</td>
</tr>
<tr>
<td>MATH-138 Statistics</td>
<td>4</td>
</tr>
<tr>
<td>SPCH-105 Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>PHIL-202 Logic and Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>PSYC-102 Advanced General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC-202 Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC-203 Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>English Any course with an ENGL or MASS prefix (course must be 200 level or higher)</td>
<td>3</td>
</tr>
</tbody>
</table>

### General Education Core (Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td></td>
</tr>
<tr>
<td>ENGL-121 College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-122 College Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td></td>
</tr>
<tr>
<td>Literature Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Core Course (PHIL-101 recommended)</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>MATH-121, 122, 131 or higher</td>
<td>3,5</td>
</tr>
<tr>
<td>Interdisciplinary and Emerging Issues Core Course (see p. 53)</td>
<td>23</td>
</tr>
</tbody>
</table>

### Required Courses Related to Major (Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Sciences Elective (see p. 53)</td>
<td>3</td>
</tr>
<tr>
<td>MATH-138 Statistics</td>
<td>4</td>
</tr>
<tr>
<td>SPCH-105 Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>PHIL-202 Logic and Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>PSYC-102 Advanced General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC-202 Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC-203 Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>English Any course with an ENGL or MASS prefix (course must be 200 level or higher)</td>
<td>3</td>
</tr>
</tbody>
</table>

### Secondary Education

**A Teacher Education A.A. Degree Program (Transfer)**

Teachers are needed in our society to educate and prepare students to be useful and productive citizens. This curriculum prepares students to transfer to a Secondary Education program at a four-year college or university. This option allows the student to fulfill general education requirements and to pursue a major area of interest in the second year. As a Secondary Education student, you will be required to select a major at the four-year college or university. This curriculum is designed to prepare students to pursue a bachelor’s degree program at the college or university level without loss of credit. Students are advised to check the requirements of the major and institution to which they intend to transfer.

### General Education Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td></td>
</tr>
<tr>
<td>ENGL-121 College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-122 College Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td></td>
</tr>
<tr>
<td>Literature Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts Core Course (see p. 51)</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Core Course (PHIL-101 recommended)</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td></td>
</tr>
<tr>
<td>History Core Course (see p. 52)</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td></td>
</tr>
<tr>
<td>PSYC-101 General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Science Core Courses (see p. 52)</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Science Core Courses (see p. 52; must include one course with lab)</td>
<td>7-8</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>MATH-122 or higher</td>
<td>3-5</td>
</tr>
<tr>
<td>Interdisciplinary and Emerging Issues Core Course (see p. 53)</td>
<td>3</td>
</tr>
</tbody>
</table>

### Required Courses Related to Major

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Sciences Elective (see p. 53)</td>
<td>3</td>
</tr>
<tr>
<td>MATH-138 Statistics</td>
<td>4</td>
</tr>
<tr>
<td>SPCH-105 Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>PHIL-202 Logic and Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>PSYC-102 Advanced General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC-202 Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC-203 Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>English Any course with an ENGL or MASS prefix (course must be 200 level or higher)</td>
<td>3</td>
</tr>
</tbody>
</table>

### Educational Requirements

Educational requirements vary among transfer institutions and are currently being evaluated. It is essential to meet with your advisor regularly to be aware of program and certification changes.

Students in the Teacher Education Transfer Program are required to submit scores from Praxis I: Academic Skills Assessments to the Social Sciences Division prior to the completion of the 30th credit hour. The exam assesses basic reading, writing, and mathematics skills. Scores from Praxis I are used for admission to four-year Teacher Education programs and are required for Teacher Certification in Maryland and most other states. Maryland passing scores for Praxis I are currently 177 in Math, 177 in Reading, and 173 in Writing, or a total composite score of 527.

*Secondary Education Options: Students must see an advisor to select those courses related to the subject area in which they want to teach.
### Secondary Education–Chemistry

**An Associate of Arts in Teaching Degree Program**

**(Transfer)**

**APPLICATION CODE 207**

For Curriculum Information Contact the Social Sciences and Teacher Education Division—Room ST-149—410-772-4832

This curriculum prepares students to transfer to a Secondary Education–Chemistry program at a four-year college or university in the state of Maryland. The Associate of Arts in Teaching (AAT) degree has been articulated with all transfer programs in Secondary Education–Chemistry in the state of Maryland. Students who receive the AAT degree must have a GPA of 2.75 within this complete program of study and pass the Praxis I exam. Upon completion of the AAT degree, students are eligible to be admitted as a Secondary Education–Chemistry major at their Maryland transfer institution.

**GENERAL EDUCATION CORE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>ENGL-121 College Composition I 3</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>ENGL-122 College Composition II 3</td>
</tr>
<tr>
<td>History</td>
<td>History Core Course (see p. 52) 3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>PSYC-101 General Psychology 3</td>
</tr>
<tr>
<td>Science</td>
<td>CHEM-101 General Inorganic Chemistry I 4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>CHEM-102 General Inorganic Chemistry II 4</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>CHEM-201 Organic Chemistry I 4</td>
</tr>
<tr>
<td>Interdisciplinary and Emerging Issues Core</td>
<td>MATH-140, 150, or higher 4</td>
</tr>
</tbody>
</table>

**REQUIRED COURSES RELATED TO MAJOR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM-202</td>
<td>Organic Chemistry II 4</td>
</tr>
<tr>
<td>MATH-150</td>
<td>Calculus II 4</td>
</tr>
<tr>
<td>PHYS-110</td>
<td>General Physics I 4</td>
</tr>
<tr>
<td>PHYS-111</td>
<td>General Physics II 4</td>
</tr>
<tr>
<td>EDUC-110</td>
<td>Introduction to Education 3</td>
</tr>
<tr>
<td>EDUC-200</td>
<td>Introduction to Special Education 3</td>
</tr>
<tr>
<td>EDUC-260</td>
<td>Educational Psychology 3</td>
</tr>
<tr>
<td>PSYC-204</td>
<td>Adolescent Psychology 3</td>
</tr>
</tbody>
</table>

Students in the Teacher Education Transfer Program are required to submit scores from Praxis I: Academic Skills Assessments to the Social Sciences Division prior to the completion of the 30th credit hour. The exam assesses basic reading, writing, and mathematics skills. Scores from Praxis I are used for admission to four-year Teacher Education programs and are required for Teacher Certification in Maryland and most other states. Maryland passing scores for Praxis I are currently 177 in Math, 177 in Reading, and 173 in Writing, or a total composite score of 527.

### Secondary Education–Mathematics

**An Associate of Arts in Teaching Degree Program**

**(Transfer)**

**APPLICATION CODE 208**

For Curriculum Information Contact the Social Sciences and Teacher Education Division—Room ST-149—410-772-4832

This curriculum prepares students to transfer to a Secondary Education–Mathematics program at a four-year college or university in the state of Maryland. The Associate of Arts in Teaching (AAT) degree has been articulated with all transfer programs in Secondary Education–Mathematics in the state of Maryland. Students who receive the AAT degree must have a GPA of 2.75 within this complete program of study and pass the Praxis I exam. Upon completion of the AAT degree, students are eligible to be admitted as a Secondary Education–Mathematics major at their Maryland transfer institution.

**GENERAL EDUCATION CORE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>ENGL-121 College Composition I 3</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>ENGL-122 College Composition II 3</td>
</tr>
<tr>
<td>History</td>
<td>History Core Course (see p. 52) 3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>PSYC-101 General Psychology 3</td>
</tr>
<tr>
<td>Science</td>
<td>PHYS-110 General Physics I 4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>PHYS-111 General Physics II 4</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>MATH-140, 150, or higher 4</td>
</tr>
<tr>
<td>Interdisciplinary and Emerging Issues Core</td>
<td>Course (see p. 53) 1</td>
</tr>
</tbody>
</table>

**REQUIRED COURSES RELATED TO MAJOR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH-150</td>
<td>Calculus II 4</td>
</tr>
<tr>
<td>MATH-240</td>
<td>Calculus III 4</td>
</tr>
<tr>
<td>MATH-250</td>
<td>Linear Algebra 4</td>
</tr>
<tr>
<td>MATH-220</td>
<td>Discrete Structures 4</td>
</tr>
<tr>
<td>MATH-260</td>
<td>Differential Equations 3</td>
</tr>
<tr>
<td>EDUC-110</td>
<td>Introduction to Education 3</td>
</tr>
<tr>
<td>EDUC-200</td>
<td>Introduction to Special Education 3</td>
</tr>
<tr>
<td>EDUC-260</td>
<td>Educational Psychology 3</td>
</tr>
<tr>
<td>PSYC-204</td>
<td>Adolescent Psychology 3</td>
</tr>
</tbody>
</table>

Students in the Teacher Education Transfer Program are required to submit scores from Praxis I: Academic Skills Assessments to the Social Sciences Division prior to the completion of the 30th credit hour. The exam assesses basic reading, writing, and mathematics skills. Scores from Praxis I are used for admission to four-year Teacher Education programs and are required for Teacher Certification in Maryland and most other states. Maryland passing scores for Praxis I are currently 177 in Math, 177 in Reading, and 173 in Writing, or a total composite score of 527.
Secondary Education–Physics
An Associate of Arts in Teaching Degree Program
(Transfer)
APPLICATION CODE 209
For Curriculum Information Contact the Social Sciences and Teacher Education Division—Room ST-149—410-772-4832

This curriculum prepares students to transfer to a Secondary Education-Physics program at a four-year college or university in the state of Maryland. The Associate of Arts in Teaching (AAT) degree has been articulated with all transfer programs in Secondary Education-Physics in the state of Maryland. Students who receive the AAT degree must have a GPA of 2.75 within this complete program of study and pass the Praxis I exam. Upon completion of the AAT degree, students are eligible to be admitted as a Secondary Education-Physics major at their Maryland transfer institution.

GENERAL EDUCATION CORE Credits
(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

Composition ENGL-121 College Composition I 3
ENGL-122 College Composition II 3
Arts & Humanities Literature Core Course (see p. 51) 3
Fine Arts Core Course (see p. 51) 3
History History Core Course (see p. 52) 3
Social Sciences PSYC-101 General Psychology 3
Science CHEM-101 General Inorganic Chemistry I 4
GEOL-107 Introduction to Physical Geology Lab 1
GEOL-117 Introduction to Physical Geology 3
PHYS-110 General Physics I 4
PHYS-111 General Physics II 4
Mathematics MATH-140, 150, or higher 4

REQUIRED COURSES RELATED TO MAJOR
ASTR-104 Elementary Astronomy 3
ASTR-114 Elementary Astronomy Lab 1
MATH-130 Calculus I 4
MATH-230 Differential Equations 3
PHYS-112 General Physics III 3
EDUC-110 Introduction to Education 3
EDUC-200 Introduction to Special Education 3
EDUC-260 Educational Psychology 3
PSYC-204 Adolescent Psychology 3

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Students in the Teacher Education Transfer Program are required to submit scores from Praxis I: Academic Skills Assessments to the Social Sciences Division prior to the completion of the 30th credit hour. The exam assesses basic reading, writing, and mathematics skills. Scores from Praxis I are used for admission to four-year Teacher Education programs and are required for Teacher Certification in Maryland and most other states. Maryland passing scores for Praxis I are currently 177 in Math, 177 in Reading, and 173 in Writing, or a total composite score of 527.

Secondary Education–Spanish
An Associate of Arts in Teaching Degree Program
(Transfer)
APPLICATION CODE 210
For Curriculum Information Contact the Social Sciences and Teacher Education Division—Room ST-149—410-772-4832

This curriculum prepares students to transfer to a Secondary Education-Spanish program at a four-year college or university in the state of Maryland. The Associate of Arts in Teaching (AAT) degree has been articulated with all transfer programs in Secondary Education-Spanish in the state of Maryland. Students who receive the AAT degree must have a GPA of 2.75 within this complete program of study and pass the Praxis I exam. Upon completion of the AAT degree, students are eligible to be admitted as a Secondary Education-Spanish major at their Maryland transfer institution.

GENERAL EDUCATION CORE Credits
(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student’s total of general education and required courses must equal at least 60 semester hours of credit.)

Composition ENGL-121 College Composition I 3
ENGL-122 College Composition II 3
Arts & Humanities Literature Core Course (see p. 51) 3
ARTT-122, FINE-102, FINE-193, or THET-141 3
Fine Arts Core Course (see p. 51) 3
History History Core Course (see p. 52) 3
Social Sciences PSYC-101 General Psychology 3
Science GEOG-102 Elements of Cultural Geography 3
GEOG-102 Elements of Cultural Geography Lab 1
GEOL-107 Introduction to Physical Geology 3
GEOL-117 Introduction to Physical Geology 3
PHYS-110 General Physics I 4
PHYS-111 General Physics II 4
Mathematics MATH-121, 122, 131 or higher 3-4
Interdisciplinary SPAN 220 3

REQUIRED COURSES RELATED TO MAJOR
EDUC-110 Introduction to Education 3
EDUC-200 Introduction to Special Education 3
EDUC-260 Educational Psychology 3
PSYC-204 Adolescent Psychology 3
SPAN-101, 102, 201, 202, 203 or 204 (choose 16 credits) 16

62-64

Students in the Teacher Education Transfer Program are required to submit scores from Praxis I: Academic Skills Assessments to the Social Sciences Division prior to the completion of the 30th credit hour. The exam assesses basic reading, writing, and mathematics skills. Scores from Praxis I are used for admission to four-year Teacher Education programs and are required for Teacher Certification in Maryland and most other states. Maryland passing scores for Praxis I are currently 177 in Math, 177 in Reading, and 173 in Writing, or a total composite score of 527.
Social Sciences

An Arts and Sciences A.A. Degree Program (Transfer)

APPLICATION CODE 58

For Curriculum Information Contact the Social Sciences and Teacher Education Division—Room ST-149—410-772-4832

This curriculum is designed as a guide to students planning to transfer to a four-year institution to complete a bachelor’s degree in the social sciences. Geography, history, political science, pre-law, etc. students are advised to check the requirements of the institution to which they intend to transfer.

GENERAL EDUCATION CORE

(General education core credits in excess of 36 will transfer as general electives or courses related to the major. Each student's total of general education and required courses must equal at least 60 semester hours of credit.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>7-8</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>3-5</td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>SOCH-101 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>POLI-101 American Federal Government</td>
<td>3</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>6-8</td>
</tr>
<tr>
<td>POLI-102 State and Local Government OR</td>
<td></td>
</tr>
<tr>
<td>POLI-201 Comparative Government</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>(Course must be 200 level or higher)</td>
<td></td>
</tr>
</tbody>
</table>

REQUIRED COURSES RELATED TO MAJOR

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<tr>
<th>Course</th>
<th>MSDE Course Requirement</th>
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<tr>
<td>EDUC-111 or HMDV-200 Child Development</td>
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<tr>
<td>EDUC-200 Inclusion of Special Needs Student Populations</td>
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EARLY CHILDHOOD CERTIFICATION

HCC Course Equivalent | MSDE Course Requirement |
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EDUC-111 or HMDV-200 Child Development |
EDUC-260 Human Learning |
EDUC-200 Inclusion of Special Needs Student Populations |
EDUC-265 Assessment of Students |
EDUC-201 Reading |
EDUC-203 Reading |
EDUC-204 Reading |
EDUC-205 Reading |

ELEMNTARY 1-6 AND MIDDLE SCHOOL CERTIFICATION

HCC Course Equivalent | MSDE Course Requirement |
----------------------|-------------------------|
EDUC-111 or HMDV-200 Child Development |
EDUC-260 Human Learning |
EDUC-200 Inclusion of Special Needs Student Populations |
EDUC-265 Assessment of Students |
EDUC-201 Reading |
EDUC-203 Reading |
EDUC-204 Reading |
EDUC-205 Reading |

ACADEMIC SUBJECTS (N-12) AND (7-12) CERTIFICATION

HCC Course Equivalent | MSDE Course Requirement |
----------------------|-------------------------|
PSYC-204 or HMDV-200 Adolescent Development |
EDUC-260 Human Learning |
EDUC-260 Teaching Methodology |
EDUC-200 Inclusion of Special Needs Student Populations |
EDUC-265 Assessment of Students |
EDUC-202 Reading |
EDUC-206 Reading |

Teacher Education

Professional Education Courses for Maryland Certification (Professional Training)

(For persons who already have a Bachelor’s Degree)

APPLICATION CODE 137

For Curriculum Information Contact the Social Sciences and Teacher Education Division—Room ST-149—410-772-4832

This course of study is designed for persons who already have a Bachelor’s Degree and wish to become a Certified Teacher in Maryland. Students may enroll in certification courses, but they should also have their college transcripts evaluated by the Maryland State Department of Education Division of Certification. Before MSDE transcript evaluation can occur, students must take Praxis I and have their scores reported to MSDE. The courses listed below will satisfy most if not all of the coursework requirements on the MSDE Evaluation Form for Certification. Once their Praxis I scores have been received by MSDE, the evaluation is completed within 90 days of receiving all transcripts and more information is available by calling 410-767-0412. Upon receipt of the transcript evaluation, students may use the following charts to determine what courses Howard Community College offers that meet the MSDE Professional Education course requirements. Please note: 1) all certification areas require Maryland passing scores on the Praxis I: Academic Skills Assessments, 2) most certification areas require Maryland passing scores on the Praxis II: Subject Assessments, 3) all certification areas require documented teaching experience before an initial certificate is awarded; Howard Community College does not provide this documented teaching experience or offer a student teaching course, and 4) additional Professional Education courses may be required in some certification areas. These options do not provide a complete certification program.

*World Language Sequence requirements vary by institution. At HCC, the World Language Sequence means two sequential foreign language courses in the same language (e.g. SPAN-101 and SPAN-102, or FREN-102 and FREN-201), excluding courses taught in English.
### Teacher Education (cont’d)

#### GENERIC SPECIAL EDUCATION INFANT/PRIMARY (BIRTH–GRADE 3) CERTIFICATION

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<tr>
<td>EDUC-111 and HMDV-200</td>
<td>Human Growth and Development</td>
</tr>
<tr>
<td>EDUC-265</td>
<td>Assessment, Diagnosis, and Prescriptive Techniques</td>
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<td>Assessment, Diagnosis, and Prescriptive Techniques (meets the appropriate age/grade level requirement)</td>
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<tr>
<td>EDUC-290</td>
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#### GENERIC SPECIAL EDUCATION ELEMENTARY/MIDDLE (GRADES 1–8) CERTIFICATION

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#### GENERIC SPECIAL EDUCATION SECONDARY/ADULT (GRADES 6–12) CERTIFICATION

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Course Descriptions

All course descriptions are alphabetized by category, not by course code. Courses with numbers less than 100 are developmental classes which are non-transferable. Courses numbered in the 100s are first-year level college courses. Courses numbered in the 200s are second-year level courses (Networking courses may be numbered higher than 200). Prerequisites are listed for all courses requiring them. No prerequisite is necessary where none is listed. Developmental courses require a minimum grade of “C.” The Nursing and Cardiovascular Technology programs have special admission and progression requirements.

Courses designated by two code numbers separated by a hyphen are full-year courses (example: ARTT-211–212). The second semester course normally presupposes the first course as a prerequisite.

Complete course descriptions are on file in the admissions area in the Library Building.

ACCOUNTING

ACCT-111 Principles of Accounting I
3 Credits
Upon completion of this course, the student will have a comprehensive understanding of basic accounting theory, practice covering the accounting cycle, and a knowledge of basic accounting for partnerships. With emphasis on accounting concepts and principles, the student will perform the fundamentals of recording, summarizing and analyzing the transactions of a business. The student will be involved in the preparation and interpretation of working papers and financial statements. The fundamentals of accounting for payroll and assets (cash, notes and accounts receivable, inventories, plant and equipment, and intangibles) will be performed by the student. (3 hours weekly)

ACCT-112 Principles of Accounting II
3 Credits
Upon completion of this course, which is a continuation of ACCT-111, the student will have a knowledge of basic accounting for corporations, for interpretation and modifications of financial statements, for managerial accounting of costs, and for planning and controlling business operations. Prerequisite: ACCT-111. (3 hours weekly)

ACCT-114 Managing Finances with QuickBooks
1 Credit
Upon completion of this course, the student will have basic knowledge of setting up company books including: creating chart of accounts, creating vendor, customer and employee lists, managing lists, managing cash receipts and payments, creating purchase orders, setting up inventory, creating sales invoices, creating reports such as: financial statements, budgets, customized reports, and the exporting and printing of reports. Function accounting and computer skills required. (1 hour weekly)

ACCT-201-202 Accounting Work Experience I and II
3 or 4 Credits
See COOP-201–202 Cooperative Education Work Experience I and II.

ACCT-211 Intermediate Accounting I
3 Credits
In this course, the student will be involved in an intensive study and review of the foundations of accounting theory and the preparation of classified financial statements. The concepts of future and present value and the effects of changing prices on financial reporting will be studied. The student will perform the accounting for cash, short-term investments, receivables, liabilities, income taxes, and inventories at a high level of sophistication. The completion of a comprehensive practice set is required. Prerequisite: ACCT-111. (3 hours weekly)

ACCT-212 Intermediate Accounting II
3 Credits
In this course, which is a continuation of ACCT-211, the student will be involved in an intensive study of accounting for long-term liabilities, long-term investments in equity and debt securities, corporations, revenue recognition, pension costs, leases, accounting changes and error corrections, financial statements including the Statement of Cash Flows and analysis of financial statements. Prerequisite: ACCT-211 (3 hours weekly)

ACCT-215 Cost Accounting
3 Credits
Upon completion of this course, the student will be able to apply the cost accounting principles involved in the determination of material, labor and overhead costs in job-order and process cost systems. Standard costs, analysis of variances, analysis of cost information and cost statements for administrative control purposes will be prepared by the student. Prerequisite: ACCT-112. (3 hours weekly)

ACCT-217 Tax Accounting
3 Credits
Current tax laws governing recognition of items of gross income, deductions, capital gains and losses, credits, estimated taxes, employment taxes and the calculation of taxable income. Prerequisite: ACCT-112. (3 hours weekly)

ACCT-219 Principles of Auditing
3 Credits
Upon completion of this course, the student will be able to understand the philosophy and environment of auditing. This will include an overview of the public accounting profession with special attention to auditing standards, professional ethics, the legal liability inherent in the attest function, the study and evaluation of internal control, the nature of evidence, the growing use of statistical sampling, the impact of electronic data processing (EDP), and the basic approach to planning an audit. Prerequisite: ACCT-112. (3 hours weekly)

ACCT-221 Advanced Accounting
3 Credits
Upon completion of this course, the student will be able to perform accounting for partnerships; governmental accounting; accounting for business combinations, consolidations, and branch operations; and accounting for foreign currency transactions. Prerequisite: ACCT-211 and ACCT-212. (3 hours weekly)
AMERICAN SIGN LANGUAGE

AMSL-101 Elementary American Sign Language
4 Credits (Humanities Core)
In this introductory course, students will learn to sign at a basic level. They will learn about Deaf culture and communities. In class, they will focus on the basic signing vocabulary and on how to form basic communication with the Deaf. A computerized lab with software for signing practice will support instruction, and students will be required to register for a lab section. (4 hours weekly).

AMSL-102 Elementary American Sign Language II
4 Credits (Humanities Core)
In AMSL-102, students review finger spelling and core signs. They will continue to communicate basic ideas, needs and reactions. More vocabulary will be introduced as students increase their conversational and receptive skills. Student will learn more about Deaf culture, society, and issues about the deaf. (4 hours weekly)

AMSL-201 Intermediate American Sign Language I
4 Credits (Humanities Core)
AMSL-201 expands on the skills of AMSL-101 and AMSL-102 to further develop understanding of the grammatical rules of American Sign Language. Students will develop rudimentary competency in expressive and receptive use of ASL, as well as a greater understanding of Deaf culture. (4 hours weekly)

AMSL-202 Intermediate American Sign Language II
4 Credits (Humanities Core)
AMSL-202 is an introduction to the culture and society of the Middle East. Students will study the geography and history of the Middle East and Northern Africa as they apply to the development of various cultures, attitudes, and beliefs. They will compare and contrast various institutions, both governmental and social, among the countries of these regions. Students will also look at the expression of the culture through art, music, food, dress, and literature. This course is taught in English. (3 hours weekly) NOTE: Also listed as ARAB-220.

ANTHROPOLOGY

ANTH-104 Introduction to Physical Anthropology and Archaeology
3 Credits
The student will be able to describe the evolution of humankind from early hominids through present day Homo Sapiens. The student will be able to identify and assess the role of archaeology in discovering, preserving and analyzing fossils and artifacts. The student also will be able to identify the physical traits, behaviors and tool technology necessary for diverse populations to evolve into modern forms. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

ANTH-105 Introduction to Cultural Anthropology
3 Credits (Social and Behavioral Sciences Core)
Through this introduction to cultural anthropology, the student will be able to identify the basic concepts anthropologists use in describing the economic, family, political and religious systems of preliterate cultures. Students will use these concepts in analyzing the specific preliterate culture and will apply the anthropological perspective to their own culture. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

ANTH-120 Comparative World Cultures
3 Credits (Social and Behavioral Sciences Core)
This course is a study of several non-western European societies. Its emphasis is on the comparison of the various facets of these societies; their history, customs, economics, religions, and values. Students will have the opportunity to do individual research and thereby gain an understanding and appreciation of a major culture other than their own. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

ANTH-220 Cultures of the Middle East
3 Credits
ANTH-220 is an introduction to the culture and society of the Middle East. Students will study the geography and history of the Middle East and Northern Africa as they apply to the development of various cultures, attitudes, and beliefs. They will compare and contrast various institutions, both governmental and social, among the countries of these regions. Students will also look at the expression of the culture through art, music, food, dress, and literature. This course is taught in English. (3 hours weekly) NOTE: Also listed as ARAB-220.

ARABIC

ARAB-101 Elementary Arabic I
4 Credits (Humanities Core)
In this introductory four-hour course, students learn to listen, speak, write, and read at a beginning level. Arabic is offered as a regular class in the language sequence. Students will become familiar with the Arabic script and sound system, develop a working vocabulary, learn rudimentary grammatical concepts, practice conversational dialogues, and expand their knowledge of Middle Eastern culture. (4 hours weekly)

ARAB-102 Elementary Arabic II
4 Credits (Humanities Core)
In Arabic 102, students review Arabic letters in isolated/connected forms; begin creating simple sentences; and learn gender, plurals, pronouns, possession, geographic place names, and the counting system through the introduction of meaningful vocabulary. Students will increase their proficiency in Arabic script and sound system, widen their working vocabulary, learn key grammatical points, practice conversation and expand their knowledge of Middle Eastern cultures. Prerequisites: ARAB-101 or a working knowledge of a Perso-Arabic script. (4 hours weekly)

ARAB-201 Intermediate Arabic I
4 Credits (Humanities Core)
In this first, intermediate level course, students continue to refine their Arabic writing skills, develop the ability to read and understand sentence-level text, explore Arabic verb roots, study additional tense, present, and future tenses, practice dialogue exercises, increase their working vocabulary, and learn more in-depth grammar. Students will continue to increase their proficiency in the Arabic script and sound system, study more grammatical concepts, practice their reading, and expand their knowledge of Middle Eastern culture. (4 hours weekly)

ARAB-202 Intermediate Arabic II
4 Credits (Humanities Core)
In this second intermediate level course, students will be exposed to more higher-level text and develop a better comprehension of bilateral and weak verb forms. Students will practice more conversational exchanges and greatly expand their working vocabulary. This course is the last in a series of four basic/intermediate offerings. (4 hours weekly)

ARAB-220 Cultures of the Middle East
3 Credits
ARAB-220 is an introduction to the culture and society of the Middle East. Students will study the geography and history of the Middle East and Northern Africa as they apply to the development of various cultures, attitudes, and beliefs. They will compare and contrast various institutions, both governmental and social, among the countries of these regions. Students will also look at the expression of the culture through art, music, food, dress, and literature. This course is taught in English. (3 hours weekly) NOTE: Also listed as ANTH-220.
ART

ARTT-101 Two-dimensional Basic Design
3 Credits (Humanities Core)
Students completing this course will possess a visual knowledge of art and will recognize the use of the individual two-dimensional design elements that make up a work of art. Students will gain a visual ability and an awareness and sensitivity to the observation of the visual world and to works of art. (4 hours weekly)

ARTT-102 Three-dimensional Basic Design
3 Credits
This course explores the unique problems of designing objects that occupy or delineate three-dimensional space. Students experience various media and approaches and learn to resolve construction problems as well as conceptual problems. Materials may include clay, cardboard, foamcore, wood, paper mache, wire, plaster, and found objects. ARTT-101 is a prerequisite to ARTT-102; however, students with a background in Two-Dimensional Basic Design (ARTT-101) will find the communication of visual ideas easier. (4 hours weekly)

ARTT-103 Art Appreciation
3 Credits (Fine Arts/Humanities Core)
The overall purpose of this course is to encourage an appreciation of Western Art. This is a highly visual course in which the student will examine and discuss works of art from the prehistoric to the contemporary periods. The student will be looking at and analyzing many images in order to gain an understanding of their form and content. The student will be analyzing the formal structure of various works of art as well as considering them in the context of the historical period and cultural framework in which they were produced. Recommended for non-art majors. (3 hours weekly)

ARTT-104 Art History I
3 Credits (Fine Arts/Humanities Core)
This course is an overview of Western Art that will familiarize the student with prehistoric, Mesopotamian, Egyptian, Minoan/Mycenaean, Greco-Roman, and medieval traditions. The student will come to recognize the major styles, monuments, and artists for each period and develop a theory of the relationship of artistic style to the rest of the cultural formulation. Art historical contexts include considerations of gender and other categories of diversity. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

ARTT-105 Art History II
3 Credits (Fine Arts/Humanities Core)
Art from the Renaissance through the Baroque, Neoclassical, Romantic, Modern and Post-Modern periods will be studied in this course. The student will come to recognize the major styles, artists and monuments of each period. Culminating in a study of our own time, the course will emphasize the relationship of artistic style to a cultural period. Art historical contexts include considerations of gender and other categories of diversity. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

ARTT-106 History of Western Architecture I
3 Credits
An examination of the development of Western architectural styles from the ancient world through the late Middle Ages. Parallel developments in the Eastern world will also be considered. Architectural design and city planning are studied as responses to religious, political, economic, and cultural needs, as well as for an understanding of their structural principles. (3 hours weekly)

ARTT-107 History of Western Architecture II
3 Credits
An examination of the development of Western architectural styles from the Renaissance through the 20th century and an introduction to contemporary problems in architecture and urbanism. Parallel developments in the Eastern world will also be considered. Architectural design, landscape architecture, and city planning are studied as responses to religious, political, economic, and cultural needs. (3 hours weekly)

ARTT-108 Environmental Design: Introduction to the Built Environment
3 Credits
Students will be introduced to the conceptual, perceptual, behavioral, and technical aspects of environmental design including methods of analysis, problem solving, and project implementation. (4 hours weekly)

ARTT-109 Drawing I
3 Credits (Humanities Core)
This course includes a basic introduction to the theories, practices, and techniques of drawing as a descriptive tool and as a mode of personal expression. The student develops skills in different media and approaches, as well as an understanding of linear perspective. The emphasis is upon direct observation from life, and the subjects may include still life, interiors, portraits, and figures. (4 hours weekly)

ARTT-110 Drawing II
3 Credits
This course is a continuation of ARTT-109. The student learns to interpret more complex subjects, explores contemporary directions in drawing, and continues to develop a mastery of technique. There is also more emphasis on originality and the development of a personal style. There is a strong emphasis on drawing from life. Prerequisite: ARTT-109. (4 hours weekly)

ARTT-112 Introduction to Digital Media
3 Credits
This course focuses upon the use of the computer as a creative tool for the visual arts. Working with various painting and drawing programs, such as CorelDraw, Adobe Illustrator, and Adobe Photoshop, students will learn how to create images by drawing and painting directly with the computer and by capturing, altering, and processing images using the many transformation tools available in different software. In addition to exploring the possibilities and limitations of digital media, students will explore the philosophical and ethical issues that electronic image making presents. Prerequisite: ARTT-101. (4 hours weekly)

ARTT-115 Introduction to Interior Design
3 Credits
This course is an overview of the principles and elements of Interior Design. The student will come to recognize the basic skills used in the Interior Design profession—both residential and commercial. This interior design course will emphasize the development of conceptual and technical skills as well as the creation of an artistic point of view on the part of the student. (3 hours weekly)

ARTT-116 History of Modern Art
3 Credits
This course introduces art as a reflection of humanity—our diversity and our creative processes. The History of Modern Art will root the cultural achievements of the 20th Century in their historical settings, showing how the political, social, and economic events of the period influenced artistic creation. This course is a survey of the most important movements in Western
Art from the late 19th Century to the early 21st Century. The impact of Modernism on painting, sculpture, printmaking, and photography will be covered. The student will learn the major artists and the influence that each art movement has on the next generation of artists. This is an important course for those who want to understand contemporary art. It also meets the oral presentation requirement for graduation. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

ARTT-130 Introduction to Video I  
3 Credits  
This course will include the basic skills of video: direction, camera techniques, lighting and sound techniques, and editing techniques. The emphasis will be on producing short video segments using television field production techniques and design principles. (4 hours weekly) NOTE: Also listed as MASS-130

ARTT-131 Introduction to Video II  
3 Credits  
This course will include the intermediate skills of video: producing, directing, camera techniques, lighting and sound techniques, and editing techniques. The emphasis will be on producing television shows using field and studio production techniques and design principles. (4 hours weekly) Prerequisite: ARTT-130 or MASS-130 NOTE: Also listed as MASS-131

ARTT-140 Photography Appreciation  
3 Credits (Fine Arts/Humanities Core)  
This course is a study of photography as a fine art form from its beginnings to contemporary times. Individual photographers’ work will be studied in some depth. Genre considerations such as portraiture, documentation, landscape, and the nude will be discussed. Emphasis will be placed on the aesthetic qualities of the photographs. Parallels will be drawn to painting and sculpture and to more recent photographs. (3 hours weekly)

ARTT-141 Basic Photography  
3 Credits  
This course will focus on developing the skills necessary to identify and produce the elements of a good photograph and on acquiring a thorough knowledge of appropriate photographic equipment. The student will develop an understanding of the technical areas of photography including lenses, film types, exposure meters, depth of field, film development and print processing. A camera that allows the user to override the automatic settings or manually adjust aperture and shutter speed is required. (2 hours lecture, 3 hours lab)

ARTT-142 Intermediate Photography  
3 Credits  
The student will use the camera as a means of creative self-expression and communication. The student will master the basic elements of design, composition and lighting that go into making a photograph that communicates a message. Students will be assigned projects which will be critiqued during the semester. Prerequisite: ARTT-141. (2 hours lecture, 3 hours lab)

ARTT-143 History of Photography  
3 Credits (Fine Arts/Humanities Core)  
This course is an examination of the development of photography from its beginnings to the present day. It will include the study of the interrelationships between photography and other visual arts, the effects of changing technologies on the photographic image, and the contributions of major photographers and art movements, as well as historical perspectives. (3 hours weekly)

ARTT-146 Digital Photography I  
3 Credits  
In this course students will gain a working knowledge of digital image creation and production. While revisiting traditional photographic themes, such as portraiture, still life, the nude, the landscape, abstraction, montage, and the social document, students will learn the basics of scanning, selection tools, painting and editing tools, color correction, special effects, print options, and more. With an emphasis on content as well as craft, students will learn to design, retouch, and composite images for visual communication and self-expression. Basic computer literacy is highly recommended. Prerequisites: ARTT-101. (4 hours weekly)

ARTT-147 Digital Photography II  
3 Credits  
This course is an in-depth exploration of the concepts and techniques introduced in ARTT-146. Students will master digital image creation and production. In addition to revisiting traditional photographic themes, students will design images that take advantage of the unique power of digital technology. Prerequisite: ARTT-146. (4 hours weekly)

ARTT-149 Digital Imaging, Raster Program II  
3 Credits  
This course is an in-depth exploration of the concepts and techniques introduced in ARTT-148. Students will further their mastery of digital image creation with Photoshop. Students will create and design images that take advantage of the unique power of the emerging digital technology medium. Prerequisite: ARTT-148. (4 hours weekly)

ARTT-151 Ceramics I  
3 Credits  
This studio ceramics course incorporates information about clay, clay preparation, glazes and glazing techniques, and kiln technology. The course emphasizes handbuilding techniques and clay as a medium of expression. (4 hours weekly)

ARTT-152 Ceramics II  
3 Credits  
The student will continue to explore handbuilding techniques and clay as an expressive medium. There will also be an opportunity for a limited number of interested students to work on the potter’s wheel. Students in Ceramics II will have more freedom to identify and pursue their own areas of interest. Prerequisite: ARTT-151. (4 hours weekly)

ARTT-158 Digital Imaging, Vector Program  
3 Credits  
Using an industry standard vector-based program, students will focus on the use of the computer as a creative tool for visual communication. Using this vector-based graphic image production and editing software program, the student will gain a working knowledge of image design, creation and transformation, color selection, special effects, prepress preparation, print options and more. With an emphasis on the commercial application of technical skill and craft, students will learn to design and compos-
the proper use of the software's features and artistic self-expression. In addition to exploring the possibilities and limitations of digital media, students will also explore the legal and ethical issues that digital image creation presents. Basic computer literacy is required. Prerequisite: ARTT-112. (4 hours weekly)

ARTT-200 Graphic Design
3 Credits
Students will acquire practical introductory knowledge of commercial art and advertising design. They will be able to solve formal problems dealing with fundamental principles and will develop the basic skills necessary to work with specific types of media, especially computer-generated graphic design. The primary objective of this course is to teach students to prepare advertisements and commercial designs from concept to visual communication. Prerequisite: ARTT-148 or ARTT-158. (4 hours weekly)

ARTT-201 Advanced Color Design
3 Credits
This course provides an in-depth analysis and practical application of two dimensional design concepts through independent projects. Students will explore all aspects of color as an element of the design process, as well as learn to develop designs from simple units to more complex modules, exploring theme and variation forms. Students will gain a visual knowledge, awareness and sensitivity to the visual world and to works of art. Prerequisite: ARTT-101. (4 hours weekly)

ARTT-202 Introduction to Relief Printmaking
3 Credits
The student will be exposed to the relief printmaking process. The student will prepare, use and care for tools, blocks and plates, cut blocks and plates and print in numbered editions. The student will also study the history of relief printmaking. Prerequisite: ARTT-109. (4 hours weekly)

ARTT-204 Digital Publishing
3 Credits
In this course, students will use desktop publishing software to produce documents that are in demand by today's businesses and publishers—brochures, calendars, newsletters, and booklets. The goal of this course is to familiarize students with the process of creating documents that use typography and graphics—from initial design concepts through production via desktop publishing software and to train students in the proper use of the software’s features and commands. Prerequisite: ARTT-148 or ARTT-158. (4 hours weekly)

ARTT-210 Watercolor Painting
3 Credits
The student will experience all aspects of watercolor painting, learning how to handle and control the media by applying the wet and dry brush techniques. The student will learn the history of watercolor painting and the basic elements, and color and color relationships. Prerequisite: ARTT-101 and ARTT-109. (4 hours weekly)

ARTT-211 Painting I
3 Credits
The student will learn the materials, tools, and approaches to painting in oil or acrylic. Color mixing and theory as it applies to painting is a central concern of the course. The emphasis in the course is on technical mastery and direct observation from life. Subjects may include still life, interiors, landscape, portraiture, and figures. Prerequisite: ARTT-101 and ARTT-109. (4 hours weekly)

ARTT-212 Painting II
3 Credits
This course is a continuation of ARTT-211, Painting I. Students continue to polish their technical skills, and there is more emphasis on conceptual concerns. Contemporary approaches to representational painting are studied, and students have more latitude for stylistic exploration. Problems will challenge students' imaginations as well as their technical expertise. Prerequisite: ARTT-211. (4 hours weekly)

ARTT-213 Portraiture I
3 Credits
This course will include the basic skills of portrait drawing: proportion, line, form, and the anatomy of the head and neck. The emphasis will be on anatomical knowledge, observation, and the use of traditional design principles. Prerequisite: ARTT-110. (4 hours weekly)

ARTT-214 Portraiture II
3 Credits
This course is a continuation of ARTT-213. The student moves on to color work and portrait painting, using the combined knowledge of anatomy, drawing, color theory, and painting techniques. Prerequisite: ARTT-211 and ARTT-213. (4 hours weekly)

ARTT-215 Pastel Drawing
3 Credits
The student will use pastels as a color medium in drawing. Fundamental drawing skills will be combined with color mixing and color design to explore traditional and contemporary approaches to pastel. The variety of subject matter will include still life, interiors, landscape, portrait, and figures. Students will explore the influences of other artists and styles as they develop their own individual expression. Prerequisite: ARTT-110. (4 hours weekly)

ARTT-220 Art Museum Resources
3 Credits
This course involves student exposure in the form of approximately eight prearranged, organized field trips or tours to art museums in the Baltimore-Washington area. Museums to be included are the Walters, Baltimore Museum of Art, National Gallery East and West, Hirshhorn, Freer Gallery of Oriental Art, Corcoran, Renwick, and Phillips Collection. Lectures and discussions will be arranged on site at these various museums. Field trips are required. There will be a fee assessed to cover the bus transportation based on the number of students enrolled in the course. Students will be evaluated based upon their participation and through the combination of written summaries and response sheets. Museum connoisseurship includes consideration of gender and other categories of diversity. (8 hours bi-weekly)

ARTT-221 Art Museum Field Trips
1 Credit
This course involves student exposure in the form of approximately eight prearranged, organized field trips or tours to the art museums of the Baltimore-Washington area. Museums may include the Walters, Baltimore Museum of Art, National Gallery East and West, Hirshhorn, Freer Gallery of Oriental Art, Corcoran, Renwick and Phillips Collection. Lectures and discussions will be arranged on site at these various museums. Field trips are required. There will be a fee assessed to cover the bus transportation based on the number of students enrolled in the course. Students will be evaluated based upon their participation and a short summary of their experience submitted at the end of the course. Museum connoisseurship includes consideration of gender and other categories of diversity. (8 hours bi-weekly)

ARTT-223 Motion Graphics
3 Credits
This course will include basic skills in motion graphics: color, form, typography, design and movement of design elements. Students will utilize software such as Adobe Photoshop and After Effects to create compositions. (4 hours weekly) Prerequisite: ARTT-112 NOTE: Also listed as MASS-223
ARTT-225 Life Drawing I
3 Credits
In this course, students learn the descriptive and expressive drawing of the human body by working from live models and studying human anatomy. Students consider proportions, the skeletal and muscular systems, surface anatomy, foreshortening, drapery, and the expressive use of lighting. Traditional and contemporary approaches to the presentation of the human figure are explored. Prerequisite: ARTT-110. (4 hours weekly)

ARTT-226 Life Drawing II
3 Credits
This course is a continuation of ARTT-225, Life Drawing I. The student will continue to work from the live model and develop the perceptual skills necessary to life drawing. Advanced projects related to the study of anatomy and traditional drawing conventions will be required. Drawing II students will analyze the structure and the anatomy of old master drawings. Prerequisite: ARTT-225. (4 hours weekly)

ARTT-231 Sculpture I
3 Credits
This course is an introduction to the basic elements, materials, and techniques of sculpture. Approaches may include modeling such as with clay, addition such as assemblage, or subtraction such as carving wood or stone. The student learns how to approach the basic elements of three-dimensional form including scale, mass, color, movement, and use of space in a sculptural manner. Prerequisite: ARTT-101 and ARTT-102. (4 hours weekly)

ARTT-232 Sculpture II
3 Credits
This course is a continuation of ARTT-231 with an increased emphasis on conceptual concerns. Students learn about contemporary approaches to sculpture and have more latitude for stylistic exploration. Prerequisite: ARTT-231. (4 hours weekly)

ARTT-241 Advanced Black and White Photography
3 Credits
This course will continue to focus on skills developed in Intermediate Photography using the camera as a means of creative self-expression and communication. The student will master the design and composition elements that are an intrinsic aspect of photography, and will learn to work independently in developing his or her photographic sense of sight. Extensive lab work will be required with emphasis on experimental darkroom techniques, and mastery of darkroom skills. Prerequisite: ARTT-141 and ARTT-142. (2 hours lecture, 3 hours lab)

ARTT-242 Creative Darkroom Techniques
3 Credits
This course will examine and apply the materials and elements of experimental photographic techniques to enhance the student’s artistic self-expression. Extensive lab work will be required with emphasis on experimental darkroom techniques. Prerequisites: ARTT-141 and ARTT-142. (2 hours lecture, 3 hours lab)

ARTT-243 Zone System in Photography
3 Credits
This course will examine and utilize a 35 mm approach to the Zone System, the photographic exposure technique developed by Ansel Adams. Students will gain a broader technical knowledge of photographic materials and expand their aesthetic awareness by learning to make conscious, pre-visualized choices in their image-making process. This course will concentrate on the black and white photographic process with a brief examination of color photography and its applications in the Zone System. Prerequisites: ARTT-141, ARTT-142, and ARTT-241 or ARTT-242. (2 hours lecture, 3 hours lab)

ARTT-244 Introduction to Color Photography
3 Credits
Using color transparency and negative materials, the student will gain knowledge of the basic principles of color photography. Students will examine theory, techniques and the aesthetics of color photography. Assignments will incorporate a variety of color films and print materials and various systems of processing. Prerequisite: ARTT-141 and ARTT-142. (2 hours lecture, 3 hours lab)

ARTT-246 Studio Lighting
3 Credits
An introduction to the principles of artificial lighting and camera work as they are applied in studio photography; teaches studio lighting for still lifes, products, portraits, and figure photography. Students must have a 35 mm fully adjustable SLR camera. The use of medium format cameras will be covered. Prerequisite: ARTT-142. (2 hours lecture, 3 hours lab)

ARTT-250 Art Portfolio Assessment
1 Credit
This course is designed to prepare advanced visual arts students for the portfolio review process at transfer institutions. It should be taken during the art student’s last semester at Howard Community College and is preparing for transfer and/or graduation. Acceptance and placement into programs of advanced study are most frequently based upon a review of a portfolio of the student’s work. Each student’s portfolio will be reviewed, and strengths, deficiencies, and omissions will be noted. In working sessions during the course of the semester, those deficiencies and omissions will be corrected. Students will learn how to make slides, mat, mount, and otherwise prepare work for the transfer portfolio review. They will review sample portfolios and learn about the transfer review process from admissions officers, alumni, and art instructors. At the end of the course students will have an exit portfolio review where they will have a final assessment of their preparedness for the transfer process. Prerequisites: the core courses ARTT-101, ARTT-102, ARTT-109 and ARTT-110. (1½ hours weekly for 10 weeks)

ARTT-260 Designing for Interactive Environments
3 Credits
This course will include the skills of design principles for interactive environments: applications, architecture, hypertext, navigation, usability, content and authoring. The emphasis will be on the elements of design. (4 hours weekly) Prerequisite: CMSY-129. NOTE: Also listed as MASS-260.

ARTT-261 Digital Video
3 Credits
This course will include production skills in acquiring audio and video for new media distribution: direction, camera techniques, lighting and sound techniques, and editing techniques as well as codecs and compression techniques. The emphasis will be on video production and distribution for new media. (4 hours weekly) Prerequisite: CMSY-129 NOTE: Also listed as MASS-261

ARTT-270 Multimedia Authoring and Design I
3 Credits
This course will include the basic skills in authoring for CD-ROM: conceptualize, storyboard and design for multimedia projects. Students will work with software such as Macromedia Director. (4 hours weekly) Prerequisite: ARTT-112 NOTE: Also listed as MASS-270

ARTT-271 Multimedia Authoring and Design II
3 Credits
This course will include the more advanced skills in authoring for CD-ROM: conceptualize,
storyboard and design for multimedia projects. Students will work with software such as Macromedia Director. (4 hours weekly) Prerequisite: ARTT-270 or MASS-270 NOTE: Also listed as MASS-271

**ASTRONOMY**

**ASTR-104 Elementary Astronomy (Science Core)**

Elementary Astronomy is a one-semester elementary course in descriptive astronomy, especially appropriate for non-science students. The student will become knowledgeable in the areas of historical astronomy, basic tools and methods of astronomy, earth and celestial body motions, characteristics of the sun and its planets, composition and evolution of stars, nature and distribution of galactic systems, role of the space program, and the possibility of life in the universe. For astronomy lab, see ASTR-114. Prerequisite: Eligible to enroll in MATH-070; Pre- or corequisite: ASTR-104. (2 hours lab)

**BIOINFORMATICS**

**BFMT-200 Bioinformatics (Science Core)**

Bioinformatics is the science of storing, extracting, organizing, analyzing, interpreting, and utilizing biological information. This course provides an introduction to bioinformatics, the combined field of biology and informatics (information science and technology). This course integrates biological concepts with computer and database methods to study biological systems. The Associate of Arts Bioinformatics Degree program prepares students for undergraduate schools or a career in the fast-paced pharmaceutical or biotechnology industries. Prerequisites: BIOL-201 AND CHEM-201. (4 hours weekly)

**BFMT-204 Intermediate Bioinformatics (Science Core)**

Course integrates biological concepts with computer and database methods to study biological systems. Concepts covered include modeling complex biological systems, mechanisms and integration of molecular and organism evolution, introduction to web-based biological data bases, and computational tools for analysis of genomic and protein data. The Associate of Arts Bioinformatics Degree program prepares students for undergraduate schools or a career in the fast-paced pharmaceutical or biotechnology industries. Prerequisite: BFMT-200. (4 hours weekly)

**BIOLOGY**

**BIOL-101 General Biology I (Science Core)**

Following successful completion of Biology 101, the student will be able to describe the characteristics of living things at all levels of organization from the atomic through the molecular, cellular, and organismal levels. The study of human genetics, development, and anatomy and physiology will enable the student to relate the chemical activities of the cell to the overall function of man. Prerequisite: ENGL-096 or ENGL-086. (3 hours lecture, 3 hours lab)

**BIOL-102 General Biology II (Science Core)**

This course will enable the student to understand and recognize the evolutionary and environmental relationships that exist between all organisms. The student will be exposed to and will work with representative organisms of all five kingdoms to establish the concept of interrelatedness of all living organisms. Topics such as animal behavior and ecology will be utilized to develop this concept. Prerequisite: BIOL-101. (3 hours lecture, 3 hours lab)

**BIOL-103 Human Heredity (Science Core)**

Human Heredity is an introductory life science course designed for students who are not majoring in the life sciences. Topics in the course include the basic principles of inheritance, a survey of human hereditary characteristics and disorders, and genetic technology and gene manipulation. Current scientific and ethical questions regarding the present and future applications of genetic analysis and genetic engineering will be considered. (3 hours lecture)

**BIOL-104 Oceanography (Science Core)**

This course is designed to introduce the student to the four major disciplines in ocean sciences: biological, chemical, geological and physical oceanography. These areas are studied by describing the composition of the oceans and then by examining the major processes which are active there, such as plate tectonics, ocean circulation, wave and tidal action and food webs. In addition, the course will cover man’s use of the ocean as a natural resource and as a waste disposal site. (3 hours weekly)

**BIOL-105 Environmental Science (Science Core)**

Following the successful completion of Biology 105, the student will be able to describe the energy, chemistry and climate that make up the earth and its atmosphere. The student will be able to differentiate among the various biomes on earth and recognize the diversity of organisms living in these ecosystems. The study of pollution, natural resources, conservation, and the impact man has had on his environment will enable the student to relate environmental science to how our world works, and what we can do to protect it. Prerequisite: ENGL-096 or ENGL-086. (3 hours weekly)

**BIOL-106 Basic Anatomy and Physiology (Science Core)**

This course is designed for students who need one semester of science which provides a learning sequence of the human body systems, fluid-electrolyte balance and tissues. The integrated approach to studying biological, chemical and physics relationships is stressed. Special em-
phasis, however, is given to the physics concepts applicable to human physiology. The laboratory program will develop an understanding of the interrelationships of the human body systems. Prerequisite: PHYS-101 or BIOL-101. (3 hours lecture, 3 hours lab)

Biology 107 Fundamentals of Microbiology
4 Credits (Science Core)
Fundamentals of Microbiology is a course designed with a strong emphasis towards the allied health careers. Following the successful completion of Biology 107, the student will be able to describe the characteristics of living things from the molecular to the cellular level for both prokaryotic and eukaryotic cells. The study of microbiology will enable the student to understand the biology of bacteria, fungi, protozoa and viruses in terms of morphology, classification, reproduction, metabolism, genetics, population growth, and disease production. In the laboratory, the student will gain experience with the tools and techniques used in the study of microorganisms. Prerequisite: ENGL-096 or ENGL-086. (3 hours lecture, 3 hours lab)

Biology 108 Human Anatomy and Physiology
6 credits
Biology 108 is a one-semester course designed for students who wish to undertake an in-depth study of the anatomy and physiology of human body systems. Topics in the course include basic chemistry, cell structure and function, histology, integumentary system, skeletal system, muscular system, nervous system, endocrine system, cardiovascular system, immunity, respiratory system, digestive system, urinary system, fluids and electrolytes, and reproductive system. Students will examine each body system on a microscopic and a gross level. (6 hours weekly)

Biology 115 Environmental Science Laboratory
1 Credit (Science Core)
In Biology 115, students will investigate the interactions among populations and their environment using field techniques for analyzing water quality, soil formation and erosion, stream ecology, species diversity, intra and interspecific competition, and estimation of population size. Students will experience first hand environmental management problems on field trips to a waste water management site, a solid waste management site, and a recycling site. Pre- or Co-requisite: BIOL-105. (3 hours lab)

Biology 200 Microbiology
4 Credits (Science Core)
Biology 200 is a course designed primarily for pre-medical professionals and for students planning to major in biological sciences in a four-year institution. The study of microbiology will enable the student to understand the biology of bacteria, algae, fungi, protozoa and viruses in terms of morphology, classification, reproduction, metabolism, genetics, population growth, environmental effects on growth and disease production. In addition, the student will study basic principles of water pollution, and inhibition and killing of microorganisms. In the laboratory, the student will gain experience with the tools and techniques used in the study of microorganisms. Prerequisite: BIOL-101 and 4 credits of chemistry. (3 hours lecture, 3 hours lab)

Biology 201 Genetics
3 Credits (Science Core)
Following successful completion of Biology 201, the student will be able to describe the principles of inheritance in terms of the structure and function of genetic material in viruses, bacteria, and higher organisms; the transmission and expression of genetic information; sex determination and sex chromosomes; extrachromosomal inheritance; gene mutation; recombination and regulation; genetic control of metabolism, development and behavior; and recombinant DNA techniques. The student will also utilize the principles of inheritance to solve real and simulated problems in human genetic counseling and in plant and animal breeding. For genetics lab, see BIOL-202. Prerequisite: BIOL-101 and MATH-070. (3 hours lecture)

Biology 202 Genetics Lab
1 Credit (Science Core)
In Biology 202, students will investigate the basic principles of genetics using various organisms, including Drosophila, bacteria, fungi, viruses, green plants and human cells. Students will utilize various laboratory techniques including microscopy, photomicroscopy, slide preparation, microdissection, paper chromatography, gel electrophoresis, bacterial culture and statistical analysis. Computer simulations will also be utilized. Pre- or Co-requisite: BIOL-201. (3 hours lab)

Biology 203 Anatomy and Physiology I
4 Credits (Science Core)
Biology 203 is a course consisting of an integrated sequence of physical, chemical and biological principles relating to living systems. This course is designed for students whose curriculum requires a sequential two-semester science learning program (BIOL-203 and BIOL-204) which provides an in-depth study of the anatomy and physiology of the human body systems. The body topics studied in Biology 203 include histology, the integumentary system, skeletal system, muscular system, nervous system, endocrine system and special senses. The laboratory program will develop an understanding of the interrelationships of the human body systems. The laboratory includes animal and organ dissections as well as work with skeletons, models, slides and experimental studies of physiological processes. Prerequisite: BIOL-101 or BIOL-107. (3 hours lecture, 3 hours lab)

Biology 204 Anatomy and Physiology II
4 Credits (Science Core)
This course is a continuation of BIOL-203 and consists of an integrated sequence of physical, chemical and biological principles relating to the circulatory system, respiratory system, digestive system, urinary system, fluid-electrolyte balance, and reproductive system. This course will enable the student to describe the mechanisms of the human body in terms of the structures and functions of the systems studied. The laboratory program will develop an understanding of the interrelationships of the human body systems. The laboratory includes animal and organ dissections as well as work with skeletons, models, slides and experimental studies of physiological processes. Prerequisite: BIOL-203. (3 hours lecture, 3 hours lab)

Biology 205 Cell Biology
4 Credits (Science Core)
This is a one-semester course designed for biology majors, biochemistry majors, laboratory science majors, and pre-professional and pre-allied health science students. The course will provide the student with an understanding of biological processes at the cellular and molecular level. Experimental approaches used in cell biology will be emphasized. Topics will include the structure and function of biological membranes, cytoskeletal elements, cell metabolism and energy transformation, cell growth and replication, second messenger systems, signal transduction, electrical properties, cell contact and adhesion and intercellular communication. An emphasis will be placed on eukaryotic cells. The laboratory component will reinforce these topics and introduce the student to techniques used in modern cell biology. Prerequisite: BIOL-101 and CHEM-101. (3 hours lecture, 3 hours lab)
BIOLE-206 Nutrition for Health Services
3 Credits
This course, designed mainly for Science and Pre-Allied Health majors, will enable the student to examine the basic principles of normal nutrition. The student will answer questions and solve problems involving physical and biochemical aspects of digestion, absorption and metabolic functions of the nutrients in the body; caloric requirements; dietary standards; nutrient composition of foods and selection of an adequate diet; and changing nutrient requirements during the different stages of development. In addition, the student will study the influence of social and economic factors on food choices. Prerequisite: BIOLE-204. (3 hours weekly)

BIOLE-290H Biology Research - Honors
3 Credits
Biology Research is an honors course which provides students with an opportunity to engage in biological research. With the guidance of a faculty member, students select a research topic, carry out a literature search, design and execute appropriate research, write a scientific paper, and deliver a formal oral presentation to the class and science faculty. There is an emphasis on oral communication throughout the semester including weekly oral progress reports followed by class discussion and feedback as well as the final oral presentations. Prerequisite: A or B in BIOLE-101, ENGL-121 or ENGL-101, and consent of instructor. (3 hours weekly)

BIOMEDICAL ENGINEERING

BMET-112 Electro-Mechanical-Fluidic Devices I
3 Credits
The student, upon successful completion of this course, will be able to utilize the basic concepts to investigate the physics of and the interrelation between electrical, mechanical, fluidic and optical systems. The student will know the basic components of each system, where in the overall system they occur and what their function is toward the correct operation of the system. Prerequisite: ELEC-107 and PHYS-101. (2 hours lecture, 3 hours lab)

BMET-211 Biomedical Instrumentation I
5 Credits
The student will be able to classify biomedical instruments into areas such as support, laboratory, diagnostic, patient monitoring, therapeutic, x-ray, etc. Biomedical transducers will be introduced and students will make application of the terms of sensitivity, resolution, recordability, readability, linearity and accuracy in order to effect correct usage. Prerequisite: BMET-112, BIOLE-106 and ELEC-117. Co-requisite: ELEC-213. (4 hours lecture, 3 hours lab)

BMET-212 Biomedical Instrumentation II
5 Credits
In this theoretical-practical course, the student will utilize electronic and mechanical principles for maintenance and repair of biomedical equipment (electro-mechanical, clinical lab, ultrasonic, patient monitoring, x-ray and radiation). Students will be in a simulated clinical setting where they will perform on-site repairs and preventative maintenance. Prerequisite: BMET-211. (4 hours lecture, 3 hours lab)

BUSINESS

BMGT-100 Introduction to Business and Organization
3 Credits
In this course, the student will be able to identify and describe current organizational and management principles and practices as they are occurring in today’s business world. Students will be able to analyze various types of organizations in which they may work and the management problems encountered in these organizations. Students will also recognize changes that are presently occurring in many businesses by hearing guest speakers, watching videos, and reading current business periodicals. Some role-playing and written reports will be required from these activities. (3 hours weekly)

BMGT-113 Technical Issues for the Non-Technical Manager
3 Credits
This course is designed to provide a theoretical and practical basis for the non-technical manager to deal successfully with technical issues inherent in the operation of a small to medium sized business office or professional services practice. Investigation and discussion of pertinent technical issues will provide a framework within which the manager can implement and manage the organization’s computer systems. Six months experience in a business setting using computers is suggested. (3 hours weekly)

BMGT-114 Website Management for the Non-Technical Manager
1 Credit
This course is designed to help managers develop plans for business websites. Students will be able to identify the various uses and benefits of websites and learn how to optimize the website resources. Procedures for dealing with web designers, web developers and other IT staff will be covered. The student will learn about search engine optimization including the use of page descriptions and metatag keywords. (1 hour weekly)

BMGT-115 Managing Successful Client Interactions
1 Credit
Upon completion of this course, the student will be able to determine which state and federal regulations are applicable to various businesses. Emphasis will be placed on modifications on practice procedures and policies that are influenced by major laws and regulations. Students will be exposed to the methods and resources needed to research various types of regulations. (1 hour weekly)

BMGT-116 Managing Business Data
3 Credits
Upon completion of this course, the student will develop practical methods for handling business and client data to ensure confidentiality and its security from loss. The student will be able to create and maintain business information in a database program. Methods for storing data to plan for its retrieval in a variety of ways (data mining) and to plan for disaster recovery will be covered. The student will learn strategies for training staff to properly handle all business data and client information (both electronic and paper) to ensure privacy and security. This course is appropriate for office managers with some familiarity and experience using computers. (3 hours weekly)

BMGT-117 Managing Successful Client Interactions
1 Credit
This course provides the bases for the Professional Office Manager to prepare office staff in the elements of customer service function. Skills will include establishing effective and efficient interpersonal relations with current potential clients. Functions such as initiating contact, providing clear information, determining level of client need and understanding, and incorporating office routines will be emphasized. Maintaining the service which are in alignment with legal regulations will be analyzed in light of the office goals. (1 hour weekly)
**BMGT-120 Small Business Management**  
3 Credits  
Students will have an understanding of the major problems they will face and the pitfalls they must avoid if success is to be assured in the management/ownership of a small business. The student will be able to identify those factors critical in making small business decisions. The student will be able to plan, organize and lead small business operations. The student will develop skills in analyzing management problems and controlling them. (3 hours weekly)

**BMGT-130 Principles of Marketing**  
3 Credits  
Through lectures, videos, class analysis and writing assignments on such topics as marketing research, segmentation, product pricing, distribution and promotion strategies and marketing in the international arena, students will learn to apply basic marketing principles. Students will analyze marketing strategies used by various companies--both successful and unsuccessful strategies. Prerequisite: BMGT-100. (3 hours weekly)

**BMGT-132 Sales and Sales Management**  
3 Credits  
This course deals with the various factors associated with selling and managing a sales force. The course will cover a range of topics including communications in selling, market research, persuasion, prospecting, and motivation and supervision of salespeople. Considerable class time will be devoted to written and verbal sales presentations. Classes will be conducted by lecture, case studies, role playing, and personal experience input by students. Where possible, films, videos, and guest lecturers will be utilized. (3 hours weekly)

**BMGT-133 Coaching for Performance in the Workplace**  
3 Credits  
In this course the student will learn and understand the basic theory and principles of coaching for performance improvement. This theory will include the history of coaching, the practicing coach in today's workplace, and the application of psychology in business coaching. In addition, the student will begin to develop some of the skills required to coach individuals in organizations for performance improvement. After successful completion of this course, the student will have worked on co-creating a coaching relationship and communicating effectively. This course will include case studies, role-playing and journaling. (3 hours weekly)

**BMGT-134 Coaching as a Tool for Effective Leadership**  
3 Credits (Interdisciplinary and Emerging Issues Core)  
In this course the student will learn how coaching is a philosophy and a set of behaviors impacting organizations and their leaders today. Students will be able to apply coaching behaviors to all types of leadership situations. Students will explore and analyze the relationship between leader/coach and employee/team member. Learning tools will include case studies, journaling, experiential learning and role play. (3 hours weekly)

**BMGT-135 Development of an Organizational Coaching Culture**  
3 Credits  
Coaching creates a performance focused, feedback enriched organization capable of creating and sustaining a competitive advantage. This is the business case for coaching. This course introduces the student to the principles of cultural change that lay the foundation around which a coaching culture is initiated. The student will learn what a coaching culture looks like in an organization and how to apply transformational coaching throughout an organization for the purpose of creating high performance in individuals, teams and the organization as a whole. (3 hours weekly)

**BMGT-136 Coaching Through Change and Transition**  
3 Credits  
In this course the student will learn how coaching functions as a powerful tool to move individuals and organizations through transition. The student will learn how the cultural changes, demanded in the business world today, drive the implementation of a coaching model. The student will be able to apply the coaching principles that underpin an organizational culture that is flexible, resilient and adaptable to change. The student will practice coaching techniques that move individuals successfully through life transitions. (3 hours weekly)

**BMGT-137 Supervisory Development**  
3 Credits  
Through this course, the student will develop the successful supervisory skills utilized in today's business, industry and government. Emphasis in BMGT-131 is on the understanding and demonstration of basic supervisory concepts as they relate to motivating individuals, maintaining group morale, building loyalty, and interpretation of attitude and supervisory/employee relations. Also, fundamental skill development will include activities in leadership, goal setting, decision making, individual and group communication, performance appraisal, time management, and assertiveness training. (3 hours weekly)

**BMGT-145 Principles of Management**  
3 Credits  
This course will enable the student to identify and describe the major functions of management which include planning, organizing, leading and controlling. The student will also participate in individual and group activities which will provide practice in exercising these functions. Within this framework, the student will be able to describe and apply the concepts of major contributors to the field of management such as Drucker, Taylor, Hertzberg, McGregor, Fayol, Maslow, Deming and Crosby. (3 hours weekly)

**BMGT-138 International Business Issues Seminar**  
1 Credit (Interdisciplinary and Emerging Issues Core)  
In this course, students will study five different regions of the world (Asia, Africa, Central/South America, Europe and North America), analyzing current political, social, economic, and trade issues in each of these areas. The class will meet for ten weeks, studying each geographic area for two weeks with the second week spent on a more in-depth study of one of the countries in each of the five regions of the world. Students will analyze and summarize articles to develop a political, economic, social, cultural and trade profile of that country. A seminar format will be used, with students working in pairs or threes to develop and present a seminar. There are two options for taking this course. The first is as a one-credit business course. The second is in conjunction with BMGT-100 for an honors designation. (Some screening will be done for the honors options.) (1 hour weekly)

**BMGT-146 Business Law I**  
3 Credits  
First in a series of two courses that survey the areas of law that are likely to affect modern business entities. After successful completion of this course, the student will be able to identify and analyze basic legal issues arising in criminal law, negligence, intentional torts, strict liability offenses, contract law, and sales. Business ethics, litigation, alternative dispute resolution techniques, and the historical aspects of the American legal system are also covered. Application of the Maryland common law will be emphasized throughout the course. (3 hours weekly)
BMGT-152 Business Law II  
3 Credits
Second in a series of two courses. After successful completion of this course the student will be able to identify and discuss basic legal issues arising in agency and employment law; formation, operation and dissolution of various types of business entities including corporations and partnerships; the law of property and bailments; and commercial paper. Various issues concerning government regulation of business may also be covered. Prerequisite: BMGT-151. (3 hours weekly)

BMGT-178 Business Writing  
1 Credit
After successful completion of this course, the student will be able to discriminate between examples of writing that have the qualities of an effective letter and those that do not. In addition, the student will learn effective writing strategies for the workplace.

BMGT-200 Managing for the Future  
3 Credits
This course addresses a growing interest on the part of those in management to develop a more efficient workplace, where new communication media and different management skills will need to be utilized. Demographics of a changing labor force and of a changing customer base will be analyzed. The implications for managers as a result of these changes will be explored. Various trends in collecting, analyzing and disseminating information on a domestic as well as a global environment will be analyzed. Prerequisite: BMGT-100 or BMGT-145. (3 hours weekly)

BMGT-201-202 Business Work Experience I and II  
3 or 4 Credits
See COOP-201-202 Cooperative Education Work Experience I and II.

BMGT-203 Business Ethics  
3 Credits
This course will study the status and elements of ethics within the modern business world and environment. The impact of governing bodies, the role of industry-imposed guidelines, the element of corporate social responsibility, and accepted standards of conduct will comprise some of the elements of this course. Students will learn to examine instances of ethical dilemma, select elements that influence ethical considerations, and determine appropriate ethical decision-making processes. (3 hours weekly)

BMGT-229 White Collar Crimes, Fraud and Abuse  
3 Credits
This course presents an informative and timely subject that affects business operations and organizations. Discussions will include the financial, cultural, and psychological climate of business fraud in today's world. Students will be able to identify three major categories of fraud committed on the job: asset misappropriation, corruption, and fraudulent statements. Students will analyze actual case studies involving the most widely used schemes and will be able to analyze complex factors, human and organizational, which allow companies to be victimized by "trusted" insiders. Practical techniques for preventing and detecting fraud will be included. (3 hours weekly)

BMGT-230 Principles of Advertising  
3 Credits
Students in this course will learn to apply the principles of advertising at an introductory level. The course will be conducted by lecture, class participation, and student involvement in projects. Movies, tapes, and guest speakers will be utilized when appropriate and available. This course covers advertising procedures and practices from early origins to multi-faceted campaigns conducted by advertising agencies and company-operated advertising departments. Included in the course will be such subjects as target marketing, media strategy, the use of various media in constructing an ad, and the laws affecting advertisers. Prerequisite: BMGT-100. (3 hours weekly)

BMGT-234 Principles and Practices of Life Coaching  
3 Credits
In this course the student will be introduced to the history and evolution of life coaching. The student will analyze the similarities and differences between the life coaching and the business coaching models. The basic life-coaching model will be discussed and skills and strategies that are a part of the model will be presented and practiced. (3 hours weekly)

BMGT-235 Co-Active Coaching  
3 Credits
In this course the student will learn the principles and components of co-active coaching. The student will learn to apply the unique practices and techniques of co-active coaching to a wide spectrum of clients including corporate executives, small business owners, artists and entrepreneurs. Learning tools will include skill-building exercises, case studies, journaling and role-play. (3 hours weekly)

BMGT-236 Establishing a Consulting/Coaching Practice  
3 Credits
In this course the student will learn all of the aspects of starting and operating a coaching business. Students will be introduced to marketing strategy and learn how to create a business plan for a start-up coaching practice. Learning tools will include sample business and marketing plans, case studies and the use of worksheets for setting rates and managing revenue. (3 hours weekly)

BMGT-240 Human Resource Management  
3 Credits
Management concepts are focused on the human element in business enterprises using lectures, videos, case studies and class discussions. Specific topics include employment, employee motivation, training, human relations, and employee representation. Techniques of supervision will be emphasized. (3 hours weekly)

BMGT-241 Project Management  
3 Credits
As a result of taking this course, the student will be able to estimate the time, manpower needs and equipment costs for the life cycle of a project. The student will be able to utilize various plan-relationships of the industry to the audience, advertisers, and government regulators. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly)

CARDIOVASCULAR TECHNOLOGY

CARD-101 Cardiovascular Assessments  
3 credits
Includes fundamental physical assessments and cardiovascular procedures including electrocardiogram, cardiac stress test, and ambulatory monitoring. The use and maintenance of equipment and identification of arrhythmias is emphasized. Students will develop a knowledge base and skills to perform basic cardiac assessments under supervision in a clinical laboratory and in the health care setting. Prerequisite: Admission into the Cardiovascular Technology Program, BIOL-204. (2 hours lecture, 3 hours lab)
CARD-103  Physical Principles of Medicine  
3 credits  
This course encompasses the physical principles and mathematical equations specifically applicable to the field of cardiovascular technology. The course includes studies in using mathematical formulas, chemistry and physics to evaluate the hemodynamics of the cardiovascular system. Prerequisite: PHYS-101 or equivalent and appropriate score on Math Placement exam or eligible to enroll in MATH-070. (3 hours weekly)

CARD-108  Advanced Anatomy and Pathophysiology  
3 credits  
This course is designed for students enrolled in the Cardiovascular Technology Program. It will provide an in-depth study of cardiovascular anatomy and pathophysiology, to include circulatory dynamics, cardiac output and control mechanisms. Also included will be pathophysiological mechanisms of embryology, congenital and acquired cardiovascular diseases. The information gained through this course will serve as the foundation upon which subsequent cardiovascular topics and themes will be built. Prerequisite: BIOL-106 or BIOL-204. (3 hours lecture)

CARD-115  X-Ray Theory  
1 Credit  
The student is introduced to techniques necessary to produce radiographs. This course includes discussion of the fundamentals of radiographic exposure, cine film processing, radiographic protection and x-ray theory. Prerequisite: CARD-101. (1 hour weekly)

CARD-175  Cross Cultural Health Comparison  
1 Credit (Interdisciplinary and Emerging Issues Core)  
During an intensive practicum in another culture students will observe, document, and evaluate health and health care practices in order to foster greater understanding of differences between the US health practices and those in the system of the culture they are visiting. Students will visit hospitals, clinics, homes, food markets and possibly a university to observe nursing, allied health and nutrition practices and programs.

CARD-201  Cardiovascular Pharmacology  
2 credits  
This course is designed to prepare the cardiovascular student to choose, handle and administer the numerous cardiovascular and related drugs utilized in invasive and noninvasive Cardiology. The general principles of pharmacology such as pharmacokinetics, dose calculations, routes of administration, substrates, side effects and adverse effects will be emphasized. Prerequisite: CARD-108 (2 hours weekly)

CARD-203  Medical Instrumentation  
2 credits  
This course is intended to introduce the student to the various types of medical instrumentation. The student will learn to prepare, calibrate, operate equipment and record and measure biologic and electric signals. Preventive maintenance, inspection, performance testing and trouble shooting are covered, with emphasis on electrical safety. Prerequisite: CARD-108. (1 hour lecture, 3 hours lab)

CARD-206  Diagnostic & Interventional Cardiovascular Procedures  
4 credits  
This course is planned for students currently employed in a cardiac catheterization laboratory. The theory and application of vascular access and angiographic procedures is presented. Students study the indications and contra-indications to diagnostic and interventional adult and pediatric cardiac catheterization and specific vascular imaging examinations. Emphasis will be placed on pressure wave form analysis and measurement, hemodynamic calculations, image enhancement procedures, proper operation of catheterization equipment and new technologies. (4 hours lecture)

CARD-207  Diagnostic and Interventional Procedures  
9 credits  
Students will work directly with patients to explain and perform procedures and to assess response to interventions. The course introduces the student to the practice of sterile technique, isolation procedures and emergency care procedures. The theory and application of vascular access and angiographic procedures is presented. Students study the indications and contra-indications to diagnostic and interventional adult and pediatric cardiac catheterization and specific vascular imaging examinations. Emphasis will be placed on pressure wave form analysis and measurement, hemodynamic calculations, image enhancement procedures, proper operation of catheterization equipment and new technologies. Prerequisites: CARD-101 and CARD-108. (4 hours lecture, 15 hours lab)

CARD-231  Applied Clinical Practicum  
3 credits  
Clinical experience in procedures performed in invasive cardiology. This includes using the equipment, performing tests, and giving patient care as it relates to the cardiovascular area. Advanced Cardiac Life Support (ACLS) certification is a required outcome of this course. Prerequisite: CARD-207. (12 hours lab weekly)

CARD-250  Advanced Interventional Radiology Procedures  
3 credits  
This course is for students currently employed in an Interventional Radiology setting. The anatomy and procedural aspects of performing vascular interventional studies of the head, trunk and extremities are examined. Patient preparation, imaging techniques and equipment selection are outlined. In the clinical setting students will apply theory. (2 hours lecture, 3 hours lab)

CARD-251  Advanced Interventional Procedures  
5 credits  
The student will observe and assist the physician in performing intravascular interventional radiological operative procedures. The student will develop competency in performing interventional radiological procedures for adults and children. Theory support will include an in-depth review of the anatomy and physiology of the circulatory, neurologic, respiratory, genitourinary, hepatobiliary, lymphatic and gastrointestinal system. Prerequisite: CARD-207. (2 hours lecture, 9 hours lab)

CARD-261  Clinical Internship  
4 credits  
Practicum in a clinical setting. Student will refine clinical skills by active participation in a cardiovascular department. Opportunity will also be provided for observation in alternative sites for technologists in the field. On campus seminar session includes opportunity for case study presentations relative to the field of invasive cardiovascular technology. Corequisite: CARD-251. (24 hours lab weekly)

CHEMISTRY

CHEM-101  General Inorganic Chemistry I  
4 Credits (Science Core)  
Designed mainly for science majors and pre-professional students, this course will enable the student to solve problems and answer ques-
tions involving mole concept, gas laws and kinetic theory, stoichiometry and chemical equations, solutions, and atomic structure and electronic arrangement. Independent lab experiments will provide students with data they can appraise, use, and interpret to identify properties and/or unknown chemical substances. Prerequisite: Eligible to enroll in MATH-070. (3 hours lecture, 3 hours lab)

**CHEM-102 General Inorganic Chemistry II**
4 Credits (Science Core)
This course, designed mainly for science majors and pre-professional students, will enable students to solve problems involving chemical thermodynamics, chemical equilibrium, ionic and heterogeneous equilibria in aqueous solutions, electrochemistry, and reaction rates. Independent lab experiments will provide students with data that they can appraise, use, and interpret to identify unknowns in qualitative and quantitative analysis. Prerequisite: CHEM-101. (3 hours lecture, 3 hours lab)

**CHEM-103 Fundamentals of General Chemistry**
4 Credits (Science Core)
This one semester course is designed mainly for students who are interested in the allied health field. This course will provide the student with an introduction to inorganic chemistry and general chemical principles. The student will be able to answer questions and solve problems involving measurement, atomic structure, chemical bonding, molecular structure, chemical reactions, stoichiometry, gas laws, solutions, kinetics, equilibrium and nuclear reactions. Laboratory experiments will provide the student with opportunities to collect and analyze data and identify unknown chemical substances from their properties. Prerequisite: Eligible to enroll in MATH-070. (3 hours lecture, 3 hours lab)

**CHEM-104 Fundamentals of Organic and Biochemistry**
4 Credits
This one-semester course is designed mainly for pre-professional science students who are interested in the allied health field. This course will provide the student with an introduction to organic and biochemistry. The student will be able to answer questions and solve problems involving nomenclature, physical properties, and the synthesis of aliphatic compounds such as alkanes, alcohols, carboxylic acids, aldehydes and ketones. The major organic biomolecules such as lipids, proteins and carbohydrates, including their function in cells and tissues, will be studied. The laboratory component will develop skills necessary to synthesize and analyze organic compounds. Prerequisite: CHEM-101 or CHEM-103. (3 hours lecture, 3 hours lab)

**CHEM-105 Chemistry and Society**
3 Credits (Science Core)
After successful completion of this course, the student will have an understanding of basic chemical concepts and knowledge of the benefits of chemical technology to the consumer. The student will also understand the complexity of the major environmental problems plaguing our nation and the planet. Co-requisite: CHEM-115. (3 hours weekly)

**CHEM-115 Chemistry and Society Lab 1 credit (Science Core)**
After successful completion of this laboratory, students will have an understanding of the metric system, basic laboratory measurements and instruments. Students will investigate methods of recycling, separation, synthesis and chemical analysis using samples of common household substances. Students will analyze labels and claims from a consumer’s point of view. Pre- or co-requisite: CHEM-105. (3 hours lab)

**CHEM-201 Organic Chemistry I**
4 Credits (Science Core)
Chemistry 201, a course designed mainly for science majors and pre-professional students, will enable the student to answer questions and solve problems involving nomenclature, physical properties and synthesis of aliphatic compounds, such as alkanes, alcohols, carboxylic acids, aldehydes and ketones. In the lab program, the student will acquire skills in laboratory techniques, prepare organic compounds, study their properties, and interpret data collected to identify unknowns. Prerequisite: CHEM-101. (3 hours lecture, 3 hours lab)

**CHEM-202 Organic Chemistry II**
4 Credits (Science Core)
A course designed mainly for science majors and pre-professional students, Chemistry 202 will enable the student to answer questions and solve problems involving aromatic compounds and their derivatives, carbohydrates, amino acids, and fats. In the lab program, the student will acquire skills in laboratory techniques, prepare organic compounds, study their properties, and interpret data collected to identify unknowns. Prerequisite: CHEM-201. (3 hours lecture, 3 hours lab)

**CHEM-290H Chemistry Research - Honors**
3 Credits
Chemistry Research is an honors course which provides students with an opportunity to engage in chemical research. The goal of this course is to develop chemical research skills. The instructor will work closely with students as they choose, develop, and carry out a research project. Students will learn how to use state-of-the-art research equipment that can be applied to their own research project. The instructor will provide assistance with the learning of laboratory techniques, statistical methods, library research, computer-assisted data analysis, and research paper writing. Prerequisite: A or B in CHEM-101 and consent of instructor. (3 hours weekly)

**CHINESE**

**CHNS-101 Elementary Mandarin Chinese I**
4 Credits (Humanities Core)
In this introductory four-credit course students learn to listen, speak, write and read at a beginning level. Students will become familiar with simple Chinese characters and the sound system of Chinese (including accent and tone). They will develop a basic working vocabulary and learn simple grammatical concepts. Upon completion of this elementary Chinese course, students will be able to hold a simple conversation about everyday situations. Finally, students will expand their knowledge of Chinese culture and civilization. This course is self-instructional/tutor assisted. (4 hours weekly)

**CHNS-102 Elementary Mandarin Chinese II**
4 Credits (Humanities Core)
In CHNS-102, students review Chinese characters isolated/connected forms; continue to create simple sentences using gender, plurals, pronouns, possession, verb forms, past and present tense, geographic place names, and the counting system through the introduction of meaningful vocabulary. Students will increase their proficiency in Chinese script and sound system, widen their working vocabulary, learn key grammatical points, practice conversation and expand their knowledge of Chinese culture. (4 hours weekly)

**CHNS-201 Intermediate Mandarin Chinese I**
4 Credits (Humanities Core)
In CHNS-201, students study Chinese characters isolated/connected forms; continue to create simple sentences using gender, plurals, pronouns, possession, verb forms, past and present tense, geographic place names, and the counting system through the introduction of meaningful vocabulary. Students will increase their proficiency in Chinese script and sound system, widen their working vocabulary, learn key grammatical points, practice conversation and expand their knowledge of Chinese culture. (4 hours weekly)
develop the ability to read and understand sentence-level text, explore Chinese verb roots, study additional tense, present, and future tenses, practice dialogue exercises, increase their working vocabulary, and learn more in-depth grammar. Students will continue to increase their proficiency in the Chinese script and sound system, study more grammatical concepts, practice their reading, and expand their knowledge of Chinese culture. (4 hours weekly)

CHNS-202 Intermediate Mandarin Chinese II
4 Credits (Humanities Core)
In this second intermediate level course, students will be exposed to more higher-level text and develop a better comprehension of bilateral and weak verb forms. Students will practice more conversational exchanges and greatly expand their working vocabulary. This course is the last in a series of four basic/intermediate offerings. (4 hours weekly)

CISCO

CSCO-270 Cisco Network Technology
3 Credits
This course emphasizes the physical, datalink, and network layers of Local Area Networks (LANs) and Wide Area Networks (WANs). Topics include: network components employed in bus, ring, and star topologies; coaxial, twisted pair, and fiber optic transmission media; transmission standards and multiple protocol interfacing. Labs will include hands-on configuration of repeaters, bridges, routers, and gateways in client-server and peer-to-peer environments. SNMP network management tools will be used to configure, optimize, and troubleshoot stand-alone and internetworked systems. Prerequisite: CMSY-106. (2 hours lecture, 3 hours lab)

CSCO-271 Cisco Internetwork Technology
3 Credits
This course covers basic internetworking principles and configuration of routers for multiprotocol networks. Students will have hands-on experience in loading internet operating system, configuration and image files of routers. Students will also have hands-on experience in basic Cisco commands and configure Cisco routers for internetworking that uses LAN and WAN interfaces. This course will help you prepare for exams associated with CCNA (Cisco Certified Network Associate) certification. Prerequisite: CSCO-270. (2 hours lecture, 3 hours lab)

CSCO-272 Cisco LAN/WAN Technology
3 Credits
This course covers Wide Area Networking concepts, components, services, connectivity options and protocols. Students will have hands-on experience in connecting, configuring, managing complex internetwork using routers. Students will become familiar with Cisco diagnostic tools and commands to manage the internetwork efficiently. This course will help to prepare for exams associated with CCNA (Cisco Certified Network Associate) certification. Prerequisite: CSCO-271. (2 hours lecture, 3 hours lab)

CSCO-650 Building Scalable Cisco Networks
3 Credits
This course focuses on advanced routing using Cisco routers connected in local-area networks (LANs) and wide-area networks (WANs) typically found at medium to large network sites. Upon completion of this course, the student will be able to select and implement the appropriate Cisco IOS services required to build a scalable routed network. This course will help the student prepare for exams associated with CCNP (Cisco Certified Network Professional) certification (640-503). Prerequisite: CSCO-272 or CCNA certification. (2 hours lecture, 3 hours lab)

CSCO-660 Building Cisco Remote Access Networks
3 Credits
This course teaches students how to build a remote access network to interconnect central sites to branch offices and home office/telecommuters. Once the network is built, the course further shows students how to control access to the central site, as well as maximize bandwidth utilization over the remote links. This course prepares students to pass one of the CCNP certification, exams number 640-505. Prerequisite: CSCO-272 or CCNA certification. (2 hours lecture and 3 hours lab)

CSCO-670 Building Cisco Multilayer Switched Networks
3 Credits
The purpose of Building Cisco Multilayer Switched Networks (BCMSN) is to teach students how to build campus networks using multilayer switching technologies over high speed Ethernet. This course presents routing and switching concepts and implementations. This course addresses how these technologies work together. This course prepares students to pass one of the CCNP certification, exam number 640-504. Prerequisite: CSCO-272 or CCNA certification. (2 hours lecture and 3 hours lab)

CSCO-680 Cisco Internetwork Troubleshooting
3 Credits
This course teaches students how to baseline and troubleshoot an environment using Cisco routers and switches for multiprotocol client hosts and servers connected with the following: Ethernet, Fast Ethernet, Token Ring LANs, Serial, Frame Relay, and ISDN BRI WANs. This course prepares students to pass one of the CCNP certification, exam number 640-506. Prerequisite: CSCO-650, CSCO-660 and CSCO-670. (2 hours lecture and 3 hours lab)

CSCO-690 Fundamentals of Wireless LANs
3 Credits
Upon completion of this course, the student will apply the principles of wireless data communications, protocols, and standards related to Wireless Local Area Networking (WLAN). Topics include: RF Transmission, propagation, WLAN frequency bands, characteristics and uses of wireless network devices, compare and contrast with standard “wired” network device and WLAN implementations. Students will have hands-on experience in building, configuring, securing, and troubleshooting basic and extended WLANs. Students will be qualified to administer and support different brands of wireless LAN hardware. This course prepares students to sit for Cisco Wireless LAN Specialist (WLANFE) and/or Cisco Wireless LAN Design Specialist (WLANSE) certifications. Prerequisite: CSCO-270. (2 hours lecture, 3 hours lab)

CSCO-695 Cisco Secure PIX Firewall Advanced Configuration
3 Credits
This course will teach students to design and implement security solutions that will reduce the risk of revenue loss and vulnerability. Particular emphasis on the following topics: security policy design and management, security technologies, products and solutions, firewall and secure router design, installation, configuration and maintenance, AAA implementation using routers and firewalls. This course will prepare students to take two certifications: Securing Cisco IOS Networks (SECUR), and Cisco Secure PIX Firewall Advanced (CSPFA). This course includes all the objectives of Cisco Fundamentals of Network Security curriculum. These exams will also count toward the CCSP (Cisco Certified Security Professional) certification. Prerequisite: CSCO-272 or CCNA Certification. (2 hours lecture and 3 hours lab)
COMPUTER-AIDED DESIGN

CADD-100 Principles of Drafting  
3 Credits
The objective of this course is to introduce the student to the language of graphics used in engineering and technology. The student will acquire an understanding of orthographic projections, sections, conventions, threads and fasteners, pictorial drawings, auxiliaries and revolutions. Mechanical assembly and detail drawings, architectural plans and elevations and elements of electrical/electronic and printed circuit drawings are discussed and illustrated. Other topics covered are lettering, scaling, dimensions, holes, fillets, rounds fasteners, fittings and title block specifications. Students use drawing instruments, such as the triangle, ruler and compass and do some free-hand sketching. (2 hours lecture, 2 hours lab)

CADD-101 Introduction to Computer-Aided Drafting and Design  
3 Credits
This course introduces the student to the CAD system. The student will receive “hands-on” training and will develop the techniques that are essential in today’s job market. The student will learn how to adapt basic technical drafting techniques to computer generated drawings of the various drafting disciplines. (2 hours lecture, 2 hours lab)

CADD-103 Intermediate CAD  
3 Credits
The student will learn how to adapt the principles of descriptive geometry when applied to “real-world” applications, involving using the CADD system to create Isometric and 3-D drawings. The student will have the opportunity to work on drawings used in various technical fields, such as mechanical engineering, architecture and electronics. The student will learn current production techniques to automate the drawing process and how to develop intelligent technical documents. Prerequisite: CADD-101. (2 hours lecture, 2 hours lab)

CADD-104 Advanced CAD  
3 Credits
The student will learn the programming methods and techniques required to develop an applications package for the CADD system. The students will learn the CADD system’s file structure and how to manipulate its database. The students will learn how to create customized menus and macro programming applications and techniques. Prerequisite: CADD-103. (2 hours lecture, 2 hours lab)

CADD-105 CAD Projects and Presentations  
3 Credits
In this course, the student will combine all the skills and techniques of the previous courses to plan and develop a project. The student will learn current production accounting techniques while developing the project. The student will experience the cost factors that directly affect a project. The student will learn the various presentation techniques using computer graphics to enhance the project. Prerequisite: Eligible to enroll in ENGL-121; CADD-104. (2 hours lecture, 2 hours lab)

CADD-106 CAD Systems  
3 Credits
Prior to taking this course, the student would have acquired an in-depth knowledge and be well-versed in at least one CAD system used in industry. This course is intended to broaden the student’s knowledge in other popular CAD packages by studying similarities and differences of the various commands and techniques. The student will experience the problems of translating between various CADD systems. The objective of this course is to prepare the student to adapt in an industrial environment quickly and easily to any of the most widely used CAD systems. Prerequisite: CADD-105. (2 hours lecture, 2 hours lab)

CADD-107 Three-dimension Modeling and Animation  
3 Credits
This course is to introduce the student to the concepts of 2D/3D computer animation. The student will develop and apply traditional animation techniques using computer software. The applications of computer animation will include engineering, visualization, advertising, and multimedia. NOTE: Also listed as MASS-107. (2 hours lecture, 2 hours lab)

COMPUTER FORENSICS

CFOR-101 Computer Forensics I  
3 Semester Hours
This course focuses on the emerging role of the computer forensics examiner, forensic evidence preservation and introduces students to computer forensic tools. This course provides a comparative study of information technology, evidence analysis, chain of custody, and data retrieval from computer hardware and software applications. Students will have hands-on laboratory experience using various computer forensic tools, evidence preservation techniques and documentation. (2 hours lecture, 2 hours lab)

CFOR-200 Computer Forensics II  
3 Semester Hours
This course is designed to cover advanced concepts in computer forensic analysis, and the development of investigative thinking and awareness. This course covers basic criminal law concepts, related national electronic laws, and sources of electronic information as it applies to computer forensics. Study of data hiding techniques, encryption and password recovery will also be covered. Students will have hands-on laboratory experience using various computer forensic tools, evidence gathering and documentation techniques. Prerequisite: CFOR-101. (2 hours lecture, 2 hours lab)

CFOR-210 Computer Forensics III  
3 Semester Hours
This course covers topics related to advanced concepts in computer forensics and cross validating electronic case data analysis using popular software tools recognized in the computer forensics field. Students will examine electronic communications laws related to PDA’s, cell phones and laptop devices. Students will examine how PDA’s, cell phones and laptop devices operate, store electronic data, and will become familiar with the major manufacturers of these electronic storage devices. Students will develop basic computer forensic interview techniques and skills. Students will have hands-on laboratory experience using various computer forensic tools and prepare evidence. Prerequisite: CFOR-200. (2 hours lecture, 2 hours lab)

CFOR-250 Computer Network Forensic Technology  
3 Semester Hours
This course will cover computer forensics examination process in a network environment. The OSI model, TCP/IP model and IP addressing will be discussed and the relationship and how these layered approaches relate to the computer forensics examination process. Students will determine how various network devices such as servers, hubs, switches and routers create log files that can be used for forensic examination. Students will examine various log files, port scans, and packet sniffers, etc., from network devices for computer forensic analysis. Students will have hands-on experience with actual computer networks in the lab using various forensic tools and devices. Prerequisite: CFOR-210. (2 hours lecture, 2 hours lab)
COMPUTER SYSTEMS

CMSY-101 Beginning Spreadsheets
1 Credit
After successful completion of this course, the student will be able to use features of Excel that include functions and formulas, formatting, charts, and lists. This course may be completed in fewer than 14 weeks and may be started at any time during the school year. All of the work (except tests) may be done outside of class if student has compatible software.

CMSY-102 Beginning Word Processing
1 Credit
After successful completion of this course, the student will be able to use features of Word that include formatting, headers and footers, editing, and find and replace. This course may be completed in fewer than 14 weeks and may be started at any time during the school year. All of the work (except tests) may be done outside of class if student has compatible software. Prerequisite: Keyboarding skills.

CMSY-103 Beginning Databases
1 Credit
After successful completion of this course, the student will be able to use beginning features of Access that include tables, queries and multiple table queries, forms, and reports. This course may be completed in fewer than 14 weeks and may be started at any time during the school year. All of the work may be done outside of class (except tests) if student has compatible software.

CMSY-104 Advanced Word Processing
1 Credit
After successful completion of this course, the student will be able to use advanced features of Word that include graphics, forms, merge, tables, sorting, styles and macros. This course may be completed in fewer than 14 weeks and may be started at any time during the school year. All of the work for the course (except tests) may be done outside of class if student has compatible software. Prerequisite: CMSY-102.

CMSY-105 Personal Computer Systems Repair I
3 Credits
Upon completion of this course, the student will be able to use features of Excel that include functions and formulas, formatting, charts, and lists. This course may be completed in fewer than 14 weeks and may be started at any time during the school year. All of the work (except tests) may be done outside of class if student has compatible software.

CMSY-106 Personal Computer Systems Repair II
3 Credits
Upon completion of this course, the student will be able to use advanced features of Excel that include tables, queries and multiple table queries, forms, and reports. Skills covered include creating PivotTables, use custom and advanced filters, and audit worksheets. This course may be completed in fewer than 14 weeks and may be started at any time during the school year. All of the work (except tests) may be done outside of class if student has compatible software. Prerequisite: CMSY-106.

CMSY-107 Advanced Databases
1 Credit
After successful completion of this course, the student will be able to use Access to manage databases objects, create databases objects, and maintain relational databases. This course may be completed in fewer than 14 weeks and may be started at any time during the school year. All of the work (except tests) may be done outside of class if student has compatible software. Prerequisite: CMSY-105.

CMSY-108 Powerpoint
1 Credit
After successful completion of this course, the student will be able to design and prepare PowerPoint presentations using slide view, outline view, clip art, charts, drawing tools, and templates. This course may be completed in fewer than 14 weeks and may be started at any time during the school year. All of the work for this course (except tests) may be done outside of class if student has compatible software.

CMSY-110 Software Applications for Micros
3 Credits (Interdisciplinary and Emerging Issues Core)
After successful completion of this course, the student will be able to use word processing, spreadsheet, database, and presentation graphic software. This course is designed for the beginning student and does not include advanced concepts. Keyboarding skills are strongly recommended. (2 hours lecture, 2 hours lab)

CMSY-111 Structured Logic and Program Design
3 Credits
Upon completion of this course, students will have acquired the skills needed to design and document structured solutions to various programming applications. A variety of problem
solving tools will be introduced, as will data representation, documentation techniques and the use of various editors. Prerequisite: Eligible to enroll in ENGL-121 and MATH-061.

**CMSY-123 Microsoft Office Publisher 1 Credit**
After successful completion of this course, the student will be able to use Microsoft Office Publisher to create a publication, format text, work with art, enhance a publication, work with multiple pages, use advanced features, and create Web documents. This course may be completed in fewer than 14 weeks and may be started at any time during the school year. All of the work (except tests) may be done outside of class if student has compatible software. Prerequisite: CMSY-104.

**CMSY-125 Microsoft FrontPage 1 Credit**
After successful completion of this course, the student will be able to use Microsoft FrontPage to create a Web site, customize the appearance of a Web site, create and maintain hyperlinks, work with pictures, create tables and frames, and publish a Web site. This course may be completed in fewer than 14 weeks and may be started at any time during the school year. All of the work (except tests) may be done outside of class if student has compatible software.

**CMSY-126 Introduction to Internet 1 Credit (Interdisciplinary and Emerging Issues Core)**
After successful completion of this course, the student will be able to use the Internet to perform simple searches, use e-mail features and post to newsgroups. Familiarity with a computer and file management skills are strongly recommended before enrolling in this course. This course may be completed in fewer than 14 weeks and may be started at any time during the school year. All of the work for this course (except the one test) may be done outside of class. Credit will only be granted for one of the following: CMSY-126 or CMSY-129.

**CMSY-127 Microsoft Outlook 1 Credit**
After successful completion of this course, the student will be able to use Microsoft Outlook to send and receive e-mails, organize schedules and events, and maintain contact lists, to-do lists, and notes. This course may be completed in fewer than 14 weeks and may be started at any time during the school year. All of the work (except tests) may be done outside of class if student has the complete version of Microsoft Outlook (Not Outlook Web Access).

**CMSY-128 Introduction to HTML 1 Credit**
After successful completion of this course, the student will be able to create a Web page using HTML, control the format of the page, and add graphics to the page. Additional topics covered are ordered and unordered lists, forms, and tables. This course may be completed in fewer than 14 weeks and may be started at any time during the school year. All of the work (except tests) may be done outside of class if student has compatible software.

**CMSY-129 Principles of the Internet 3 Credits (Interdisciplinary and Emerging Issues Core)**
The Internet provides worldwide communication capability and access to a vast amount of information. But it is also a source of misinformation and attacks on computers. In this course students learn about popular Internet tools and applications as well as the underlying technologies. Students also develop critical thinking skills for evaluating information on the Internet and for identifying and protecting their computers and information from security threats, hoaxes, and scams. The class also introduces e-commerce, including legal issues regarding intellectual property. Students also learn how to create web pages with HTML. Familiarity with a computer, file management skills, and touch typing are strongly recommended for success in this class. (3 hours weekly) Credit will only be granted for one of the following: CMSY-126 or CMSY-129.

**CMSY-132 Introduction to Windows 1 Credit**
After successful completion of this course, the student will be able to understand and use Windows. Emphasis is on managing folders and files and customizing the desktop. This course may be completed in fewer than 14 weeks by attending class more hours per week. This class may be started at any time during the school year. All of the work for this class (except tests) may be done outside of class if the student has Windows. Prerequisite: Familiarity with a computer is strongly recommended.

**CMSY-133 Avatars and Virtual Worlds 3 credits**
This course examines and tests the changing technologies on the web. Students will explore three-dimensional worlds on the internet including panoramic sites, VRML, MOOs, and gaming sites. Students will explore online communities and work with file sharing utilities. Prerequisite: CMSY-126 or CMSY-129.

**CMSY-134 Introduction to Operating Systems 1 Credit**
After successful completion of this course, the student will be able to define and explain the purpose of basic MS-DOS Command Line and Windows. In addition, students will be able to demonstrate proficiency in file management concepts in both MS-DOS and Windows. This course is designed to meet the needs of students who want to work toward A+ certification. This course may be completed in fewer than 14 weeks and may be started at any time during the school year. All of the work for this course (except tests) may be done outside of class if the student has the appropriate operating systems.

**CMSY-136 Integrated Software Applications 1 Credit**
After successful completion of this course, the student will be able to use the integration features of Microsoft Office to copy, paste, link, and embed files from one program to another using Word, Excel, Access, and PowerPoint. Basic through advanced integration skills are covered. This course may be completed in fewer than 14 weeks and may be started at any time during the school year. All of the work may be done outside of class if student has compatible software. Prerequisites: CMSY-101, CMSY-103, CMSY-104, CMSY-116, and CMSY-126.

**CMSY-137 Doing Research on the Internet 3 credits**
This course examines research tools for the internet in depth. Students will use and compare search engines, directories, specialized databases, virtual libraries and catalogs, FTP archives, in-depth company information, e-mail, phone and map information, and usenet and discussion lists. Prerequisite: CMSY-126 or CMSY-129.

**CMSY-138 Information Systems and Computer Applications 3 credits**
This course focuses on knowledge and basic concepts of computers and their applications. Students will study concepts and techniques applicable to a computer hardware and its functions, computer software, system development life cycles, computer programming, data management, telecommunications, organizational and user support systems, information processing management, and social and ethical issues.
CMSY-139  Doing Business on the Internet  
3 credits
This course is designed for students in the business curriculum and individuals who are currently working in the business arena. This course will expose the student to a variety of internet based applications that will benefit any business. The course will cover topics such as electronic commerce, paperless publications, international outreach, collaborative software, research and video conferencing. Prerequisite: CMSY-126 or CMSY-129.

CMSY-141  Computer Science I  
4 Credits
This course provides an introduction to the C++ programming methodology—from algorithm development and documentation to object-oriented programming. Upon successful completion, students will be able to write programs of moderate complexity and length which include standard data types, control structures, user written and library functions, arrays, structures, recursion, stream I/O, and simple classes and objects. Pre- or co-requisite: MATH-140 and eligible to enroll in ENGL-121. (3 hours lecture, 2 hours lab)

CMSY-142  Operating System Fundamentals I  
1 Credit
After successful completion of this course, the student will be able to identify and use the functions, structure, and major system files of operating systems. This will include procedures for creating, reviewing, and managing files, directories, and disks. This course is designed to meet the needs of students who want to work toward A+ certification. This course may be completed in fewer than 14 weeks and may be started at any time during the school year. All of the work for this course (except tests) may be done outside of class if the student has the appropriate operating systems. Prerequisite: CMSY-134.

CMSY-143  Operating System Fundamentals II  
1 Credit
After successful completion of this course, the student will be able to explain how to support hard drives, manage memory, maintain, and troubleshoot Windows. This course is designed to meet the needs of students who want to work toward A+ certification. This course may be completed in fewer than 14 weeks and may be started at any time during the school year. All of the work for this course (except tests) may be done outside of class if the student has the appropriate operating systems. Prerequisite: CMSY-134.

CMSY-144  Introduction to Electronic Commerce  
3 Credits
This course is a continuation of CMSY-139, Doing Business on the Internet, and explores basic differences between traditional and web-based commerce, and how to build and manage an online community. Students will build an online business plan and then market their online community, making decisions about delivering content and choosing tools, promoting products, and evaluating web analysis tools. Prerequisite: CMSY-129 OR (CMSY-126 and CMSY-139). (3 hours weekly)

CMSY-145  Internet Security and Risk Management  
3 Credits
Students will learn about ways of protecting an e-business against unique risks and exposures, will explore insurance coverages (and their exclusions) that are specific to electronic business, and steps business managers should take to manage risks. This course examines ways in which technological advances in computer and operating systems have placed data, as a tangible asset, at risk. This course is an overview of internet security and risk management issues. It is not designed to train students to be security experts or to implement security systems. Prerequisite: (CMSY-126 and CMSY-139) OR CMSY-129. (3 hours weekly)

CMSY-146  Building an Online Store  
3 Credits
This course will demonstrate how to organize inventory, display it on web pages, and use the common shopping cart metaphor to sell products online. Students taking this course should be familiar with the internet, have some exposure to electronic shopping, and be willing to learn the basics of HTML page design. Students will apply skills learned in CMSY-144 to develop a basic electronic commerce website for a fictitious company. Prerequisite: CMSY-139 and CMSY-144. (3 hours weekly)

CMSY-147  Introduction to Web Site Authoring  
3 Credits
This course introduces students to software for creating web sites, including GUI HTML programs, web image creation software, and multimedia creation for the web. It also introduces principles of web site design. Familiarity with a computer and file management skills are strongly recommended before enrolling in this course. (3 hours weekly)

CMSY-148  Advanced HTML  
3 Credits
This course presents in-depth coverage of HTML and XHTML. Students will learn the structure and syntax of HTML, including cascading style sheets, dynamic Web pages using JavaScript and DHTML, and the creation and use of XML documents. The course also reviews formatting text, incorporating graphics, adding interactive forms, creating tables, advanced Web page structuring, and Web page design. Familiarity with basic HTML is assumed. Prerequisite: CMSY-128 or CMSY-129. (3 hours weekly)

CMSY-151  Principles of Internet II (Professional)  
3 Credits
This course covers skills and knowledge required for entry-level careers working with the Internet. Students who successfully complete the class will gain a knowledge of internet client applications, Web programming and development, computer networking infrastructure of the Internet, Internet security and e-commerce technology and business concepts. This knowledge is tested in the CompTIA i-Net+ certification exam. Prerequisite: CMSY-129. (3 hours weekly)

CMSY-152  JavaScript  
1 Credit
This course is an introduction to computer programming using JavaScript. It will present intermediate topics needed to create, design, write, test, debug and document programs to run on client machines with JavaScript. This course is designed to teach the JavaScript used in DHTML and to teach computer programming skills that can be used in learning other programming languages, especially those that work with HTML. Prerequisite: CMSY-148 OR [(CMSY-141 or CMSY-190) AND (CMSY-128 or CMSY-129)] (1 hour weekly.)

CMSY-153  Introduction to Flash  
3 Credits
This course will provide students with the skills to design and develop interactive computer materials for web sites, education and business training, and other multimedia projects using Macromedia Flash MX. Students will master the basics of drawing and creating animations. Then students will learn how to add buttons and sounds, manage assets using the library, organize projects in scenes, and apply basic ActionScript statements. Finally, students will learn how to use bitmaps, gradients, and publish
movies with Flash. Familiarity and experience with the World Wide Web is assumed. Computer file management skills and introductory HTML skills are needed for success in this class. (3 Hours Weekly)

**CMSY-162 Introduction to Network Security Systems**
*3 Credits*

This introduction to security systems will give students a solid foundation for understanding different security technologies and how they function. Upon completion of this course, students will be able to recognize the different technologies associated with network security. They will also be able to design a basic network with the proper network security structures in place. This course is designed with the entry-level computer operator in mind, therefore, minimal experience will be required. It is recommended that students have a background in computer administration. This course prepares students for CompTIA's Security & Exam. (2 hours lecture, 2 hours lab)

**CMSY-163 Introduction to Firewalls and Internet Security**
*3 Credits*

This course is designed to give students experience with firewall hardware and software. Different firewall systems will be illustrated, and students will be given the opportunity to install and configure them. No course prerequisites. The course is designed with a computer administrator operator in mind, therefore, some experience will be necessary. CMSY-162 or a fairly extensive background in computer administration is recommended. A computer professional with an MCSE or equivalent would have adequate background knowledge. (2 hours lecture, 2 hours lab)

**CMSY-164 Introduction to Intrusion Detection Systems**
*3 Credits*

From this introduction to intrusion detection systems, students will develop a solid foundation for understanding IDS and how they function. Students will have hands-on experience with implementing and configuring IDS in a network infrastructure. This course is designed with a computer administrator operator in mind; a computer professional with an MCSE or equivalent would have adequate background. Prerequisites: Completion of CMSY-162 or CMSY-163 or possess a fairly extensive background in computer administration. (2 hours lecture, 2 hours lab)

**CMSY-171 Computer Science II**
*4 Credits*

This course provides data structure implementation in C++ including dynamic arrays, linked lists, binary trees, and various search algorithms. Advanced object-oriented programming concepts and development will also be covered, including composite classes and inheritance, operator and function overloading, encapsulation and polymorphism. Prerequisite: CMSY-141. (3 hours lecture, 2 hours lab)

**CMSY-175 ColdFusion**
*3 Credits*

This course shows students how to use the ColdFusion tags and other syntax to create data-driven, dynamic Web sites for such applications as e-commerce and government data-driven Web sites. Prerequisite: (CMSY-128 or CMSY-129) AND (CMSY-103 or CMSY-110). (3 hours weekly)

**CMSY-178 Introduction to Database Application Development**
*3 credits*

This course is designed to give students the knowledge and experience to be proficient database developers. The student will learn the fundamentals of relational databases and the kinds of applications that are suited to them. Project management for database application design and development will be emphasized. Students will learn to create and use database objects according to project requirements. The student will use Microsoft Access 2000 and Visual Basic for Applications (VBA). Prerequisite: CMSY-110. (3 hours lecture, 1 hour lab)

**CMSY-181 Introduction to C++ Programming**
*4 Credits*

This course provides an introduction to the C++ programming methodology—from algorithm development and documentation to object-oriented programming. Upon successful completion, students will be able to write programs of moderate complexity and length which include standard data types, control structures, user written and library functions, arrays, structures, recursion, stream I/O, and simple classes and objects. Prerequisite: CMSY-121 or CMSY-190 or CMSY-220. (3 hours lecture, 2 hours lab)

**CMSY-190 Introduction to Visual Basic.NET**
*3 Credits*

Upon completion of this course, students will have acquired the skills needed to design, write, test, debug and document programs using Visual Basic. Topics covered will include: basic instructions to include looping and array processing, VB controls and their properties and events, customized menus and simple file manipulation. Prerequisite: Eligible to enroll in ENGL-121 and MATH-061. (2 hours lecture, 2 hours lab)

**CMSY-195 Intermediate Visual Basic.NET**
*3 Credits*

Upon completion of this course, students will be able to incorporate intermediate coding techniques and powerful graphical controls into their Visual Basic projects. Major topics include: programming a database; mouse events, keyboard events and trappable errors; grid controls; object variables and collections; the Multiple Document Interface (MDI); and an introduction to the Windows environment. Prerequisite: CMSY-190. (2 hours lecture, 2 hours lab)

**CMSY-199 Introduction to Java**
*3 Credits*

Upon completion of this course, students will be able to demonstrate an understanding of the Java programming language and skills in the development and use of Java applets and applications using the Java Development Kit (JDK). Prerequisite: CMSY-141 or CMSY-181 or CMSY-190. (2 hours lecture, 2 hours lab)

**CMSY-201-202 Computer Systems Work Experience I and II**
*3 or 4 Credits*

See COOP-201-202 Cooperative Education Work Experience I and II.

**CMSY-203 Introduction to PHP**
*3 Credits*

PHP is an open source server-side scripting language used to create dynamic, data-driven Web sites for such applications as web-based content management and display systems. It performs many of the same functions as ASP and ColdFusion. In this course students will learn how to use several features of this scripting language. Students will write scripting code within the class and in assignments outside of class. Prerequisite: (CMSY-128 or CMSY-129) AND (CMSY-103 or CMSY-110). (3 hours weekly)

**CMSY-205 Advanced JavaScript**
*3 Credits*

This course provides comprehensive instruction in JavaScript. It will present both intermediate and advanced topics needed to create, design, write, test, debug and document programs to run on client machines with JavaScript. Prereq-
CMSY-217 Intermediate Java
3 Semester Hours
This intermediate Java course covers some topics from Introduction to Java in more depth and also introduces more advanced topics. Upon completion of this course, students will be able to demonstrate solid skill in the fundamentals of Java programming language and an understanding of some advanced features such as JAVA1/O, Multithreading, Networking, JDBC and database connectivity, Remote Objects, Advanced AWT, Java Beans, Swing, and Java Servlets. Prerequisite: CMSY-199 (2 hours lecture, 2 hours lab)

CMSY-218 Operating System Fundamentals
3 Credits
After successful completion of this course, the student will be able to define and explain the purpose of basic DOS and Windows operating system components with an emphasis on file management. In addition, the student will be able to identify and use the functions, structure, and major system files of operating systems. This will include a survey and comparison of major operating systems and MS-DOS commands needed for troubleshooting situations. In addition, the student will learn how to install and use the various versions of Windows. This course is designed to meet the needs of students who want to work toward A+ certification. (2 hours lecture, 2 hours lab)

CMSY-219 Microcomputer Operating Systems—DOS
3 Credits
In this course students will examine the operation of the system software of a microcomputer (Disk Operating System or DOS). The student will be able to use the system commands to create and alter the microcomputer environment. The goal of this course is to familiarize each student with the operating system software, define the role of the software, and to train each student in the proper use of the operating system software. DOS versions including 3.x, 5.0 and 6.0 will be referenced. Prerequisite: CMSY-110 or CADD-101. (2 hours lecture, 3 hours lab)

CMSY-248 Introduction to XML
3 Credits
This introductory class will teach students how to create documents that define data in XML, use rules of XML syntax, and format data in XML. Students will also study XHTML and its relation to HTML and XML. Prerequisite: CMSY-148 and (CMSY-103 or CMSY-110). (3 hours weekly)

CMSY-249 Introduction to Perl
3 Credits
This course is an introduction to computer programming using Perl. It will present intermediate topics needed to create, design, write, test, debug and document programs to run Perl on an Apache web server. Prerequisite: CMSY-148 OR [(CMSY-141 or CMSY-190) AND (CMSY-128 or CMSY-129)] (3 hours weekly).

CMSY-250 Systems Analysis and Design
3 Credits
By the end of this course, the student will be able to analyze an organization's existing processes by using such tools as data analysis sheets, system flowcharts, process charts, GANTT charts, decision tables, and documents which define system requirements and specifications. The overall goal of the course is for the student to be prepared to go through the process necessary to improve the functioning of an existing system or to design a new one. Prerequisite: CMSY-121. (3 hours weekly)

CMSY-251 Object Oriented Analysis and Design—Rational Rose
3 Credits
Upon completion of this course, the student will be able to use a Unified Modeling Language (UML) with Rational Rose to depict classes, logical packages, objects, operations, component packages, modules, processors, devices and the relationships between them. Prerequisite: CMSY-195 or CMSY-181 or CMSY-141. (2 hours lecture, 3 hours lab).

CMSY-255 Introduction to Unix
3 credits
This course provides an introduction to Unix using the Linux operating system. The goal of this course is to provide the users with a basic understanding of Unix so that the users will be able to customize a Unix environment under the shell and GUI environment. Prerequisite: CMSY-219. (3 hours lecture, 1 hour lab)

CMSY-256 Linux Server Administration
3 credits
This course provides the core foundation for supporting Linux. Students will perform system administration tasks, and install and configure a Linux workstation to an existing network. Prerequisite: CMSY-255. (3 hours lecture, 1 hour lab)

CMSY-262 Introduction to Encryption and VPN Technology
3 Credits
Upon completion of this course, students will be able to identify and apply principles of encryption. Students will be able to describe and validate the methodology of VPN installs. The concepts of virtual private networks and data encryption will become part of the student’s skill set. This course is designed with a computer administrator operator in mind. A computer professional with an MCSE or equivalent would have adequate background knowledge. Prerequisites: CMSY-162 - Introduction to Network Security Systems, or a fairly extensive background in computer administration. (2 hours lecture, 2 hours lab)

CMSY-263 Securing and Auditing Network Systems
3 Credits
Securing and Auditing Network Systems is designed to teach students how to properly secure critical network systems. In addition, students will be able to audit a network to determine where network weaknesses are before an attacker finds them. Prerequisites: This course will be designed with a computer administrator operator in mind, therefore, some experience will be required. It will be recommended that students either take the preliminary course, CMSY-162 - Introduction to Network Security Systems, or have a fairly extensive background in computer administration. Because of the advanced concepts in this course, it is highly recommended that the student have a background in network security, or has taken the previously described courses. (2 hours lecture, 2 hours lab)

CMSY-264 Successful CISSP Preparation
3 Credits
The Computer Information Systems Security Professional (CISSP) designation is particularly useful for those who are focused on managing either process or people responsible for activities related to the design, implementation and administration of an information security infrastructure. Topics will include practical aspects of law and forensics, physical and operations security, technical elements of networking and encryption and basic tenets of access control, security models and management practices. Upon completion of the course, the student will have a framework necessary to successfully complete the CISSP exam. Three to four years of related experience are needed to sit for this exam. Testing instruments similar to the CISSP examination will be used to demonstrate comprehen-
vision during midterm and noncumulative final exams. (3 hours weekly)

**CMSY-276 Multimedia Hardware**
3 Credits

Upon completion of this course, the student will have a basic technical understanding of the function and operation of the multimedia devices used with or connected to personal computer systems. The student will understand how to install, test, and use multimedia devices such as mass storage devices, CD-ROMs, soundcards, scanners, digital cameras, video capture cards, and touch screens. The course will focus on broad concepts and diagnostic tools which allow the student to rapidly configure or rectify faults in multimedia PC systems. Prerequisite: CMSY-132 and hardware familiarity is recommended. (2 hours lecture, 3 hours lab)

**CMSY-278 Advanced Database Application Development**
3 credits

This course is designed to give students advanced database development skills as well as an understanding of client/server database development issues. Creating client/server database objects such as views, constraints, triggers and stored procedures will be emphasized and implementing database information on the internet will also be covered. Project management for database application design and development will be emphasized. Students will learn to create and use database objects according to project requirements. The student will use Microsoft Access 2000, MSDE and Microsoft SQL Server. Prerequisite: CMSY-903 or CMSY-178. (3 hours lecture, 1 hour lab)

**CMSY-281 Advanced C++ Programming**
4 Credits

This course provides data structure implementation in C++ including dynamic arrays, linked lists, binary trees and various search algorithms. Advanced object-oriented programming concepts and development will also be covered, including composite classes and inheritance, operator and function overloading, encapsulation and polymorphism. Prerequisite: CMSY-181. (3 hours lecture, 2 hours lab)

**CMSY-295 Active Server Pages.NET**
3 Credits

Upon completion of the course, students will be able to create Web applications using ASP (Active Server Pages) with VB supporting programs in an IIS (Internet Information Server) environment. Prerequisite: CMSY-190. (2 hours lecture, 3 hours lab)

**CONFLICT RESOLUTION**

**CMSY-155 Introduction to Conflict Resolution: Science and Art**
3 Credits (Interdisciplinary and Emerging Issues Core)

This course is designed to introduce students to both different perspectives on conflict and different strategies for resolving conflict. Conflict will be explored in different contexts, including intergroup conflict, cross-cultural conflict, and international conflict, with an emphasis on interpersonal conflict. Most importantly, students will be asked to reflect on their own style of conflict resolution and the pertinence of the material covered to conflict resolution in their own lives. Course content will include experiential learning and role play. (3 hours weekly) Also listed as HED-155.

**CMSY-201 Conflict and Process**
3 Credits

Introduces students to the distinction between the content of conflict and the process of conflict management and resolution. Considers the range of processes available from both theoretical and practical viewpoints. Emphasizes role play and application of skills in negotiation, mediation and facilitation. (3 hours weekly) Prerequisites: CMSY-155

**CMSY-202 Dynamics of Social Conflict**
3 Credits

This course will explore the social conflict that results from problems such as structural racism, disproportionate minority confinement in our prisons, economic inequality, and gender discrimination, which continue to be social problems that define United States culture. As such these problems have resulted in not only the attention of observers as noted by Case, but also in major social movements which have had varying degrees of success in making sustainable improvements in human interaction in our society. These four problems in particular, because of the irresoluteness of their nature often underlie conflict at the interpersonal, neighbor-to-neighbor, community, political, and/or ethnic/identity group level. Particular attention will be paid to case studies which illuminate racsim, gender discrimination and class inequality. Students will generate potential resolutions to cases through the application of dispute resolution theories and techniques. (3 hours weekly). Prerequisites: CMSY-201.

**CMSY-225 Sociology of Conflict and Non-Violence**
3 Credits

This course examines why humans engage in conflict, why violence is employed to resolve conflict and the nature and practice of non-violent conflict resolution. Students will explore the social forces that produce conflict—including cultural, economic, and psychological—and the arenas in which conflict occurs—including family, community, nation and world. Within an interdisciplinary framework (using social sciences and humanities), students will learn the theoretical, historical, practical, and political aspects of violent and non-violent conflict. Special attention will be given to emerging social and global conflicts, including examination of how or if these conflicts might be resolved in a non-violent manner. Prerequisite: SOCI-101 or -102. (3 hours weekly) Also listed as SOCI-225.

**COOPERATIVE EDUCATION**

**COOP-150 Job Search: Skills and Techniques**
1 Credit

This course is designed for all students who want to develop skills for seeking and securing employment. Through this course students will enhance their skills in job hunting by concentrating efforts into such areas as resume writing, interviewing and job search techniques. (2 hours weekly, 7 weeks)

**COOP-160 Portfolio Development**
3 Credits

This course is designed for students who wish to receive credit for learning gained from life experience. In this course students will document evidence of prior learning in a “portfolio” which will enable faculty to evaluate and award credit for specific HCC courses. The student will learn to collect, organize, document and verify evidence of prior learning as well as assess skills and abilities and clarify career goals. Prerequisite: ENGL-121 or ENGL-101 and consent of the instructor. Call Peggy Walton at 410-772-4068 for further information.

**COOP-190 Internship I**
1-2 Credits

Upon completion of this course, students will have enhanced skills by linking concepts and
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Theories with application and understanding through experiential opportunities in a workplace setting. Student must receive prior approval to register for this work experience course. Call the Counseling and Career Center at 410-772-4840.

COOP-191 Internship II
1-2 Credits
Upon completion of this course, students will have enhanced skills by linking concepts and theories with application and understanding through experiential opportunities in a workplace setting. Student must receive prior approval to register for this work experience course. Call the Counseling and Career Center at 410-772-4840. Prerequisite: COOP-190.

COOP-201 Cooperative Education Work Experience I
3-4 Credits
Cooperative Education is supervised work experience directly related to a student’s major subject area and/or career goals and interests. Its basic purposes are to integrate classroom theory and work applications and to assist the student in making the transition from school to work. New or current positions may qualify for co-op credits. Students may work between 10 and 40 hours a week for a 10- or 15-week period, attend seven 80-minute seminars during the semester, achieve specific learning objectives, and submit reports to a faculty co-op advisor. Prerequisites: minimum of 12 credits completed at HCC with a 2.0 or better grade point average and demonstration of pre-employment skills. Student must receive prior approval to register for this work experience course. Call the Counseling and Career Center at 410-772-4840.

COOP-202 Cooperative Education Work Experience II
3-4 Credits
See course description for COOP-201.

CRIMINAL JUSTICE

CRIM-101 Introduction to Criminal Justice
3 credits
A survey of the history, philosophy and social development of police, courts and corrections in a democratic society. Identification and operations of local, state and federal agencies will be covered with criminal justice career orientation. (3 hours weekly)

CRIM-102 Criminology
3 credits
This course introduces the student to the basic theories, fundamental facts, and problems associated with the science of criminology, while providing a systematic basis for the study of criminals, and criminal behavior as it relates to the criminal justice system in America. (3 hours weekly)

CRIM-103 Juvenile Delinquency
3 credits
This course studies youthful crime; its volume, causes, and trends. The prediction, prevention, treatment and control of juvenile delinquency by social control agencies is examined relative to social policies needed to reduce its incidence. The organization and procedures of the juvenile justice system will be explored. (3 hours weekly)

CRIM-105 Introduction to Corrections
3 credits
This course introduces the student to the field of corrections, as it relates to the justice system. The course will focus on the history of corrections and the forms of criminal sanctions at the federal, state and local levels. Prerequisite: CRIM-101. (3 hours weekly)

CRIM-190-191 Criminal Justice Internships I and II
3-4 Credits
See COOP-201-202 Cooperative Education Work Experience I and II. The internship is a practicum with measurable learning objectives designed to broaden the educational experience. Students are assigned to appropriate governmental and private criminal justice agencies.

CRIM-200 Law Enforcement and the Community
3 credits
A study of the relationship between police and the community with recommendations for ways of working together to reduce crime. Emphasis is placed on policing in a culturally diverse society. Prerequisite: CRIM-101. (3 hours weekly)

CRIM-201 Introduction to Criminal Law
3 credits
The study of substantive criminal law as applied to the local, state and federal systems. Crimes as prosecuted in a court of law are examined. Court decisions are used to address various sources and types of criminal laws. Prerequisite: CRIM-101. (3 hours weekly)

CRIM-210 Criminal Evidence and Procedure
3 Credits
Examines the principles and techniques of criminal procedure employed during trials to determine the admissibility of physical and testimonial evidence. An analysis of laws and court decisions relating to the admissibility is emphasized. Prerequisite: CRIM-101. (3 hours weekly)

CULINARY MANAGEMENT

CMGT-101 Introduction to Culinary Arts
3 Credits
This course introduces the student to the field of culinary arts. Students will learn basic fundamentals and techniques associated with becoming a professional chef. Topics covered include knife skills, cooking techniques, product identification, and an overview of the history and careers within the culinary arts profession. (3 hours weekly)

CMGT-120 Culinary Supervision
3 Credits
The culinary supervision course is designed for individuals pursuing a career within the culinary arts field. The course is designed to blend culinary theory with management principals and basic supervisory skills. Students will learn such topics as basic kitchen management, planning and organization skills, making personnel decisions, managing different cultures, training and developing kitchen staff, and basic profit and loss management. (3 hours weekly)

CMGT-125 Special Events
3 Credits
Special events is a combination of catering management and the planning and organizing of a scheduled event. Students will learn how to combine foodservice activities with planning an event or exposition. Topics discussed include menu planning for an event, understanding different special events, service planning, layout and design of the event, and coordination and management of the event from the inception phase to the follow-up section of the event. Students will plan an engage in a special event during the course of the semester. (3 hours weekly)

CMGT-130 Garde Manger
3 Credits
This course focuses on the methods and theories relating to cold food production and presentation. Topics covered in the course include the preparation of fruits and vegetables, canapés
and hors d’oeuvres, charcuterie, pates and terrines, platter and other buffet displays. Students will learn not only preparation of cold foods but also proper handling and presentation of cold food items. (3 hours weekly)

**CMGT-135 Baking and Pastries**  
*3 Credits*

This course focuses on the fundamentals of basic baking. Baking fundamentals include the process of understanding ingredients, weights and measurements, formula conversion and costing of recipes. Students will also use equipment associated with baking and develop different types of breads, pastries, and pastry related showpieces. (3 hours weekly)

**CMGT-145 Foodservice Facility Planning**  
*3 Credits*

This course focuses on the management and maintenance involving foodservice operations. Focus will be directed toward the comprehension and application involving the use of various forms of commercial equipment. Students will develop an in-depth understanding of the use and functionality of all forms of commercial equipment used in foodservice. Students will also learn the basics of facility layout and design of a commercial kitchen including space analysis. Students will be able to apply this course toward cost control decision making in the industry. (3 hours weekly)

**CMGT-210 Culinary Management Internship**  
*2 Credits*

Student will spend at least 240 hours of directed study in a chosen area of the culinary industry at an off-campus facility. The faculty instructor and industry mentor will provide and coordinate course objectives, applicable experiences and evaluation. Students will research a problem that is unique to the mentor’s operation and maintain a written journal of internship experiences. Prerequisite: HMGT-120 and either HMGT-101 or CMGT 101. (Weekly field experience)

**DANCE**

**DANC-101 Movement Integration**  
*3 Credits*

Floor and standing work to develop upper/lower connectivity, increased rotation, reduced tension, efficient movement patterns, integrated muscular control and coordination and proper support for dance movement. Variety of methods for movement observation and analysis, process of perception, body organization, spatial investigation and anatomical principles. (3 hours weekly)

**DANC-102 Dance Composition I**  
*3 Credits*

Introduction to the creative process through improvisation, self-exploration, group interaction, relating musical tone and character to the development of thematic and abstract movement invention. Students explore compositional devices and develop small group works. Prerequisite: DANC-182 and DANC-187. (3 hours weekly)

**DANC-103 Dance History Through Criticism**  
*3 Credits (Fine Arts/Humanities Core)*

In this course, dance history is approached through the writings of dance critics and historians. The challenge to the student is to develop an analytical and critical evaluation of the art of dance. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

**DANC-106, 107, 206, 207 Practicum in Choreography, Performance or Production**  
*1 Credit*

Self-directed study of a creative project designed to focus on a specialized area of dance for presentation in a Dance Department production. Dance majors may opt to participate in production in either stage managing, costume, set, or lighting design capacities. (3 hours weekly)

**DANC-181 Ballet I**  
*2 Credits*

An introduction to the fundamentals of classical ballet technique with emphasis on placement and alignment of the body, and other preparatory work necessary for the establishment of a basic technical foundation. Introduction to ballet history and terminology—includes barre work. (3 hours weekly)

**DANC-182 Ballet II**  
*2 Credits*

This course is a continuation of DANC-181, Ballet I, at a higher level of proficiency. A reinforcement of the fundamentals of classical ballet with emphasis on placement and alignment of the body, and other preparatory work necessary for the establishment of a sound technical foundation. A continued study of ballet history, technique and theory. Prerequisite: DANC-181. (3 hours weekly)

**DANC-186 Modern Dance I**  
*2 Credits*

An introduction to the basic principles of modern dance. Study of level change, floor work, weight shift, dynamic alignment, and expression. Introduction to modern dance theories and history. (3 hours weekly)

**DANC-187 Modern Dance II**  
*2 Credits*

This course is a continuation of DANC-186, Modern Dance I, at a higher level of proficiency. An expanded study in the basic principles of modern dance. Emphasis on greater expression, heightened kinesthesis, spatial and musical awareness. Course work continues study of various modern dance theories and history. Prerequisite: DANC-186. (3 hours weekly)

**DANC-188 African Dance**  
*2 Credits*

An exploration of dance movements from primitive African and Caribbean as well as contemporary jazz dance with the physiological benefit of aerobic exercise. Students will become aware of the ancient origin of all movements performed. Course work will include stretching to improve flexibility, body alignment to foster good posture, sustained movement to increase cardiovascular fitness. Much of class time will be spent in developing stamina, flexibility and in learning and performing choreography. (3 hours weekly)

**DANC-190 Dance Appreciation**  
*3 Credits (Fine Arts/Humanities Core)*

An introductory survey of dance as a performing art which will prepare the student for greater enjoyment and appreciation of various dance forms including ballet, modern, jazz, and diverse ethnic/folk dances. Through discussion, lecture demonstrations and especially through live and filmed dance performances, students will develop an ability to evaluate and appreciate the various types of dance—as dynamic art forms. (3 hours weekly)

**DANC-192 Jazz Dance I**  
*2 Credits*

An introduction to the principles of jazz dance technique on a beginning level. Student will learn the foundation of jazz dance technique and understand the various world, as well as social dance influences on jazz dance. Course will trace jazz dance history from it’s African roots to Broadway show styles. (3 hours weekly)
DANC-193 Jazz Dance II
2 Credits
This course is a continuation of DANC-192, Jazz Dance I, at a higher level of proficiency. A continuation of jazz dance technique from the Broadway show styles to the present day. Includes study of contemporary jazz technique with emphasis on rock, funky, lyric and percussive movement. Continued study of jazz dance history from the Broadway show styles to current jazz dance influences. Prerequisite: DANC-192. (3 hours weekly)

DANC-194 Tap Dance I
2 Credits
An introduction to the principles of tap dance technique on a beginning level. Student will learn the fundamental steps of tap dance. Includes basic one and two sound movements performed at the barre and simple rhythmic combinations in center. Course will trace tap dance history. (3 hours weekly)

DANC-195 Tap Dance II
2 Credits
This course is a continuation of DANC-194, Tap Dance I, at a higher level of proficiency. A continuation of tap dance technique including complex rhythms, tempi, barre and center work. New movements include wings, pull-backs, multiple-sound steps and advanced turns. Course will continue tap dance history, style techniques, and choreographic approaches. Prerequisite: DANC-194. (3 hours weekly)

DANC-197 Pilates
1 Credit
Study and application of the Pilates Mat Program as a method of body conditioning, posing questions for anatomical self-evaluation based on applied instruction, lecture/discussion, required readings, and observation. (2 hours weekly) NOTE: Also listed as LFIT-197.

DANC-198 Alexander Technique
1 Credit
This course is an examination of the Alexander Technique as a method to investigate the issues of mind/body disciplines and alleviate excessive tension, and habitual holding patterns which produce inefficient use of the body. Principles of the Alexander Technique will be explored through anatomical self-evaluation based on applied instruction, lecture/discussion, required readings, and observation. (2 hours weekly)

DANC-199 Intermediate Pilates
1 Credit
This course is designed to provide the student with the ability to perform Intermediate Mat Pilates exercises. The student will be able to perform a basic postural assessment and explain exercise modifications based on the assessment. This course will incorporate the use of Pilates Fitness circle and Stability ball to challenge exercise intensity. Prerequisite: DANC-197/LFIT-197. (2 hours weekly) NOTE: Also listed as LFIT-199.

DANC-210 Dance Portfolio/Jury
1 Credit
Course is designed to prepare advanced dance majors for the portfolio review at transfer institutions. Must be taken during student's last semester at Howard Community College. Dance majors will choreograph a solo work for auditions at 4-year institutions under the guidance of Dance Department faculty. Prerequisite: DANC-101, DANC-102, DANC-206, DANC-281, and DANC-286. (1 hour weekly)

DANC-281 Ballet III
2 Credits
This course is a continuation of DANC-182, Ballet II, at a higher level of proficiency. A continued study of classical ballet technique with emphasis on the progression of technical complexities, contemporary ballet stylization and musicality. Basics of pointe work and partnering technique for total comprehension to the performance of classical ballet. Prerequisite: DANC-182. (3 hours weekly)

DANC-282 Ballet IV
2 Credits
This course is a continuation of DANC-281, Ballet III, at a higher level of proficiency. A continued study of classical ballet technique with emphasis on the progression of technical complexities, contemporary ballet stylization and musicality. Continuation of pointe work and partnering technique for total comprehension to the performance of classical ballet. Prerequisite: DANC-281. (3 hours weekly)

DANC-286 Modern Dance III
2 Credits
This course is a continuation of DANC-187, Modern Dance II, at a higher level of proficiency. A continued study of modern dance technique on an intermediate level with emphasis on expanded movement vocabulary involving sequences of greater complexity—kinesthetically, spatially and musically. Course work continues study of various modern dance theories, history and improvisation. Prerequisite: DANC-187. (3 hours weekly)

DANC-287 Modern Dance IV
2 Credits
This course is a continuation of DANC-286, Modern Dance III, at a higher level of proficiency. A continued study of modern dance technique on an intermediate/advanced level with emphasis on expanded movement vocabulary involving sequences of greater complexity—kinesthetically, spatially and musically. Focus on interpretation and performances. Prerequisite: DANC-286. (3 hours weekly)

ECON 101 Principles of Economics (Macro)
3 Credits (Social and Behavioral Sciences Core)
This course introduces students to important economic issues which affect an entire economy. Students will more comfortably read and understand books, newspapers, and magazines with economic content. Topics include demand and supply theory; gross domestic product determination; inflation; unemployment; the role of the government and public choice; fiscal and monetary policy and foreign exchange rates and trade. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

ECON 102 Principles of Economics (Micro)
3 Credits (Social and Behavioral Sciences Core)
Micro economics introduces students to economic decision making at the individual firm, consumer and industry level. Topics include demand and supply theory; elasticity; cost and production functions; profit maximization analysis; government regulation and anti-trust; and international trade. It is not necessary to take ECON-101 previous to ECON-102. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)
ECON-201  Money and Banking  
3 credits
Money and Banking provides an analysis of our monetary and banking systems and their relationships to the United States Economy. Topics include the origin and nature of money, the development and functions of commercial banking and other financial industries, the Federal Reserve System, and the relationship between fiscal and monetary policies in our economy. Prerequisite: ECON-101. (3 hours weekly)

ECON-205  International Economics  
3 Credits (Interdisciplinary and Emerging Issues Core)
International Economics provides the student with the foundations of the theory and practice of international trade and finance necessary for understanding the nature and consequences of linking the domestic economy and the world. Topics covered include: introduction to classical and modern international theories of trade; analysis of the economic effects of commercial policies like tariffs and quotas; economics of custom unions; balance of payments, spot and forward foreign exchange markets and exchange rate systems; balance of payments problems and the adjustment mechanisms; flexible and fixed exchange rate systems; and international monetary systems. Prerequisite: ECON-101 (3 hours weekly)

EDUC-101  Praxis I Review Course – Reading/Writing Tests  
1 Credit
This course is designed to prepare the student for Praxis I: Academic Skills Assessments in the areas of reading and writing. Students majoring in the Teacher Education transfer programs are required to submit scores from Praxis I to the Social Sciences Division Office prior to the completion of the 30th credit hour. Scores from Praxis I are used for admission to four-year Teacher Education programs. Passing scores are required for Teacher Certification in Maryland and most other states. Credit count certification individuals, conditional teachers, and teacher education majors could benefit from this course. (Campus Web course)

EDUC-110  Introduction to Education  
3 credits
The student will examine the basic principles and philosophical traditions of Western and American Education. The student will also evaluate the trends, issues and career opportunities and options in contemporary education. A 15-hour Field Experience outside of class time is required. Students are placed in a Howard County Public School or may use a K-12 school where they are employed. (3 hours weekly)

EDUC-111  Child Growth and Development  
3 credits
Through the study of the early childhood and elementary years, the student will be able to describe the language, cognitive, physical, social, and emotional development of children, birth to 12 years. Instruction will focus on theories of child development, research methods, and developmental milestones. Knowledge learned in this course can be applied to parenting and to careers in child care, early childhood education, elementary education, and nursing. Sixteen hours of Field Experience outside of class time is required. The student will observe individual children in a variety of settings. This course meets the Maryland State Department of Education Child Development requirement for an initial certificate in Early Childhood Education and Elementary Education. It also meets the MSDE Human Growth and Development requirement for Generic Special Education Infant/Primary and Generic Special Education Elementary/Middle. This course is also 45 hours of the 90-hour Child Care Certificate required for Senior Staff. EDUC-112 is required to complete the 90-hour Child Care Certificate. (3 hours weekly)

EDUC-112  Methods and Materials in Early Childhood Education  
3 credits
This course is designed to teach the methods and proper use of materials for presenting creative learning experiences to young children in the areas of art, music, movement, creative drama, language, outdoor, cooking, academic preliminaries, and science. This course meets the Maryland State Department of Education Teaching Methodology requirement for an initial certificate in Early Childhood Education. This course is also 45 hours of the 90-hour Child Care Certificate required for Senior Staff. EDUC-111 is required to complete the 90-hour Child Care Certificate. (3 hours weekly)

EDUC-130  Introduction to Early Childhood Education  
3 credits
This course is designed to increase the student’s understanding of various curriculum models and approaches in Early Childhood Education. Techniques for implementing and evaluating these models and approaches will be presented through lectures, classroom visits, and guest speakers. The student will explore contemporary issues and problems affecting young children such as discipline, single parent families, homelessness, child abuse and neglect, sexism, AIDS, mainstreaming, accountability, and stress in children. Students are required to complete 15 hours of Field Experience outside of class time. Students are placed in a Howard County Public School or may use a K-3 school where they are employed. (3 hours weekly)

EDUC-140  Child Health, Safety and Nutrition  
3 credits
This course will examine the health, safety, and nutritional needs of children, ages 2-6 years, in the child care setting. Attention will be directed to the study of common childhood illnesses, chronic conditions, prevention through personal hygiene, good safety practices, and nutritious snacks and meals as they impact on the child care setting. (3 hours weekly)
EDUC-150 Practicum in Early Childhood Development
4 credits
This course is designed to teach the student how to implement and evaluate a quality child care program. Students are assigned to one child care setting where they will spend 9 hours per week. Students meet at the college every other week for 2 hours to discuss lecture topics and classroom experience. Prerequisites: EDUC-111, EDUC-112. (1 hour lecture, 3 hours lab)

EDUC-160 School Age Child Care
3 credits
This course introduces the philosophy of elementary education with basic child development theory focusing how children grow physically, emotionally, socially, and cognitively, ages 6-12 years. Approaches in curriculum, planning, goal setting, and selection of age-appropriate materials and methods by which education objectives are obtained are stressed. Students learn how to plan an appropriate program for school age child care. This course meets the coursework requirements for the position of Group Leader in a school age program. (3 hours weekly)

EDUC-200 Introduction to Special Education
3 credits
This course is designed to provide an understanding of the needs of all types of exceptional children. Students will be able to identify symptoms and causes of major handicapping conditions and ways in which teachers can individualize instruction in response to these conditions. Federal and state regulations are also reviewed. This course meets the Maryland State Department of Education Inclusion of Special Needs Student Populations requirement for an initial certificate in Early Childhood Education, Elementary Education, and Special Education. This course also meets the MSDE Historical, Philosophical, and Legal Foundations of Special Education requirement for an initial certificate in Generic Special Education Infant/Primary, and Special Education Generic Elementary/Middle. (3 hours weekly)

EDUC-201 Processes and Acquisition of Reading
3 credits
This course is designed to assist pre-service and in-service teachers in understanding the reading acquisition process through observation and analysis of reading and written language development, and the study of current issues in reading research. It is organized around current, accepted, research-based theoretical models that account for individual differences in reading. Introduction to language structures including spoken syllables, phonemes, graphemes, and morphemes is included in this course. Participants will apply knowledge of the core areas of language to reading acquisition in terms of first and second language acquisition, typical development and exceptionalities. Participants will be introduced to current scientific research. This course meets the Maryland State Department of Education Reading requirement for an initial certificate or renewal of a certificate in Early Childhood Education, Elementary Education, Special Education Generic Infant/Primary, and Special Education Generic Elementary/Middle. (3 hours weekly)

EDUC-202 Methods of Teaching Reading in the Secondary Content Areas, Part I for Regular and Special Education Teachers
3 credits
This course outlines the essentials of reading processes necessary for secondary students to become proficient readers. Types of reading, elements of assessment, skills of the reading process, the incorporation of reading instruction into content delivery and the affective aspects of the processes of reading will be examined. This course meets the Maryland State Department of Education Reading requirement for an initial certificate or renewal of a certificate in Secondary Education and Generic Special Education Secondary/Adult. (3 hours weekly)

EDUC-203 Instruction of Reading
3 credits
This course is designed to give the classroom teacher the ability to use a representative array of research-based instructional techniques and strategies in the area of reading. Instructional routines and strategies in the five major components of reading instruction (phonological and phonemic awareness; phonics; spelling and word study; fluency development; vocabulary; and comprehension) suitable for various age and ability groups are emphasized. Throughout the course, students will demonstrate their skill with the instructional routines and strategies by role-play, live demonstrations, critiquing good and inadequate models, and reviewing the research support available for those approaches. This course meets the Maryland State Department of Education Reading requirement for an initial certificate in Early Childhood Education, Elementary Education, Special Education Generic Infant/Primary, and Special Education Generic Elementary/Middle. (3 hours weekly)

EDUC-204 Assessment of Reading Instruction
3 credits
This course is designed to assist pre-service and in-service teachers in becoming proficient consumers and users of classroom-based assessments and assessment data. Instruction will focus on building knowledge of the purposes of assessment, types of assessment tools, how to administer and use several valid, reliable, well-researched formal and informal assessments of reading and related skills, how to effectively interpret the results of assessments, and how to communicate assessment results in a variety of contexts. Participants will show that they can use assessment data to guide instructional decisions. This course meets the Maryland State Department of Education Reading requirement for an initial certificate in Early Childhood Education, Elementary Education, Special Education Generic Infant/Primary, and Special Education Generic Elementary/Middle. (3 hours weekly)

EDUC-205 Materials for Teaching Reading
3 credits
This course is designed for pre-service and in-service teachers. Participants will use criteria consistent with findings of scientific research to select, evaluate, and compare instructional programs and materials for teaching reading. Successful student will be proficient in enabling students to become strategic, fluent, and independent readers using a variety of texts and other materials. They will be prepared to involve parents and members of the school and surrounding community to promote reading both inside and outside of school. This course meets the Maryland State Department of Education Reading requirement for an initial certificate in Early Childhood Education, Elementary Education, Special Education Generic Infant/Primary, and Special Education Generic Elementary/Middle. (3 hours weekly)
EDUC-206 Methods of Teaching Reading in the Secondary Content Areas, Part II for Regular and Special Education Teachers  
3 credits
This course is designed to train secondary school teachers as it draws upon the essentials of the reading processes necessary for secondary students to become proficient learners of content. Participants will be directed in the implementation of the various aspects of a coherent literacy program into their content area instruction. Types of reading, elements of assessment, skills of the reading process, the incorporation of reading instruction into content delivery and the affective aspects of the processes of reading within their individual content areas will be examined and applied in the secondary classroom. This course meets the Maryland State Department of Education Reading requirement for an initial certificate in Secondary Education and Generic Special Education Secondary/Adult. Prerequisite: EDUC-202. (3 hours weekly)

EDUC-212 Advanced Methods and Materials in Early Childhood Education  
3 credits
This course is designed to expand and integrate the methods and materials presented in EDUC-112 with program planning for young children. The course will emphasize collecting and preparing a variety of activities and materials using a thematic approach. The course will present a variety of issues relevant to curriculum planning in an early childhood program. Prerequisites: EDUC-111 and EDUC-112. (3 hours weekly)

EDUC-230 Child Care Center Administration and Management  
3 credits
This course prepares the student to administer and manage a child care center. Students are instructed in meeting state requirements for physical facilities, licensing, insurance, and staffing child care programs. Other topics include record keeping, budget and bookkeeping, personnel selection, training and managing staff, food services, equipment, materials, and community involvement. Prerequisites: EDUC-111, EDUC-112 and EDUC-150. (3 hours weekly)

EDUC-240 Successful Classroom Management  
3 credits
This course is designed to teach how to effectively manage a classroom for two through five year old children. The student will be able to set up the physical environment, plan the schedule, incorporate age-appropriate program planning, and learn strategies for working with parents and other staff members in a child care setting. Specific behavior management techniques will be explored as they relate to dealing with children in a classroom setting. Prerequisites: EDUC-111 and EDUC-112. (3 hours weekly)

EDUC-250 Advanced Practicum in Early Childhood Development  
4 credits
The student will conduct learning activities for children, implement various teacher-child interaction patterns, implement transitions, gain experience in working with staff members, and participate in many routine center operations. The student will spend nine hours per week in an early childhood setting. Students meet at the college every other week for two hours to discuss lecture topics and classroom experiences. Prerequisites: EDUC-111, EDUC-112, and EDUC-150. (1 hour lecture, 3 hours lab)

EDUC-260 Educational Psychology  
3 credits
Educational Psychology is an advanced course which surveys current psychological research and theory to address issues of teaching and learning. Instruction will focus on developmental theories, research methods, classroom management, and instructional techniques. The course will utilize readings, lectures, guest speakers, and small group projects, and is well suited for anyone interested in learning more about children, schools, learning, and/or teaching. This course meets the Maryland State Department of Education Human Learning requirement for an initial certificate in Early Childhood Education, Elementary Education and Secondary Education. A 15-hour Field Experience outside of class time is required. Students are placed in a Howard County Public School or may use a K-12 school where they are employed. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

EDUC-265 Educational Assessment  
3 credits
This course focuses on students developing and using classroom assessments, including tests, performance assessments, rating scales, portfolios, observations and oral interactions. Basic psychometric standard setting, grading, communicating assessment information, testing ethics, locating and evaluating measures, program evaluation and classroom research are also presented. This course meets the Maryland State Department of Education Assessment requirement for an initial certificate in Early Childhood Education, Elementary Education, and Secondary Education. This course also meets the MSDE Assessment, Diagnosis, and Prescriptive Techniques requirement for an initial certificate in Generic Special Education Infant/Primary, Generic Special Education Elementary/Middle, and Generic Special Education Secondary/Adult. (3 hours weekly)

EDUC-266 Methods of Teaching Elementary Education  
3 credits
This class prepares prospective and non-certified elementary school teachers to become reflective teachers in a diverse society through knowledge of the subject matter, the curriculum, the learners, and teaching strategies. Opportunities will be provided for planning and practicing instruction based on a knowledge of the theory and research supporting the strategies and models used. Emphasis will be placed upon reflection on teaching and learning events in classrooms and schools to encourage problem solving in collaboration with others. This course meets the Maryland State Department of Education Teaching Methodology requirement for an initial certificate in Elementary Education. (3 hours weekly)

EDUC-267 Methods of Teaching Secondary Education  
3 credits
This course is designed to provide prospective and non-certified secondary school teachers with knowledge of theory and teaching practices, current educational goals, both nationally and locally, and trends in educational assessment and application. This knowledge will be used to plan, design and conduct effective instruction. Supplemental topics will include multiculturalism, classroom management, and the inclusion of students with special needs. This course meets the Maryland State Department of Education Teaching Methodology requirement for an initial certificate in Secondary Education. (3 hours weekly)

EDUC-270 Teacher Education Field Experience  
3 credits
This course is designed for the college student who is exploring a career as a teacher in the areas of Early Childhood, Elementary, Secondary, or Special Education. The college student will be assigned to one classroom in Howard County Public Schools in their designated major where they will spend six (6) hours per week interacting with students. The college student will be supervised by the classroom teacher and observed in their placement by the college instructor. Seminars will be held seven times throughout the semester at the college to discuss issues relating to the field experience. This course is counted as a lower level elective and...
does not substitute for required Teacher Education courses (1 hour lecture, 2 hours lab)

EDUC-290 Special Education General Methods Birth–12th Grade
3 Credits
Students will understand and use a variety of organization, teaching, and classroom management strategies. The course will focus on effective practices in different settings with all disability groups, as well as collaboration with other involved professionals and parents. This course meets the Maryland State Department of Education Curriculum and Methodology of Instruction requirement for an initial certificate in Generic Special Education Infant/Primary, Elementary/Middle School, and Secondary/Adult. (3 hours weekly)

EDUC-291 Special Education Methods Birth–8th Grade
3 Credits
Students will review and demonstrate a variety of teaching techniques and learn to use assessment data to create and use both an IFSP and IEP. This course meets the Maryland State Department of Education Curriculum and Methodology of Instruction requirement for an initial certificate in Generic Special Education Infant/Primary, Elementary/Middle School, and Secondary/Adult. (3 hours weekly)

EDUC-292 Special Education Methods 6th Grade–12th Grade
3 Credits
Students will review and demonstrate a variety of teaching techniques. Special focus is given to transition education and services for adolescents. This course meets the Maryland State Department of Education Curriculum and Methodology of Instruction requirements for an initial certificate in Generic Special Education Secondary/Adult. (3 hours weekly)

EDUC-293 Special Education Assessment Part I Birth–12th Grade
3 Credits
This course provides students with the knowledge and skills for selecting, administering, interpreting, diagnosing, reporting, using assessment data, monitoring and evaluating the instructional program. Legal perspectives, technical aspects of assessment tools, accommodations, computer as a tool for assessment, and nondiscriminatory testing will be examined. This course meets the Maryland State Department of Education Assessment, Diagnosis, and Prescriptive Techniques requirement for an initial certificate in Generic Special Education Infant/Primary, Elementary/Middle School, and Secondary/Adult. (3 hours weekly)

EDUC-294 Special Education Assessment Part II Birth–12th Grade
3 Credits
This course is designed to provide knowledge and skills in assessment, administration, interpretation, programming and alignment of test data with teaching standards. Trends in informal assessment, observation techniques, family assessment, vocational assessment, work sample analysis, task analysis, portfolios and teacher made tests will be explored. This course meets the Maryland State Department of Education Assessment, Diagnosis, and Prescriptive Techniques requirement for an initial certificate in Generic Special Education Infant/Primary, Elementary/Middle School, and Secondary/Adult. (3 hours weekly)

ELECTRONICS

ELEC-105 Fundamentals of Electronics
3 Credits
This course teaches students fundamentals of DC and AC circuits, digital electronics, and interconnection technology. Lectures and laboratory exercises emphasize basic electronics test equipment use and electronics safety procedures. Students will get "hands on" training in building and testing twisted pair (10 base - T), Co-axial (Thinnet), ribbon and fiber optics cables used in computer networking. Students will practice obtaining information from manufacturer's data sheets and catalogs for various types of networking hardware. This course includes an overview of LAN systems and LAN connectivity. (2 hours lecture, 3 hours lab)

ELEC-107 Introduction to Electronics Circuit
4 Credits
Upon completion of this course, the student will have a thorough understanding of fundamentals of electronics. The student will study passive components and their behavior in DC circuits as well as in AC circuits. The student will learn fundamental laws that govern the electronics circuits such as Ohm’s law, Kirchhoff’s current/voltage laws, and Thévenin’s Theorem. Analysis of electric circuits with computer techniques will be covered as part of laboratory experiments. Basic electronics safety will be stressed. The student will have hands-on experience and a good understanding of laboratory test instruments and basic troubleshooting techniques. Prerequisite: ELEC-107 or ELEC-112. (3 hours lecture, 3 hours lab)

ELEC-117 Linear Electronics
4 Credits
In this course the student will learn the characteristics of electronic devices, such as diodes, transistors, and operational amplifiers, and their behavior in various electronic circuits. Specifically, applications of the following devices will be studied: rectifier diodes, zener diodes, bipolar junction transistors (BJT), field-effect transistors (FET). Also, various applications of the operational amplifier will be studied. Prerequisite: ELEC-107. (3 hours lecture, 3 hours lab)

ELEC-140 Network Cabling Systems
3 Credits
This course is designed to train individuals in the fundamentals of installing, connecting and certifying network cabling systems. Students will learn to apply the basics of network cable and connector selection, installation and termination. Fundamental testing, certification, and documentation practices will be covered. Labs include hands-on experience with terminating and testing coaxial, shielded twisted pair (UTP), and fiber optic cables in accordance with current industry and EIA/TIA standards. (2 hours lecture, 3 hours lab)

EMSP-101 Emergency Medical Technician–Basic
6 Credits
Students will be able to properly perform the various psychomotor (field) skills utilized by emergency medical technician–basic (EMT-B) level prehospital care providers in the care of sick or injured persons. This course prepares the students for the Maryland and National Registry EMT-B certification practical and written examination and follows the guidelines established for EMT-B training by the DOT/NHTSA/HRSA national standard curriculum. In addition to EMT-B certification, course
EMSP-160 Prevention and Management of Emergency Situations
6 Credits
Students will be able to apply basic concepts of human development, pathophysiology and pharmacology to assessment and management of emergency patients. They must be able to properly administer medications, and communicate effectively with patients and other members of the health care team. In addition, the paramedic student must be able to safely manage the scene of an emergency. Course completion of Basic Cardiac Life Support (BLS) is a required outcome of this course. Prerequisites: Current EMT-B Certification, MATH-060 or appropriate score on math placement test, ENGL-093 or appropriate score on English placement test, BIOL-203, BIOL-204, and MATH-105. (5.7 hours theory, 6 hours lab)

EMSP-200 Airway, Patient Assessment & Trauma Management
9 Credits
Students will be able to establish and/or maintain a patent airway, oxygenate and ventilate a patient utilizing basic and advanced level skills, take a proper history, perform a comprehensive physical exam on any patient, and communicate the findings to others. In addition, the student will be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the trauma patient. Prerequisite: EMSP-160. (7.5 hours theory, 4.5 hours lab)

EMSP-205 Medical Emergencies I
5 Credits
Students will be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for the cardiac patient. Prerequisite: EMSP-200. (5 hours theory)

EMSP-210 Medical Emergencies II
9 credits
Students will be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for patients exposed to toxic substances and induced or exacerbated illness related to communicable disease or environmentally hazardous conditions. Intervention for patients experiencing behavioral emergencies will be considered for promoting safety and therapeutic effect. Prerequisite: EMSP-205. (7.7 hours theory, 4 hours lab)

EMSP-215 Medical Emergencies III
6 credits
Students will be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for neonatal, pediatric, obstetric, gynecology and geriatric patients. In addition, patients who are physically or mentally challenged, chronically ill patients and patients with common complaints will be examined for their unique special needs. Prerequisite: EMSP-210. (2.5 hours theory, 11.5 hours lab)

EMSP-230 Paramedic Internship and Evaluation
5 credits
Students will be able to participate in a variety of prehospital and hospital-based clinical settings to develop the necessary competencies to properly perform the various psychomotor (field) skills utilized by paramedics. Students will perform patient care in both simulated scenarios and with real patients under direct observation of paramedic and other clinical preceptors. This course will evaluate the student’s psychomotor skills as well as determine if they possess the appropriate knowledge (cognitive) and attitude (affective) attributes required of entry level EMT-Paramedics. The field internship portion of this course will follow the completion of hospital and field-based clinical rotations. The final weeks of this course will be utilized to prepare students for the National Registry of EMT’s (NREMT) written and practical paramedic examinations. Students successfully complete the HCC EMS program following successful completion of all clinical requirements and upon passing the final written and practical evaluations. Prerequisite: Successful completion of all previous EMSP courses. (2 hours theory, 18 hours lab)

EMSP-290 Emerging Issues In Paramedicine
3 Credits
Emerging Issues in Paramedicine is designed to provide EMT-Paramedics, who received their training in a non-credit bearing academic setting or training academy, an opportunity to expand upon their education in pursuit of an academic degree. This course is a critical component in the Health Care Professional Degree Program. Students will use the 14 Attributes described in the EMS Agenda For The Future to identify and explore emerging issues with additional emphasis on current and future trends in the clinical scope of practice. Students will be provided readings and information on appropriate topics to be completed outside of class time. The face-to-face classroom component will be a mixture of content delivery and discussion with a majority of the time spent on student lead interactive discussions and activities designed to reinforce the content. Approximately 1/3 of the course will be spend in an individualized self-directed learning opportunity where the student will identify and explore in detail an emerging issue suited to their personal interest. Enrollment is limited to currently licensed and/or certified EMT-Paramedics. Prerequisites: Current licensure or certification at the state or national level for Emergency Medical Services – Paramedic and ENGL-093 or appropriate score on the English placement test. (3 hours weekly)

ENGINEERING

ENES-100 Introduction to Engineering Design
3 Credits
In this course, students are introduced to the engineering design process by working on a product design project. Working in teams, students will design and build a product that satisfies specified functional, or operational, requirements. The design will involve a variety of topics from engineering, technology and the sciences. Topics, with which students must become familiar in order to complete their project, will be drawn from various disciplines, such as mechanics, fluidics, energy concepts, thermodynamics, electrical circuits, and chemistry. In addition, students will use CAD software and other computer applications, such as word processors, spreadsheets and computer languages. Prerequisite: Eligible to enroll in MATH-131 or above. (2 hours lecture, 2 hours lab)

ENES-120 Statics
3 Credits
Students will study the equilibrium of stationary bodies under the influence of various kinds of forces. Topics studied include: forces, moments, couples, equilibrium, frames and machines, centroids, moment of inertia, and friction. Vector and scalar methods are used to solve problems. Prerequisite: PHYS-110; Pre- or Co-requisite: MATH-150. (2 hours lecture, 2 hours lab)
ENES-130 Dynamics
3 Credits
This course will enable the student to acquire knowledge dealing with systems of heavy particles and rigid bodies in motion. In order to study such systems, it is necessary to learn force, acceleration, work, energy and impulse-momentum relationships. In addition, material will be discussed which covers motion of one body relative to another in a plane and in space. Prerequisite: ENES-120 and MATH-150. (2 hours lecture, 2 hours lab)

ENES-140 Mechanics of Materials
3 Credits
The student will acquire a knowledge of the distortion of engineering materials in relation to changes in stress or temperature. The geometry of internal strain and external displacement will be studied. Applications will be presented and discussed which cover beams, columns, shafts, tanks and other structural machine and vehicle members. Prerequisite: ENES-120 and MATH-150 or equivalent. (3 hours weekly)

ENES-181 Thermodynamics
3 Credits
This course is designed for the student who plans to transfer to an engineering program. Topics covered include the following: introduction to thermodynamics, thermodynamic properties of matter, laws of thermodynamics, cycles, reactions, mixtures, automobile engines and turbines. Prerequisite: MATH-150 and PHYS-112. (2 hours lecture, 2 hours lab)

ENES-204 Basic Circuit Theory
3 Credits
The student will review the I-V relationships of resistors, capacitors, inductors, sources, op-amps, and transformers. The student will perform circuit analysis using Kirchhoff’s laws, node and mesh analysis, superposition, Thvenin and Norton theorems. The student will also perform DC and AC steady state and impulse analysis for first and second order circuits using Laplace Transforms and the Convolution Integral. Prerequisite: PHYS-111; Co-requisite: MATH-260. (3 hours weekly)

ENES-206 Fundamental Electric and Digital Circuit Laboratory
2 Credits
This course provides an introduction to basic measurement techniques and electrical laboratory equipment such as power supplies, oscilloscopes, and voltmeters. Students will design, simulate, and construct circuits containing passive elements, operational amplifiers and digital integrated circuits. Both transient and steady-state responses of these circuits will be studied. Prerequisite: ENES-244; Co-requisite: ENES-204. (1 hour lecture, 3 hours lab)

ENES-244 Digital Logic Design
3 Credits
This course will introduce the basic principles and design procedures of digital systems at the gate and intermediate chip levels for electrical engineering students. The student will acquire knowledge of gates, flip-flops, registers, counters, Karnaugh maps, PAL devices, and synchronous sequential circuit design and analysis. Prerequisite: ENES-100. (4 hours weekly)

ENGLISH

ENGL-083 Academic Intermediate Reading for ESL Students
4 Credits
In this course students will improve their reading skills. Reading is approached as an integral part of an ESL student’s overall English language learning, not as an isolated skill. As a result, while the major areas of study include vocabulary, idioms, and comprehension skills, speaking and writing about assigned readings are also important activities. Prerequisite: Appropriate score on English placement test. (4 hours weekly in class and lab)

ENGL-084 Academic Intermediate Writing and Grammar for ESL Students
4 Credits
This course will allow students to acquire the English language skills needed to produce multi-paragraph compositions at an intermediate proficiency level. Contemporary reading selections and discussion activities will serve to prepare students to compose narrative, descriptive and expository compositions. Grammatical skills will be developed through formal instruction, group editing and computer-assisted instruction. Prerequisite: Appropriate score on English placement tests. (4 hours weekly in class and lab)

ENGL-085 Academic Advanced Oral Communication for ESL Students
3 credits
In ENGL-085 students will develop the listening and speaking skills needed to succeed at an American college. Class work will consist of pronunciation practice, listening activities, small group and class discussions of selected readings and lectures, oral presentations and simulations of aspects of academic life. If students place into 2 or more ESL courses, they are required to take ENGL-085. Students can be exempted from this requirement by passing an oral exam. Students placed into ENGL-083 AND ENGL-084 must complete both ENGL-083 and ENGL-084 before taking ENGL-085. (3 hours weekly)

ENGL-086 Academic Advanced Reading for ESL Students
4 Credits
ESL students will continue to strengthen their reading skills in ENGL-086 with emphasis on academic material. In this class, reading is also approached as an integral component of the larger communicative system that is the English language. In addition to reading comprehension and vocabulary skill building, students will improve their ability to communicate the information and concepts contained in assigned material orally and in writing. Prerequisite: Appropriate score on English placement tests or completion of ENGL-083; Co-requisite: ENGL-106 (4 hours weekly in class and lab)

ENGL-087 Academic Advanced Writing and Grammar for ESL Students
4 Credits
In ENGL-087 students will acquire the English language skills needed to write multi-paragraph compositions at a level of correctness and fluency appropriate for an advanced learner of English who will soon enroll in a freshman composition class. Readings and discussions will prepare students to write narrative, descriptive, expository and argumentative compositions. Relevant grammatical skills will be developed through formal instruction, group editing and computer-assisted instruction. Prerequisite: Appropriate score on English placement tests or completion of ENGL-084. (4 hours weekly in class and lab)

ENGL-093 Directed Studies in Reading
3 Credits
Directed Studies in Reading is a three-credit developmental course designed to strengthen students’ reading skills. In this course, the student in need of intensive reading instruction will complete prescribed activities to develop vocabulary and improve reading comprehension. Credits awarded for the completion of ENGL-093 do not fulfill degree requirements in any degree or certificate program. Prerequisite: Appropriate score on reading placement tests. (5 hours weekly)

ENGL-094 Directed Studies in Writing
3 Credits
Directed Studies in Writing is a three-credit developmental course designed to strengthen
students’ writing skills. Beginning with sentences and progressing to paragraphs, students learn to construct clearly written, logically organized, grammatically correct papers. Credits awarded for the completion of ENGL-094 do not fulfill degree requirements in any degree or certificate program. ENGL-094 meets in a networked, computerized environment. Prerequisite: Appropriate score on the writing placement test. (4 hours weekly)

ENGL-096/097  Fundamentals of Academic Reading and Writing Combined  
6 Credits

ENGL-096/097 COMBINED integrates the reading and composition curricula of ENGL-096 and ENGL-097 into a single course. Working with one instructor, students read about important academic topics and respond to them through written assignments. Writing multi-paragraph essays, students learn to write clearly and convincingly using logical organization and appropriate grammar and usage. In reading, students develop proficiency in comprehending and interpreting a variety of college level reading materials. The emphasis is academic reading as a holistic, dynamic, interactive process. Students develop an understanding of this process by practicing and mastering various reading strategies. ENGL-096/097 COMBINED includes four hours of classroom instruction and four hours of individualized lab work. Prerequisite: Appropriate score on English placement tests or successful completion of ENGL-093/094. Co-requisite: ENGL-106. (8 hours weekly)

ENGL-096  Fundamentals of Academic Reading  
3 Credits

In ENGL-096, students will develop proficiency in comprehending and interpreting a variety of college level reading materials. The course emphasis is academic reading as a holistic, dynamic, interactive process. Students will develop an understanding of this process by practicing and mastering various reading strategies. The course includes two hours of classroom instruction and two hours of reading lab. Prerequisite: Appropriate score on English placement tests or successful completion of ENGL-093. Co-requisite: ENGL-106. (4 hours weekly)

ENGL-097  Fundamentals of Writing  
3 Credits

In ENGL-097, students will acquire the skills needed to write and revise a series of multi-paragraph essays. Students will also learn to write clearly and convincingly using logical organization and appropriate styles of standard written English. The varied writing assignments will be supplemented by topical readings, oral and electronic discussions, peer review and grammar instruction as needed. This course meets in a networked, computerized environment. Prerequisite: Appropriate score on English placement tests or successful completion of ENGL-094. (4 hours weekly)

ENGL-106  Successful Learning Strategies  
2 Credits

This course uses a student-oriented approach to the mastery of learning. Students will be actively involved in learning several study techniques, including memory, note-taking, reading, test-taking, and critical thinking. Besides study techniques, the students will study time management, diversity, stress management, and career planning. (2 hours)

ENGL-115  Creative Writing  
3 Credits

Creative Writing introduces students to the process of using their own experiences and backgrounds to express themselves in poetry and short fiction. In addition, students are introduced to the literary elements appropriate to these genres. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly)

ENGLISH COMPOSITION COURSE CHANGES
As of the 2003-2004 college catalog, HCC has offered two new composition core courses, ENGL-121 and ENGL-122, to replace ENGL-101 and ENGL-102. These changes reflect an enhanced curriculum and will allow for greater ease in transfer.

• If you have taken ENGL-101 already, and your program now requires only ENGL-121, you do not need to take ENGL-121 nor ENGL-122. You have fulfilled your English composition requirement.
• If you have taken ENGL-101 already, and your degree program requires two composition courses (last year, these were ENGL-101 and ENGL-102), then you need to take ENGL-121.
• If you have not yet taken ENGL-101, you should take ENGL-121.
• You can enroll in courses that now require ENGL-121 as a prerequisite if you have already taken ENGL-101.
• You can enroll in courses that now require you to be eligible for ENGL-121 if you have previously placed into ENGL-101.
• If you have previously placed into ENGL-102, you should take ENGL-121.

ENGL-121 College Composition I: Expository Writing  
3 Credits (English Composition Core)

ENGL-121 is the first of a two-semester sequence of college-level composition courses. (ENGL-122 is the second course in the sequence for most HCC degree programs.) ENGL-121 meets the state composition core requirement. ENGL-121 guides students through the expository writing process through close reading of contemporary critical discourse and teaches the rhetorical arts of argument and persuasion through critical thinking, reading and research. Students will develop an understanding of themselves as readers and writers of culture as they participate in public discourse about writing; examine the relationship among writer, audience, and purpose; and practice writing prose through a recursive process. Students completing this course should be able to write persuasive, researched and documented essays (of at least 1,000 words) demonstrating the conventions of standard written English and manuscript presentation. Prerequisite: Eligibility to enroll in ENGL-121 is based on English placement test scores or the successful completion of required developmental English course work. (3 hours weekly)

ENGL-122 College Composition II: Writing Through Literature  
3 Credits (English Composition Core)

ENGL-122 is the second of a two-semester sequence of college-level expository writing courses. (ENGL-121 is the first course in the sequence.) ENGL-122 builds on argumentative, persuasive, close reading, and research skills using a variety of literary forms as the subjects for discussion and writing. Students advance their understanding of themselves as readers and writers, including the understanding that they participate with others in responsible public discourse and have moral and ethical responsibilities in that discourse. Approaching writing as a recursive process, this course emphasizes scholarly inquiry, literary analysis, and research. Students completing this course should be able to write persuasive, researched, and documented essays (of at least 2,000 words) demonstrating effective communication, knowledge of literary conventions and the conventions of standard written English and manuscript presentation. Prerequisite: Eligibility to enroll in ENGL-122 is based on successful completion of ENGL-121. (3 hours weekly).
ENGL-126  Introduction to Journalism  
3 Credits (Humanities Core)
This course will provide a framework for the practical applications required to operate as a journalist in the twenty-first century. Students will discuss the role and responsibility of press in a free society and will benefit from the opportunity to evaluate popular journalistic mediums and their respective contents while applying their conclusions to their own decisions and styles as future journalists. They will take on the role of journalist as they adhere to the professional standards of news, feature, and opinion pieces for a magazine or newspaper. Finally, students will implement the writing process, from research, interviewing, and note taking through editing, proofreading, and potential publication. NOTE: Also listed as MASS-126. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly)

ENGL-200  Children's Literature  
3 Credits (Literature/Humanities Core)
Children’s Literature examines the historical background and development of works written for young people. Students are presented with criteria for assessing both text and illustrations of classic and contemporary works written for diverse audiences of children and young adults with a strong focus on terminology and a variety of genres. This is a writing intensive course. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly)

ENGL-201  American Literature I  
3 Credits (Literature/Humanities Core)
American Literature I surveys a range of work produced in the United States of America from the time of the European immigrations of the 1600s through the post-Civil War era. Representative literary works from diverse ethnic, racial, and social groups are studied in their historical, social, political, and economic context for what they both reflect and reveal about the evolving American experience and character. Representative works include Realist and Naturalist literature, immigrant and Native American experience, classic work from WWI and WWII eras, and feminist expression, among others. This course is writing intensive. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly)

ENGL-202  American Literature II  
3 Credits (Literature/Humanities Core)
American Literature II studies literature written in the United States of America from the mid-nineteenth century to recent times. Works are chosen to represent diverse ethnic, racial and social groups in historical, political and economic contexts for what they reflect and reveal about the evolving American experience and character. Representative works include Realist and Naturalist literature, immigrant and Native American experience, classic work from WWI and WWII eras, and feminist expression, among others. This course is writing intensive. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly)

ENGL-203  English Literature I  
3 Credits (Literature/Humanities Core)
English Literature I examines language, ideas and political/cultural values in English literature from Anglo-Saxon times through the Renaissance and into the 1700s. Students read poetry, letters and drama, including works by Shakespeare, Swift and other important writers. Key motifs from the texts include history, ideology, and the evolving ideas about humanity and the rise of individualism. This course is writing intensive. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly)

ENGL-204  English Literature II  
3 Credits (Literature/Humanities Core)
English Literature II examines language, ideas, and political/cultural values in English literature from the Romantic period of the late 1700s through the Victorian era and into the 1900s. Students read poems, plays and novels encompassing issues like civil rights, colonialism, sexuality and political power; they study writing that celebrates new freedoms and new ways of assessing humanity, self and the world with classic authors like Blake, Wordsworth, Tennyson, Hardy, Yeats, Wolfe, Joyce, and Eliot. This course is writing intensive. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly)

ENGL-205  The Short Story  
3 Credits (Literature/Humanities Core)
The Short Story offers a basic introduction to that genre of literature. Students focus on the critical evaluation of representative short stories by diverse authors from around the world, with an emphasis on American and European writers of the nineteenth and twentieth centuries such as Anton Chekhov, D. H. Lawrence and more contemporary writers, such as Margaret Atwood and Milan Kundera. Students are presented with literary terminology and concepts necessary to the discussion and evaluation of these works. This course is writing intensive. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly)

ENGL-206  African American Literature  
3 Credits (Literature/Humanities Core)
African American Literature studies oral and written stories of African American writers from the 18th century through the Harlem Renaissance to present times, including authors such as Zora Neale Hurston, Langston Hughes, and Martin Luther King, Jr.. Students analyze major themes like alienation, identity, double-consciousness, racism, classism, rebellion, revolt and escape. They both evaluate these works for their literary merit and make connections between the literature and their own experience. This course is writing intensive. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly)

ENGL-207  Ethics in Literature  
3 Credits (Literature/Humanities Core)
Ethics in Literature studies poems, short stories, drama and novels with the intention of probing both their literary merit and the ethical questions embedded within them. Students apply literary terminology and basic principles of ethics in order to understand and appreciate these works. The course emphasizes close and perceptive reading, thoughtful discussion and reflection. This course is writing intensive. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly)

ENGL-208  Contemporary American Poetry  
3 Credits (Literature/Humanities Core)
Contemporary American Poetry focuses on the richness and diversity of America’s finest poets. The course begins with a brief selection of earlier significant poets who provide a historical perspective. Students then concentrate on the literary elements and merit of material written from the beginning of the twentieth century to the present. Course work emphasizes close readings and class discussion of a body of works varied in style and content. This course is writing intensive. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly)

ENGL-209  Modern Drama  
3 Credits (Literature/Humanities/FineArts Core)
Modern Drama studies work written for European and American theater in the last and present century. Students discuss and appraise plays; identify basic elements which distinguish modern drama from earlier periods; evaluate performances of contemporary plays; and study what playwrights have said about the nature of drama.
Students also discuss the impact of major philosophical and scientific achievements on dramatic material. This course is writing intensive. NOTE: Also listed as THET-209. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly)

ENGL-210 Introduction to Fiction, Poetry and Drama  
3 Credits (Literature/Humanities Core)
Introduction to Fiction, Poetry and Drama studies conventions and characteristics of these three genres of literature and is particularly recommended for students new to the study of literature. Students study terminology and literary concepts in order to interpret, analyze and critically evaluate selections from stories, poems and plays. In addition, they are introduced to critical reading strategies, literary criticism, and an expanding literary canon which includes the work of culturally diverse writers—including a classic piece from Greek or Shakespearean theatre. This course is writing intensive. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly)

ENGL-211 Science through Science Fiction  
3 Credits (Literature/Humanities/Interdisciplinary and Emerging Issues Core)
Science through Science Fiction focuses on themes of controversial scientific discovery and innovation, exploring both the wonder and the danger. Students view films and read short stories and novels—which illustrate comprehension of scientific background and literary concepts through class discussion, essay exams and literary projects. This course is writing intensive. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly)

ENGL-212 By and About Women  
3 Credits (Literature/Humanities Core)
By and About Women studies literature written by female authors and/or about female characters. Students critically evaluate a variety of texts for form and technique. In addition, students analyze the validity of the female experience as portrayed in literature and are expected to gain insight into the challenges and power of women in literature and in life. This course is writing intensive. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly) NOTE: Also listed as WMST-212.

ENGL-213 Latin American Literature  
3 Credits
Latin American Literature, in English translation, from the pre-Colonial era to the present, introduces students to major literary topics and themes within a variety of Latin American nations and cultures, including indigenous and Afro-Latin voices. Genres studied include the novel, the short story, poetry, the testimonial narrative, and historical nonfiction. Readings, films, and discussion help provide the social and historical context necessary for understanding and appreciating Latin American literature from Mexico, the Caribbean, Central and South America. This course is writing intensive. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly)

ENGL-215 Advanced Creative Writing  
3 credits
Advanced Creative Writing is designed for those students who have mastered fundamental elements of creative writing. Assignment include writing poetry and short fiction. Students are encouraged to draw on their backgrounds and experience to shape their writing. This course differs from ENGL-115 in terms of proficiency expected: students of advanced creative writing are expected to achieve a higher level of proficiency and/or be further along in their work. Prerequisite: ENGL-115. (3 hours weekly)

ENGL-221 Writing for Television and Radio  
3 Credits
This course focuses on a basic approach to the different kinds of writing done for all types of television and radio programs. Students enrolled in this class will learn to write using standard and accepted broadcast script formats. Treatments, drafts and full scripts for a variety of program types will be explored in this class. NOTE: Also listed as MASS-221. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly)

ENGL-225 Introduction to World Literature  
3 Credits (Literature/Humanities Core)
Introduction to World Literature examines a variety of texts from antiquity to modern times offering students an opportunity to study major literary works in the context of their cultural values and historical periods. Students apply basic terminology and devices for interpreting and analyzing literature while focusing on a variety of genres. They also work with critical reading strategies and literary criticism. This course is writing intensive. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly)

ENGL-230 Technical Writing  
3 credits
This intensive writing class provides an introduction to technical and professional communication. In an interactive workshop format, students learn to think critically about the informative, persuasive and ethical dimensions of their writing. They study rhetorical principles and apply them to an array of assignments, from brief memos to formal proposals. In addition, students learn how to adapt their writing process to rapidly changing communication technologies, how to effectively write in a collaborative setting, and how to connect with a specific audience. (While this class is appropriate for all majors, it is especially helpful for those students enrolled in the Computer Science/Information Technologies major.) Prerequisite: Eligibility to enroll in ENGL-230 is based on successful completion of ENGL-101 or ENGL-121 or on English placement test scores. (3 hours weekly)

ENGL-250 Shakespeare from Page to Stage  
3 Credits (Literature/Humanities/Fine Arts Core)
Shakespeare from Page to Stage focuses on reading, analyzing and interpreting Shakespeare’s plays as literary texts; understanding them as products of specific historical, cultural and artistic currents, and as performance text meant for production. Emphasis is given to the process that transforms literary text through production, informed by literary and theatrical elements. This course is writing intensive. NOTE: Also listed as THET-250. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly)

ENTREPRENEURSHIP

ENTR-100 Introduction to the Entrepreneurial Process  
2 Credits
This interdisciplinary course is designed to help students to discover and develop the personal attributes needed to become a successful entrepreneur or intrapreneur. The core of the course focuses on the discovery and understanding of entrepreneurial attitudes and behaviors within oneself. The student will begin to understand the competencies required to be an entrepreneur through case studies, creative problem solving and exercises aimed at self-development. Students will identify, discuss and grow an idea about a business they might one day start. They will have an opportunity to participate in the business planning process. (2 credit hours)
ENTR-101 The Entrepreneurial Process
3 Credits
This interdisciplinary course is designed to introduce students to the concept of sustainable entrepreneurship, a manageable process that can be applied across careers and work settings. It focuses on building entrepreneurial attitudes and behaviors that will lead to creative solutions within community and organizational environments. Course topics include the history of entrepreneurship, the role of entrepreneurs and intrapreneurs in the 21st century global economy, and the identification of entrepreneurial opportunities. The elements of creative problem-solving, the development of a business concept/model, the examination of feasibility studies, and the social/moral/ethical implications of entrepreneurship will be incorporated. This course is directed toward forging views of entrepreneurship and intrapreneurship as they operate in today’s world. Credit will only be granted for one of the following: ENTR-100 or ENTR-101. Prerequisite: ENGL-121. (3 hours weekly)

ENTR-102 Entrepreneurial Assessment
1 Credit
This course is a guided process that establishes a link between the entrepreneur and the Center for Entrepreneurial and Business Excellence (CEBE). The entrepreneur will be able to identify the needs and goals of his existing or proposed business and determine the status of development and operation. An assessment report will develop from initial input from the entrepreneur to the business coach. Based on recommendations, the entrepreneur will analyze methods and pathways to pursue in accord with the services and curricula offered by the CEBE. (1 hour weekly)

ENTR-103 Business Coaching
3 Credits
Business Coaching provides the entrepreneur with a guide through the process of business start up or enhancement. Following the completion of the Business Coaching Course the entrepreneur will bring the business to successful launch or have discovered ways to improve the existing business. Goals and progress toward goals are reviewed with changes made as needed. The entrepreneur participates in networking with other businesses and resources. The entrepreneur uses these resources to enhance business opportunities. Prerequisite: ENTR-102 (3 hours weekly)

ENTR-104 Business Plan Development
3 Credits
In this course the entrepreneur participates in a series of three modules that are critical components of a business plan. The entrepreneur will examine the industry that incorporates their business and will look at potential forces that may impact the success of their business. They will examine the customer base and competition. They will discuss how to produce revenue and growth and will examine the financial situation, with a projection of the company’s financial future. Prerequisite: ENTR-102 (3 hours weekly)

ENTR-105 Business Plan Writing
1 Credit
In this course the entrepreneur assembles the component parts of the business plan and completes the written document. The completion of this document prepares the entrepreneur for funding. The entrepreneur will create a plan which is a road map that includes goals for producing revenue and additional growth. Prerequisite: ENTR-104, ENTR-120 or ENTR 210. (1 hour weekly)

ENTR-106 Presenting the Business Plan
1 Credit
This course prepares the entrepreneur to describe the particular company and present the business plan to potential funding sources. The basic principles and techniques of presentation and practice with feedback are included. The entrepreneur will present the business plan to a jury that includes select members of the advisory board, faculty, and other students. Prerequisite: ENTR-104 or ENTR-105 or ENTR-120 or ENTR 210 (1 hour weekly)

ENTR-107 Business Problem-Solving for the Entrepreneur
1 Credit
This course prepares the entrepreneur to identify one or more area(s) of need specific to the business. The entrepreneur assesses the need(s), develops solutions, establishes outcomes, and develops a framework for monitoring outcomes. Business Problem Solving for the Entrepreneur is available in the following areas pertinent to business start up: strategy development, use of technology, human resource management, legal issues and accounting. Prerequisite: ENTR-102 and ENTR-103 (1 hour weekly)

ENTR-108 Marketing Plan Development
3 Credits
In this three module course the entrepreneur will complete a marketing plan for the business. The entrepreneur will complete market research that will help define relevant needs of the customer base. He/she will define the elements of the marketing mix, product, price, place and promotion, for their business and explain their role in building a successful marketing strategy. Prerequisite: ENTR-102 or ENTR-120 or ENTR-210. (3 hours weekly)

ENTR-109 Customer Service for the New Business Start Up
1 Credit
In this course the entrepreneur discovers the elements of the customer service function pertinent to their business. Topics include establishing effective and efficient interpersonal relations with current and potential clients. Functions such as initiating contact, providing clear information, determining level of client need and understanding, and incorporating office procedures are emphasized. (1 hour weekly)

ENTR-110 Basic Website Development
1 Credit
In this course the entrepreneur works with others to develop a website appropriate for the business. The entrepreneur learns how the web can work for the business and how to most effectively establish a presence on the web. The entrepreneur works with an expert to define meaningful information about their company and its products or services. The information is then put up on the Website where it can be viewed in an interactive manner. Prerequisite: ENTR-102, ENTR-103 or ENTR-108. (1 hour weekly)

ENTR-111 Advanced Website Development
1 Credit
In this course the entrepreneur receives support in development of an electronic business enhancement to their website. Prerequisite: ENTR-110. (15 hours)

ENTR-120 Entrepreneurship in Practice
3 Credits
This second-level course is designed to prepare business students and others to succeed in the new, global economy by teaching them to think and act like entrepreneurs. Students will learn the skills required to launch and manage new ventures, within or outside of the corporate environment. Case studies, virtual enterprises, simulations, and interaction with local entrepreneurs will allow students to practice and refine their entrepreneurial skills. Course topics include recognizing opportunity and risk, developing a business model, securing resources, managing the new venture, ethical issues, and planning for growth and change. Prerequisites: Eligibility to enroll in ENGL-121. (3 hours weekly)
**ENTR-205 Online Auctions as a Business Tool**  
3 Credits  
This course serves as an introduction to online auctioneering by utilizing various online auctioneering websites as businesses tools. Through a comprehensive exploration of the online auction process, students will learn about various auction strategies for the purpose of purchasing and selling goods online. This will enable students to determine which online auction strategies and techniques work best for their specific area of product interest. Students will employ supplemental online auction tools as aids in this web-based business format. Students will examine, use, and evaluate core business concepts such marketing, sales, inventory management, and finance and trace the impacts that these components have when operating as an online auction business. (3 hours weekly)

**ENTR-210 Developing Business Opportunities and Plans**  
3 Credits  
This course provides basic information and skills needed by students who wish to develop their own small business, who currently work in such an operation, or who function in a larger business which cultivates intrapreneurship. The essential elements of this course revolve around recognizing new opportunities for entrepreneurial activities, developing successful methods of perceiving such endeavors, and selecting mechanisms needed to analyze the strengths and weaknesses of a new or evolving entrepreneurial venture. (3 hours weekly)

**ENTR-220 Financing Entrepreneurial Operations**  
3 Credits  
This course is designed to improve the potential for entrepreneurial success by increasing skills and knowledge of three basic elements: starting an entrepreneurial enterprise, sustaining it, and facilitating its growth. Students will have the opportunity to receive feedback from an industry panel. Students are expected to exit the course with the knowledge and skill to apply for funds. (3 hours weekly)

**EXERCISE SCIENCE**

**EXSC-100 Introduction to Physical Education**  
1 Credit  
This course is designed to present the basic concepts and physical skills necessary for basic instruction of movement activities at the elementary education level. The student will participate in and develop leadership skills for instructing such activities. (1 hour weekly)

**EXSC-101 Introduction to Exercise Science**  
1 Credit  
This course is designed to provide the student with an overview of individual academic subdisciplines of Exercise Science. The development of Exercise Science as an academic discipline and the relationship between the subdisciplines will be discussed. Career opportunities in the exercise field will be examined. (1 hour weekly)

**EXSC-110 Introduction to Athletic Training**  
1 Credit  
This course is designed as an introduction to athletic training. The athletic trainer as an allied health care professional will be examined. The manual skills required in the profession will also be examined. (1 hour weekly)

**EXSC-120 Introduction to Sports Coaching**  
3 Credits  
This course will provide information on the sport sciences, including anatomy, physiology, psychology, biomechanics, and skill acquisition, which are vital for coaches in a range of sports. Methods for improving the athlete’s performance and well-being will be examined. The principles of coaching will be covered where the student will develop a personal coaching philosophy and style. A balanced approach to coaching will be emphasized. (3 hours weekly)

**EXSC-150 Sport and Society**  
3 Credits  
Sport will be related to such social problems as delinquency, segregation, collective behavior and leisure; to social processes such as socialization, stratification, mobility and social control; and to those familiar social institutions the family, the school, the church, the military, the economy, the polity and the mass media. (3 hours weekly)

**EXSC-200 Care and Prevention of Athletic Injuries**  
3 Credits  
This course is designed to introduce the necessary skills and competencies required for treatment of basic athletic injuries. This course will include the study of modern theories and principles of athletic training mechanisms as well as the nature and causes of the most common sports-related injuries. (3 hours weekly)

**FINANCIAL PLANNING**

**FNPL-101 Personal Financial Planning Principles**  
3 Credits  
This course will cover the principles of financial planning in the following areas: the financial planning process; insurance; investment decisions; income tax planning; retirement and estate planning. After completion of this course a student will understand the terminology and concepts of financial planning, and will be pre-
pared to study specialized information in any of the above mentioned areas. (3 hours weekly)

**FNPL-105 Financial Planning for Young Adults**
3 Credits
This course is designed, in general, for those less than 30 years of age who are interested in learning how to plan for a financially secure future by practical applications in the following areas: money management, spending and savings plans, credit/debt management, and investing for the future. (3 hours weekly)

**FNPL-201 Investment Analysis and Portfolio Selection**
3 Credits
Upon the completion of this course a student will understand the variety of investment vehicles which are offered today. He/she will better self-advice or advise others in financial investments in the following areas: long-term securities; stocks and bonds; limited income securities; treasury bills; mutual funds. An overall view of analytical techniques, construction of investment portfolio and tax considerations will be presented as well. (3 hours weekly)

**FNPL-202 Risk Management and Insurance**
3 Credits
An introduction to the field of insurance. The student will examine the various types of risks and the approaches taken by insurance firms. The course provides an analysis of life, health, property and liability insurance, fire insurance, homeowners and personal auto policies, as well as employee benefit plans and determination of insurance needs. (3 hours weekly)

**FINE ARTS**

**FINE-101 Humanities Through the Arts**
3 Credits (Fine Arts/Humanities Core)
In this course, the humanities are approached through an interdisciplinary study of nine major arts: film, theatre, music, dance, painting, sculpture, photography, architecture, and art in literature. Each of these arts is considered from the perspectives of the meaning and form expressed as well as criticism or critical evaluation. As a study of the creative process a broad range of methods in the various arts will be explored through diverse presentations by guest lecturers, professionals in the arts. The challenge to the student in this course is to develop perceptual awareness and aesthetic sensitivity as well as a foundation for a life-long relationship with the arts regardless of his/her major field of study. (3 hours weekly)

**FINE-102 Arts, Cultures and Ideas**
3 Credits (Fine Arts/Humanities Core)
Arts, Cultures and Ideas is an interdisciplinary, team taught course whose purpose is to introduce to the student how the humanities and their arts address ways of thinking about what is human—about our diverse histories and cultures, imaginations, values, words, and dreams. The approach of the course is to root cultural achievements in their historical settings, showing how the political, social, and economic events of each period influence their creation. The course will focus on at least three of the following areas of the humanities appropriate to the period of history and the specific culture being studied: architecture, criticism, dance, ethics, film, literature, music, painting, philosophy, photography, religion, sculpture, and theatre. Historical periods that will be a part of this course as it changes focus and individual cultures to be studied within these periods will be determined each semester. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

**FINE-103 Introduction to the Creative Arts**
3 Credits (Fine Arts/Humanities Core)
This team-taught course will introduce the student to the basic elements, principles, processes, materials, and inherent qualities of dance, music, theatre, and visual arts. Focus is on experiential learning and creativity. Requirements of the course include attendance at arts events and the production of a class-created, integrative arts performance. This course is a requirement for all transfer students pursuing the A.A.T. Elementary Education degree program. (3 hours weekly)

**FINE-193 Introduction to Women’s Studies: Women, Art, and Culture**
3 credits (Fine Arts/Humanities Core)
An introduction to the ideas and issues central to Women’s Studies, feminism, gender and diversity with emphasis on women’s art and culture. The course will examine how women have been represented and how gender has been constructed in the dominant culture as well as the role of the arts and of women themselves in developing an alternative women’s culture. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly) NOTE: Also listed as WMST-193.

**FINE-200 Twentieth Century Arts, Cultures and Ideas - Rouse**
3 Credits (Fine Arts/Humanities Core)
This Rouse Scholars honors course is an interdisciplinary, team-taught course the purpose of which is to introduce the student to the ways of thinking about what is human about our diverse histories and cultures, imaginations, values, words, and dreams. Specifically, this course will focus on how the art, music, and literature of twentieth century expressionism through postmodernism reflect the diverse cultures and human values of this unique period in history. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

**FINE-222 Survey of Art and Music/Field Trips**
3 Credits
This course is a general survey highlighting both the history of art and the history of music from 4000 B.C. to the twentieth century, including an in-depth analysis of the similarities and contrasts between both areas. The student will develop an ability to interpret a work of art based on the arrangement of the elements of design. The student will develop the ability to listen to music critically and to interpret the various characteristics (fundamental elements) within a musical composition and to analyze particular forms of music. The course is designed to provide on-site lectures at required field trips to art museums and concerts in the Baltimore-Washington area and to expose the student to the high-quality museum exhibits and concerts available, providing the student with a fine arts experience.

**FRENCH**

**FRENCH-101 Elementary French I**
4 Credits (Humanities Core)
In this introductory course, students learn to listen, speak, write and read on a basic level. They also learn about the diverse cultures of the French-speaking world. Instruction focuses on oral communication, and is supported by a computerized classroom and peer learning groups. This course meets for 4 hours per week; students meet with their instructor in a computerized classroom for 3 hours per week; the fourth hour is reserved for individual computerized practice and conversation groups.
FREN-102 Elementary French II  
4 Credits (Humanities Core)
Students continue to develop the four basic skills, particularly oral communication, and to look inside the cultures of France, West Africa, Canada and the Caribbean. They will develop a project which reflects personal goals for learning French. Instruction focuses on oral communication and is supported by a computerized classroom and conversation specialists. This course meets for 4 hours per week; students meet with their instructor in a computerized classroom for 3 hours per week; the fourth hour is reserved for individual computerized practice and conversation groups.

FREN-201 Intermediate French I  
4 Credits (Humanities Core)
Students in this second year course will use the skills needed to listen, speak, write and read in French in the context of a series of communicative activities. They will expand their knowledge of the peoples of the French-speaking world and will, through the use of multimedia technology, create a personalized project reflective of individual interests in French. Instruction focuses on oral communication and is supported by a computerized classroom and conversation specialists. This course meets for 4 hours per week; students meet with their instructor in a computerized classroom for 3 hours per week; the fourth hour is reserved for individual computerized practice and conversation groups.

FREN-202 Intermediate French II  
4 Credits (Humanities Core)
This final course of the 4 semester sequence fulfills the language requirement at most four-year institutions. Students will produce a mini-project in each of the four skill areas as they acquire the basics of intermediate French. Instruction focuses on oral communication, and is supported by a computerized classroom and conversation specialists. This course meets for 4 hours per week; students meet with their instructor in a computerized classroom for 3 hours per week; the fourth hour is reserved for individual computerized practice and conversation groups.

We will study the location of people, relative to each other. The student will examine the physical environment and how it influences spatial decision-making processes. We will analyze the geo-economic relationships which influence the earth’s settlement patterns. The student will develop an understanding of the increasingly interdependent and interconnected world in which we live, and the relationship between the actions of the individual and the impact which these actions have on other places in the world. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

GEOG-102 Elements of Cultural Geography  
3 Credits (Social and Behavioral Sciences Core)
In Cultural Geography the student will be able to demonstrate how the surface of the earth has been changing during the time span of human occupancy and how, in using that surface, human technology has grown and prospered. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

GEOG-201 Economic Geography  
3 Credits
This course will focus on the interdependence and interrelationships of the global economy. We will study the location of economic activity at the local, national and world scale. We will examine the distribution of economic activity, the use of the world’s resources, and the spatial organization and evolution of the world economy. The student will be able to demonstrate a knowledge of the issues of pollution and resource depletion, food and famine, accessibility and isolation, land use, production processes, economic development, and global trade relationships. Prerequisite: GEOG-101 or GEOG-102. (3 hours weekly)

GEOG-109 Historical Geology  
4 Credits
This is a course in which the principles of physical geology and stratigraphy are used to study the history of the earth and its inhabitants. The formations and geologic periods of North America will be emphasized. In the lab, the student will become familiar with fossils, rocks, minerals and the use of maps in geologic interpretations. There will be several field trips to local sites. (3 hours lecture, 3 hours lab)

GEOG-117 Introduction to Physical Geology Lab  
1 Credit (Science Core)
In this course, students will utilize the basic materials and tools of physical geology to identify common minerals and rocks. Students will learn to recognize surface erosional and depositional features on aerial photographs and topographic maps, and will interpret geologic faults and structures on geologic maps and models. There will be several field trips to local sites. Pre- or co-requisite: GEOG-107. (3 hours lab)

GERMAN

GERM-101 Elementary German I  
4 Credits (Humanities Core)
In this introductory course, students learn to listen, speak, write and read on a basic level. They also learn about the diverse cultures of the German-speaking world. Instruction focuses on oral communication, and is supported by a computerized classroom and peer learning groups. Instruction focuses on oral communication and is supported by a computerized classroom and conversation specialists. This course meets for 4 hours per week; students meet with their instructor in a computerized classroom for 3 hours per week; the fourth hour is reserved for individual computerized practice and conversation groups.
GERM-102  Elementary German II  
4 Credits (Humanities Core)  
Students continue to develop the four basic skills, particularly oral communication, and to look inside the cultures of Germany, Austria and German-speaking Switzerland. They will develop a project which reflects personal goals for learning German. Instruction focuses on oral communication and is supported by a computerized classroom and conversation specialists. This course meets for 4 hours per week; students meet with their instructor in a computerized classroom for 3 hours per week; the fourth hour is reserved for individual computerized practice and conversation groups.

GERM-201  Intermediate German I  
4 Credits (Humanities Core)  
Students in this second year course will use the skills needed to listen, speak, write and read in German in the context of a series of communicative activities. They will expand their knowledge of the peoples of the German-speaking world and will, through the use of multimedia technology, create a personalized project reflective of individual interests in German. Instruction focuses on oral communication and is supported by a computerized classroom and conversation specialists. This course meets for 4 hours per week; students meet with their instructor in a computerized classroom for 3 hours per week; the fourth hour is reserved for individual computerized practice and conversation groups.

GERM-202  Intermediate German II  
4 Credits (Humanities Core)  
This final course of the 4 semester sequence fulfills the language requirement at most four-year institutions. Students will produce a mini-project in each of the four skill areas as they acquire the basics of intermediate German. Instruction focuses on oral communication and is supported by a computerized classroom and conversation specialists. This course meets for 4 hours per week; students meet with their instructor in a computerized classroom for 3 hours per week; the fourth hour is reserved for individual computerized practice and conversation groups.

GREEK  
GREK-101  Elementary Modern Greek I  
4 credits (Humanities Core)  
In this introductory course, students will learn to listen, speak, write and read in a basic level. They will also learn some important cultural elements of the Greek-speaking world. Instruction focuses on oral communication and is supported by a computerized classroom and peer learning groups. This course meets for 4 hours per week; students meet with their for 3 hours per week; the fourth hour is reserved for individual computerized practice and conversation groups.

GREK-102  Elementary Modern Greek II  
4 Credits (Humanities Core)  
In GREK-102, students review Greek letters isolated/connected forms; continue to create simple sentences using gender, plurals, pronouns, possession, verb forms, past and present tense, geographic place names, and the counting system through the introduction of meaningful vocabulary. Students will increase their proficiency in Greek script and sound system, widen their working vocabulary, learn key grammatical points, practice conversation and expand their knowledge of Greek culture. (4 hours weekly)
HEED-102  Introduction to Weight Management  
1 Credit (Interdisciplinary and Emerging Issues Core)  
This course is designed to provide students with the knowledge and means for developing a personal weight control plan. The course will examine commercial diet programs, fad diets, and effective weight loss strategies. Students will study the role body composition and weight have in health/wellness. (1 hour weekly)

HEED-104  Personal Nutrition Assessment  
1 Credit (Interdisciplinary and Emerging Issues Core)  
Students are introduced to a computerized nutritional assessment program. Students evaluate their current nutritional status and develop strategies for improvement. Various group discussions, lectures, and labs provide students with the means to critically evaluate their dietary practices. (1 hour weekly)

HEED-105  Pediatric Basic Life Support Plus  
1 Credit  
This course is designed to prepare students to recognize and intervene appropriately in situations requiring infant and child CPR or management of foreign body airway obstruction in the conscious or unconscious victim. This course includes techniques to be used for victims from birth to 8 years of age. Recognition of potential safety hazards, water safety, and accident prevention are also discussed. (1 hour weekly)

HEED-106  Introduction to Stress Management  
1 credit (Interdisciplinary and Emerging Issues Core)  
This course is designed to provide students with a basic understanding of the concepts of stress management and the application of these concepts to personal stress management. Students will be presented with various tools and strategies for managing stress and will use these to develop an individual stress management plan. (1 hour weekly)

HEED-108  Adult CPR and First Aid  
1 Credit  
This course is designed to acquaint students with theories and techniques of CPR and First Aid and Safety. After the successful completion of this course a two-year card from the American Heart Association in Adult CPR and a three-year certification in First Aid and Safety from the National Safety Council will be awarded. (1 hour weekly)

HEED-109  Basic CPR and First Aid  
2 Credits (Interdisciplinary and Emerging Issues Core)  
This course is designed to acquaint students with theories and techniques of CPR and First Aid and Safety. After the successful completion of this course a one-year card will be awarded in Infant, Child and Adult CPR (valid one year) and certification in First Aid and Safety (valid three years). (2 hours weekly)

HEED-110  Introduction to Personal Wellness  
1 credit (Interdisciplinary and Emerging Issues Core)  
This course is designed to provide the student with an overview of the components of wellness. These components will include stress, physical fitness, nutrition, safety, and weight management. The principles, concepts, and practices necessary to improve one’s personal wellness will be examined. Students will participate in presentations, laboratories, and assessments designed to evaluate their individual wellness plan to improve areas of concern. (1 hour weekly)

HEED-112  First Aid and Safety  
3 Credits (Interdisciplinary and Emerging Issues Core)  
A study of techniques of cardiopulmonary resuscitation, including one- and two-person rescue for infants, children and adults and use of resuscitation mask, BVM and AED in emergency situations. This course will prepare you to make appropriate decisions regarding first aid care and to act on those decisions. Students will be eligible to receive CPR and First Aid Certification. (3 hours weekly)

HEED-113  Drug Use and Abuse  
3 Credits (Interdisciplinary and Emerging Issues Core)  
This course will examine drug use relevant to the use and abuse of drugs. Upon completion of this course the student will be able to identify the physiological, psychological, social and cultural implications of drug use. In addition the historical and legal aspects of drug use will be presented in the context of this course. (3 hours weekly)

HEED-114  Introduction to Therapeutic Massage  
3 Credits  
This course is designed to explore fundamental topics in the use of therapeutic massage and its role in the wellness model of the healthcare system. The history of massage will be introduced and relevant research into the validity of this modality will be discussed. The ethical and professional standards for massage therapists are presented as well as workplace standards, professional alliances, and practice management issues. Time will also be devoted to discussions of massage manipulations, bodywork techniques, the purpose of touch and emerging trends in the field. (3 hours weekly)

HEED-115  Personal and Community Health  
3 Credits (Interdisciplinary and Emerging Issues Core)  
This course will synthesize the important facts and concepts of a variety of college level courses including biology, psychology, sociology, anthropology, nutrition, and health. Emphasis will be placed on health as a human right and opportunity to understand one’s personal nature. Major topics include states of consciousness, the subconscious mind, thoughts and attitudes, death and dying. Students will learn the connection between the chakras (energy body) and the physical body. Various meditation and visualization techniques will be experienced. Upon completion of this course the student will gain a fuller understanding and connection with intuition and self-awareness. (3 hours weekly) NOTE: Also listed as PHIL-116.

HEED-117  Basic Life Support for Healthcare Professional  
1 Credit  
This course is designed to acquaint students with theories and techniques of Basic Life Support for the Healthcare Professional. After the successful completion of this course, a two-year card from the American Heart Association in Basic Life Support for Healthcare Providers will be awarded. (1 hour weekly)

HEED-118  Introduction to Pharmacology  
1 Credit  
This course introduces the student to the important basic concepts of pharmacology. Major drug classifications will be described. The focus will be the discussion of applications of drug therapy. (1 hour weekly)
HEED-120  Medical Aspects of Chemical Dependency  
3 Credits  
Upon completion of this course, the student will be able to identify concepts relevant to alcoholism and the medical aspects of addiction. In addition, the course will include the pharmacology of alcohol and other addictive substances. (3 hours weekly) NOTE: Also listed as HUMS-120.

HEED-121  Introduction to Chemical Dependency Treatment  
3 Credits  
This course provides students with the opportunity to study the various modalities of addiction therapy. Counseling skills and the philosophical aspects of addiction will also be presented in this course. (3 hours weekly) NOTE: Also listed as HUMS-121.

HEED-122  Individual Counseling Techniques  
3 Credits  
This course will make available for use clinical methods that attend to developing diagnostic understanding and to implementing treatment skills with mental health and/or chemically abusing/dependent populations. (3 hours weekly) NOTE: Also listed as HUMS-122.

HEED-123  Group Counseling Skills  
3 Credits  
Students will receive training in a group-counseling model for use with both mental health and chemically abusing/dependent clients. The emphasis will fall on the group, client, and counselor contributions to the group process, and how these factors influence and interrelate with one another. (3 hours weekly) NOTE: Also listed as HUMS-123.

HEED-124  Family Counseling Skills  
3 Credits  
The family is defined as a complex interactive system. Traditional views of pathology will be redefined as students come to view family problems such as substance abuse, mental abuse, and other psychosocial problems. Students will think diagnostically about families utilizing theory and various techniques, strategies, and approaches that are relevant to working with families. (3 hours weekly) NOTE: Also listed as HUMS-124.

HEED-125  Ethics in Professional Practice  
3 Credits  
This course will examine ethics in today's evolving healthcare environment. This course will look at the evolution of privacy and the ethical dilemmas that result from current laws, social and cultural implications. A practitioner's approach to ethics has a direct impact on the quality of patient care and the liability of the organization for which they work. Healthcare practitioners, i.e., substance abuse counselors, psychiatric aides, gerontologists, social services workers, are expected to be knowledgeable about today's healthcare laws and ethical codes. (3 hours weekly)

HEED-127  Introduction to Cross-Cultural and International Health (Interdisciplinary and Emerging Issues Core)  
3 Credits  
This survey course is designed to introduce the student to current and emergent issues that affect the health of the population at the local, regional, national, and global level. Areas of concentration will be Population, Nutrition, and Infectious Diseases. (3 hours weekly)

HEED-130  Human Sexuality  
3 Credits  
Through this introduction to the field of human sexuality, the student will be able to recall and describe historical and current research knowledge related to physiological, psychological, anthropological, and sociological aspects of human sexuality across the life span. Students will discuss and evaluate their own beliefs and values relevant to the topics of various types of sexual behavior, sexual problems and their treatments. In addition, the student will be able to describe important legal and ethical sexual issues. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly) NOTE: Also listed as SOCI-130.

HEED-131  Introduction to Foot Reflexology  
1 credit  
This course is designed to introduce the student to the art and science of foot reflexology. Class discussion will include foot reflexology as energy therapy, a component of CAM (complementary and alternative medicine). This course will define, explain the history, and describe how foot reflexology works. Students will learn and experience pressure techniques unique to reflexology. A thorough understanding of zone therapy, reflex areas of major organs and glands, and foot reflexology’s role in maintaining optimal wellness will be emphasized. (1 hour weekly)
to support consumer exploration of complimentary and alternative approaches as well as engage in practices that promote vital health and optimal well-being. (3 hours weekly)

**HEED-140 The Philosophy and Practice of Tai Chi**
3 Credits
This course is designed to introduce the student to the philosophical, historical, and technical bases of Tai Chi. Students will be taught and will develop the skills necessary to perform the Sun Style form of Tai Chi. (4 hours weekly) NOTE: Also listed as PHIL-140.

**HEED-141 The Philosophy and Practice of Yoga**
3 Credits
This introductory course in Yogic philosophy is unique in that it interweaves the intellectual and the experiential, so that the ancient yet timely truths and principles of Yoga are studied, explored, and practiced through Yoga postures, breath, awareness, reflection, writing, discussion, meditation, and action. (4 hours weekly) NOTE: Also listed as PHIL-141.

**HEED-150 Women's Health**
3 Credits (Interdisciplinary and Emerging Issues Core)
This course will introduce students to a variety of women’s health issues as well as the barriers faced by women striving to achieve a healthful lifestyle. Students will examine topics including: female sexual health and reproduction, exercise and eating behaviors, substance abuse, mental health and stress, and violence against women. This course is designed to support students in their personal exploration of attitudes, knowledge and values related to women’s health and to assist them as they analyze their personal health behaviors. (3 hours weekly) NOTE: Also listed as WMST-150.

**HEED-155 Introduction to Conflict Resolution: Science and Art**
3 Credits (Interdisciplinary and Emerging Issues Core)
This course is designed to introduce students to perspectives on conflict and strategies for resolving conflict. Conflict will be explored in different contexts, including intergroup conflict, cross-cultural conflict, and international conflict, with an emphasis on interpersonal conflict. Students will be asked to reflect on their own style of conflict resolution and the pertinence of the material covered to conflict resolution in their own lives. (3 hours weekly) NOTE: Also listed as CRES-155.

**HEED-160 The Aging Process: Gerontology**
3 Credits (Interdisciplinary and Emerging Issues Core)
This course will focus on the physiological, psychological and social changes that impact upon the aging population. In addition the student will focus on assessment and counseling skills relevant to preserving independence in the aged, and meeting the health needs of the aging population. (3 hours weekly) NOTE: Also listed as SOCI-160.

**HEED-175 Cross Cultural Health Comparison**
1 Credit (Interdisciplinary and Emerging Issues Core)
During an intensive practicum in another culture students will observe, document, and evaluate health and health care practices in order to foster greater understanding of differences between the US health practices and those in the system of the culture they are visiting. Students will visit hospitals, clinics, homes, food markets and possibly a university to observe nursing, allied health and nutrition practices and programs.

**HEED-200 Health/Fitness Leader**
3 Credits (Interdisciplinary and Emerging Issues Core)
This class is designed to provide the student who is interested in the wellness field with the knowledge and skills necessary to function as an exercise/fitness leader. The class covers core behavioral objectives set up for the following certifications: American College of Sports Medicine’s Exercise Leader, the National Strength Conditioning’s Certified Personal Trainer, and the American Council for Exercise Personal Trainer. Students will be introduced to various aspects of the exercise/fitness field including risk factor evaluation, fitness assessment, exercise prescription, and program development. (3 hours weekly)

**HEED-210 Foundations of Health Education and Health Behavior**
3 Credits (Interdisciplinary and Emerging Issues Core)
This course will examine the scientific and philosophical bases for various theories of health, including health, wellness, individual control and limitations of health status, and holistic health. Also examined will be the psychological, social psychological, and sociological approaches to the following health areas: development of health attitudes and behavior, patient-provider interaction and the organization of health care. (3 hours weekly)

**HEED-211 Nutrition**
3 Credits (Interdisciplinary and Emerging Issues Core)
This course focuses on the basic concepts of nutrition and the application of nutritional principles to wellness across the lifespan. It will provide students with a general understanding of the functions and importance of fats, carbohydrates, proteins, vitamins and minerals, and the relationship between nutrition and exercise in weight management. Students will complete a detailed dietary analysis project as part of the course. (3 hours weekly)

**HEED-212 Current Health Issues**
3 Credits (Interdisciplinary and Emerging Issues Core)
This course will examine issues and trends relevant to consumer health decisions. Environmental health, the health care system and mental health are topics included in the course. Upon completion of the course the student will be able to identify current consumer health issues related to health of the nation. (3 hours weekly)

**HEED-213 Stress Management**
3 Credits (Interdisciplinary and Emerging Issues Core)
This course is designed to provide the student with the principles and methods necessary to developing a personal stress management plan as well as experience various means of stress reduction and relaxation. The concept of wellness, and the role stress and stress management play in personal wellness development are examined. (3 hours weekly)

**HEED-216 Health Care in the US**
3 Credits (Interdisciplinary and Emerging Issues Core)
This course is designed to provide students with an understanding of the impact of current legislative regulations on the health care delivery system, the effect of economics on treatment choices, and an exploration of issues in Medicaid and Medicare. The course includes an overview of the health care system and an examination of the medical infrastructure with a historical perspective. (3 hours weekly)

**HEED-218 Organizational Management in Health Care**
3 Credits
This course offers an understanding of the skills needed for a new breed of clinically trained managers. Students learn about the health care environment, the classic definition of the manager’s function (planning, organizing, decision making, staffing, and controlling), and practical skills for managing
in the health care environment. An emphasis is placed on case studies, presentations, and other exercises to reinforce the classroom learning. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly)

HEED-220 Crisis Intervention
3 Credits
Learn the basics of Crisis Intervention within the global arena and how it affects all of us. You will also learn how to understand, interpret and work with crisis within our own lives and those of family and friends. This class will explore the affects of suicide, alcohol/drug abuse, child abuse, crisis in the workplace and in the school setting and posttraumatic stress disorder. (3 hours weekly)

HEED-227 Cross-Cultural Community Health Service and Learning Practicum
3 Credits
The community service and learning practicum provides the opportunity for students to serve in a community health agency. Through community health education these agencies address important and current cross-cultural and/or international health issues, such as AIDS outreach, disease prevention, and wellness education. The goal of the practicum is to develop practical and professional skills in the creation, implementation and evaluation of programs designed to enhance the health of the population. Each student is assigned to a community health agency for eight hours weekly. A two-hour on-campus seminar is scheduled every other week. (9 hours lab)

HEED-230 Health and the Disease Process
3 Credits
This course provides an introduction to the fundamentals of general pathophysiology of disease processes. It is designed for students enrolled in health programs and those interested in pursuing an advanced degree in the medical/allied health fields. Causes, signs and symptoms, incidence, treatment, and patient teaching are presented. Interventions to prevent disease and promote wellness are integrated into clinical situations. (3 hours weekly)

HISTORY

HIST-111 American History to 1877
3 Credits (History Core/Social and Behavioral Sciences Core)
As a result of having taken this course, the student will be able to describe the major political, diplomatic, economic, and social developments from the fifteenth century through the Reconstruction period. In particular, the student will study the Red, Black and White cultures of pre-Revolutionary America; the American Revolution and the development of American republicanism; the Transportation Revolution and the emergence of a market economy; territorial expansion and wars; 1783-1860; antebellum reformers; Civil War, 1861-1865; Reconstruction, 1865-1877. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

HIST-112 American History Since 1877
3 Credits (History Core/Social and Behavioral Sciences Core)
As a result of having taken this course, the student will be able to describe the major political, diplomatic, economic, and social developments in American history from the end of the Reconstruction period to the present. In particular, the student will study: the rise of industrial capitalism, the mechanization of agriculture; the end of the frontier and the wars with the Native Americans; immigration; urbanization; the changing role of the family; the history of women; the history of African-Americans; the political party system; the Populist, Progressive and New Deal reforms; the impact of the New Deal on current domestic politics; and the impact of World War II and the Cold War on American Foreign Policy. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

HIST-121 The Ancient World: Prehistory to the Middle Ages
3 credits (History Core/Social and Behavioral Sciences Core)
The student will be able to describe the history and development of early world civilizations through the 13th century. The student will be able to identify and analyze the major political, economic, and intellectual movements that influenced these civilizations. The student will be able to analyze and discuss, from primary and secondary sources, the impact Middle Eastern, Asian, African, and Classical cultures had on Western Civilization. This course was formerly HIST-101. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

HIST-122 Western Civilization and the Pre-Modern World
3 credits (History Core/Social and Behavioral Sciences Core)
The student will be able to describe the major features of the development of western civilization and its relationship to non-western cultures from the late Middle Ages to 1815. The course will include the use of primary and secondary sources to focus on social, economic, political, and cultural factors influencing the relationship of western and non-western societies. Prerequisites: Eligible to enroll in ENGL-121. (3 hours weekly)

HIST-123 Western Civilization and the Modern World
3 credits (History Core/Social and Behavioral Sciences Core)
The student will be able to describe the history and development of Western Civilization and its impact on the world from 1815 to the present. The student will identify and analyze the political, economic and intellectual movements that influenced the Western European mind. The student will examine the character of the evolving modern nation state system through the wars of unification, overseas expansion, and the competitive national rivalries. The student will evaluate the underlying factors influencing the events that shaped the modern world, including two World Wars and the Cold War. The student will examine how the post-1945 conditions affect the attitudes and makeup of the former colonial world. This course was formerly HIST-102. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

HIST-200 History of Maryland
3 Credits
As a result of having taken this course, the student will be able to describe and critically evaluate the major developments in the history of Maryland and Howard County from colonial times to the present. The student will also be able to examine the major primary source materials used in the study of local history. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly)

HIST-201 Europe in the Twentieth Century
3 Credits (Social and Behavioral Sciences Core)
The student will be able to describe the political, economic, intellectual and cultural development in Europe beginning with the events and conditions that led to the breakdown of European stability and World War I. The student will examine the diplomatic maneuverings of the Peace of Paris and its consequences, the roots and impacts of the Bolshevik Revolution in Rus-
nia and the evolution and development of totalitarianism in Germany and Italy. The student will also explain the origins, events, and results of World War II, the Cold War, the collapse of the Soviet Empire, and the quest for a united Europe. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly)

HIST-205  A History of Race and Ethnicity in the United States  3 Credits
This course focuses on a “neglected dimension” in American History and society, namely the study of the diverse racial and ethnic and other non-traditional communities in the United States. The impact of the Anglo-core culture on our political, religious and economic institutions - Democracy, Protestantism, Capitalism - is the major frame of reference. Assimilationist and power conflict sociological models are applied to white, ethnic, Native-American, African-American, Hispanic-American and Asian-American groups. Immigration policies and hatred towards diverse groups are studied from historical and contemporary perspectives. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly)

HIST-211  Asian Civilization - China, Japan, and Korea  3 Credits (Social and Behavioral Sciences Core)
This course will focus on the interaction of China with Japan, Korea, and the West. It will enable students to gain a perspective from an Asian point of view rather than a western one. Students will concentrate on events in the 18th, 19th, and 20th Centuries. At the end of the course, they will be able to describe major political, economic, social, and intellectual developments in the Pacific region. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly)

HIST-213  History of Modern Russia  3 Credits (Social and Behavioral Sciences Core)
The student will be introduced to the history and development of the modern state of Russia from the establishment of the Romanov dynasty through the Revolution of 1917 to Stalin, Perestroika and the collapse of the Soviet Union. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly)

HIST-215  Celtic Ireland  3 Credits
The student will be able to describe the history and development of Ireland from the Celtic settlements to the Cromwellian occupation. The student will be able to evaluate the impact and response of native Irish society and culture to Celtic, Christian, Norse, Anglo-Saxon and British influences. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly)

HIST-221  American History Since 1945  3 Credits
The student will study the major political, economic, social and cultural trends from the end of World War II to the present. In particular, students will focus on the origins, implementation, and the end of our Cold War foreign policies as well as study changes on the recent domestic scene such as the imperial Presidency, the welfare state, the technocratic economy, the Black Revolution, Women’s Liberation and the evolving social, cultural, and moral landscape. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly)

HIST-225  Women in American History: Colonial Times to 1880  3 credits (Interdisciplinary and Emerging Issues Core)
An in-depth study of the lives and experiences of American women from the early seventeenth century to 1880. This course examines three major cultures—native, African and European as they met and mixed in colonial America with particular attention to women’s experience in this cultural mixing. Focus will be on wealthy merchant families, slave holding planter families, indentured servants, slaves, factory workers, and immigrants and will include women’s relationships with husbands, children and other women. Prerequisite: ENGL-121 or ENGL-101 (3 hours weekly) NOTE: Also listed as WMST-225.

HIST-226  History of African American Experience  3 credits (Social and Behavioral Sciences Core)
This course will examine the African American experience in the United States from slavery to the present era. The student will study the chronology of black history, the African heritage, the crucible of slavery, the struggle for equality, Pan Africanism, and the development and evolution of the African American community. Special attention will be given to African American personalities and their contributions to American society. The evolution of contemporary race relationships will be evaluated. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly)

HIST-227  Women in American History: 1880 to the Present  3 Credits (Interdisciplinary and Emerging Issues Core)
An in-depth study of the lives and experiences of American women from diverse racial and ethnic groups from 1880 to the present. This course examines the experiences of women in the modern world from the end of the nineteenth century through the twentieth. Focus will be on the varying experiences of reformers, workers, organizers, and immigrants with particular attention to differences between married and single women and between those living in the cities and those living in rural areas. During this time period, women have gained the legal right to vote and run for office, regulate the size of their families, and receive equal pay for equal work. And yet women retain primary responsibility for housekeeping and child care. This course considers the roots of some of these contradictions. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly) NOTE: Also listed as WMST-227.

HIST-228  Women in European History: 1750 to the Present  3 Credits (Interdisciplinary and Emerging Issues Core)
This course analyzes women’s changing economic, family, and political roles from the eighteenth to the twentieth century. Topics include the effects of industrialization on women’s work and status, the demographic revolution, and women’s political activities in market riots, revolutions, and campaigns for women’s rights. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly) NOTE: Also listed as WMST-228.

HORTICULTURE

HORT-100  Introduction to Horticulture  4 Credits
Introduction to Horticulture is an introductory course which provides a broad spectrum of topics in the field of plant science. Specific topics covered are: plant structures, classification, soils, plant growth and development, propagation, pesticides, insects, diseases and plant protection. The course’s objective is to make the students well-rounded in all aspects of plant science and prepare them for future classes in the curriculum of a more specific nature. This course is geared for commercial horticulture workers as well as for the homeowner. The subject matter is covered scientifically and practically so that the student can put into practice what is learned. (3 hours lecture, 3 hours lab)
HORT-210 Woody Plants 3 Credits

Woody Plants is an introductory course for nursery and landscape purposes and also covers plants found in arboretums, forests and fields in various regions of the United States. The purpose is to provide a practical understanding of woody plant characteristics so students can relate knowledge taught to the field of ornamental horticulture. A study of plant taxonomy, groupings, plant material terminology and data, and an introduction to plant ecology constitute course topics. Prerequisite: HORT-100. (2 hours lecture, 2 hours lab)

HORT-220 Landscape Design and Contracting 3 Credits

In this course, the student will be introduced to the art, aesthetics and science of residential and commercial landscape design and contracting. In addition, the student will be able to proceed with a design plan and install a proper soil, grasses, plant materials, shrubs and structures that will be manageable and lasting. The student will also be introduced to legal responsibilities and cost estimation relative to landscape contracting. (2 hours lecture, 2 hours lab)

HORT-230 Pest and Disease Control 3 Credits

Entomology and plant disease control is a basic course for plant science majors. It provides the basic understanding of insects and diseases that attack ornamental plant materials and turf grasses. Details of the nature and structure of insects, effects of insect destruction and insect classification are major components. Plant diseases, weed identification and respective controls are also discussed as they apply to trees, shrubs, herbaceous plants, roses and turf. Prerequisite: HORT-100. (2 hours lecture, 2 hours lab)

HORT-240 Turf Grass Management 3 Credits

This course involves the management of turf grasses for both landscape and recreational uses. At the end of the course, the student should have a working knowledge of grass varieties and their uses: use of a key in plant grass identification; growth requirements including temperature, fertilizers, irrigation and drainage; pest identification and control including fungi, nematodes, insects and weeds; cultivation (planting and mowing) thatch management and auxiliary practices; sod establishment; and golf course practices. (2 hours lecture, 2 hours lab)

HOSPITALITY MANAGEMENT

HMGT-101 Introduction to the Hospitality Industry 3 credits

This introductory course acquaints the student with the scope and complexity of the hospitality industry by exploring the national and global relationships of lodging, food, and beverage operations. The course examines career opportunities, organizational structures, history and human resource management. Students will examine trends, integrated technology and its effects on customer and guest service in requirements in the lodging and food service industry. (3 hours weekly)

HMGT-111 Foodservice Safety and Sanitation 1 Credit

This course develops the knowledge of basic principles of sanitation and safe food handling in hospitality operations. The course focuses on prevention of food borne illnesses and introduces the students to HACCP planning and implementation. Successful completion of the course can lead to certification as a “Safe Food Handler” by the National Restaurant Association. (1 hour weekly)

HMGT-120 Food Preparation I 3 credits

Following this introductory course in food production, students will be able to identify and analyze the elements of safe food preparation that include food chemistry, basic cooking techniques and proper use of preparation utensils and equipment. Students will also prepare small quantity, industry standard menus in a commercial kitchen setting. (2 hours lecture, 3 hours lab). Successful completion of ServSafe and possession of approved utensils and uniform required.

HMGT-160 Introduction to Travel and Tourism 2 Credits

A study of the components of the tourism industry and their interrelationships is the focus of this course. A review of the roles of tour companies, travel agencies, government bureaus, tourism associations and others that assemble, promote and sell tourism services are included. Students will be able to operate within a tourism setting. (2 hours weekly)

HMGT-162 Catering and Banquet Management 3 Credits

In this course, the student will gain essential information needed to develop a successful catering business and manage various catering operations. Emphasis is placed on exposing the student to new methods in catering operations or incorporate catering into an existing food service business. In addition to operations, hiring and training, techniques for both service and food production staff are taught. Institutional food and beverage operational controls are taught in an effort to help the student learn about standards of quality, service, and presentation. (3 hours weekly)

HMGT-164 Introduction to Meetings and Conference Operations 3 Credits

The course provides the student with an introductory approach to planning and executing meetings, special events and conferences. The course examines practical advice on every aspect of organizing and managing special events, such as how to choose the best venue; preparing and managing the budget; scheduling; coordinating food and beverages, selecting decor, themes, and entertainment; media; and staffing. (3 hours weekly)

HMGT-180 Hospitality Management Internship I 2 Credits

Student will spend at least 240 hours of directed study in a chosen area of the hospitality industry at an off-campus facility. The faculty instructor and industry mentor will provide and coordinate course objectives, applicable experiences and evaluation. Student will maintain a written journal of internship experiences. Prerequisite: HMGT-101 and HMGT-120. (1 hour weekly plus field experience)

HMGT-201 Hospitality Sales and Marketing 2 Credits

This course focuses on the application of marketing principles and techniques to the hospitality and travel industries. The student will examine how the marketing concepts of product, price, promotion and an advertising is demonstrated in case studies and class assignments. (2 hours weekly)
HMGT-210  Legal Issues in the Hospitality Industry  
3 Credits  
This course is designed to acquaint students with the potential legal problems and pitfalls that may be encountered in the hospitality industry. The course uses the case method and will include the host’s responsibility, negligence, liability, contract, torts, regulations and insurance. (3 hours weekly)

HMGT-220  Food Preparation II  
3 Credits  
This is an advanced course in food preparation that covers international cuisine and theme menus. It builds on the skills acquired in HMGT-120. Students will learn to plan menus, write recipes that incorporate established food safety standards, schedule labor and production, and execute meals for up to 50 customers. Prerequisite: HMGT-120. (2 hours lecture, 3 hours lab)

HMGT-225  Hospitality Purchasing and Cost Control  
3 Credits  
This course will prepare students to employ the principles of effective food, beverage, and supply purchasing and the cost controls necessary to support food preparation and service departments of a hospitality operation. The course will include procurement, types of markets, food product identification and selection, beverage selection, nonfood products, costing procedures, product yields, and value analysis. Students will acquire knowledge of computerized purchasing, record keeping, and recipe costing and nutritional analysis. (3 hours weekly)

HMGT-230  Current Topics in Hospitality Management  
3 Credits  
This course will orient the student to the dynamic and rapidly shifting business environment with hospitality management. Current and cutting-edge issues will be the focus of the course. Students will be expected to incorporate these issues into their functioning within their careers. (3 hours weekly)

HMGT 242  Lodging Management and Operations  
3 Credits  
This course presents a detailed study of the management systems in hotel or lodging settings. The student will be able to identify and analyze all relevant departments within a hotel setting. Management of these divisions, along with an examination of inter-departmental operations will be examined. (3 hours weekly)

HMGT-250  Food and Beverage Management and Service  
3 Credits  
This course is a comprehensive review of operations pertaining to food and beverage management. Students will examine various cares, responsibilities, management issues, and operations as they pertain to food and beverage. Students will engage in the theory and practice of service fundamentals. Basic service styles, such as French, Russian, and American service will be taught along with the management functions as they pertain to customer service. (3 hours weekly)

HMGT-280  Hospitality Management Internship II  
2 Credits  
Student will spend at least 240 hours of directed study in a chosen area of the hospitality industry at an off-campus facility. The faculty instructor and industry mentor will provide and coordinate objectives, applicable experiences, and evaluation that are more advanced than in HMGT-180. Students will maintain a written journal of internship experiences and produce a report that proves the results of research on a problem unique to the establishment. Additionally, student will prepare a professional career portfolio based on the internship experience. Prerequisite: HMGT-180. (1 hour weekly plus field experience)

HUMAN DEVELOPMENT

HMDV-100  Introduction to Human Relations  
3 Credits  
The purpose of this course is to promote personal growth and to improve relationships with others. Skills in active listening and group processes will be developed. Students will identify values, strengths and positive life experiences as a means of enhancing self-confidence. The thrust of the class activities and presentations will be directed at personal life, college and on the job situations. The emphasis is on an integration of thoughts and feelings about oneself and others, and expressing feelings and receiving feedback from others. (3 hours weekly)

HMDV-105  Silas Craft Collegians Seminar I  
1 Credit  
This course is a special one-credit course for students enrolled in the Silas Craft Collegians Program. The purpose of this course is to promote personal growth and development and enhance the learning potential and success of students. While this course focuses on a broad range of personal development topics, it will focus particularly on life skills, self-esteem, and group dynamics and team building. (2 hours weekly)

HMDV-106  Silas Craft Collegians Seminar II  
1 Credit  
This course is a special one-credit course for students enrolled in the Silas Craft Collegians Program. While this course focuses on a broad range of personal development topics, it will continue the topics discussed in HMDV-105 and will also include motivation, active listening, responsibility, and discipline. (2 hours weekly)

HMDV-107  Silas Craft Collegians Seminar III  
1 Credit  
This course is a special one-credit course for students enrolled in the Silas Craft Collegians Program. It will extend the examination of the topics introduced in HMDV-105 and HMDV-106 and will include goal-setting and goal management as a major focus. (2 hours weekly)

HMDV-120  Career Development and Decision Making  
3 Credits  
The purpose of this course is to provide a setting for students to systematically examine the skills required to make effective career decisions and formulate life goals. Through a process of self-assessment and exploration of career information resources, the student will consider career possibilities and develop a probable career choice. (3 hours weekly)

HMDV-125  Perspectives on Community Through Service Learning  
3 Credits (Interdisciplinary and Emerging Issues Core)  
This course examines the concepts of community and community service, including their meaning and value. Through the use of the innovative pedagogical tool of service learning, students will engage in active participation in organized service experiences that meet actual community needs, and which are coordinated with course objectives. Within an interdisciplinary framework, students will learn the theoretical, historical, practical, and political aspects of civic engagement, as well as factors in creating and sustaining healthy communities. It will explore the traditional social science components of community and public service (political, his-
HMDV-130  Adult Development  3 Credits
The purpose of this course is to examine the physical, intellectual, emotional and social development of individuals from ages 18 through old age. Students will examine the predictable and unpredictable life changes throughout adulthood. (3 hours weekly)

HMDV-150  Scholars Seminar I  1 Credit
This course is a special one credit course for students enrolled in the Rouse Scholars Program. The purpose of this course is to cover selected leadership, group and interpersonal development topics designed to help students explore their personal and leadership attributes. A significant component of the HMDV-150 also involves career exploration through work with a community mentor.

HMDV-151  Scholars Seminar II  1 Credit
This course is a special one credit course for students enrolled in the Rouse Scholars Program. The purpose of this course is to extend topics taught in HMDV-150 and will cover selected leadership, group and interpersonal development topics designed to help students explore their personal and leadership attributes. A significant component of HMDV-151 also involves career exploration through work with a community mentor.

HMDV-200  Life Span Development  3 Credits (Interdisciplinary and Emerging Issues Core)
The purpose of this course is to examine the growth and development of an individual throughout his/her life. Beginning with the prenatal period and continuing through old age, development from a physical, intellectual, emotional and social perspective will be studied. Theories on development and current research in the field will be reviewed with an emphasis on application of individual case histories and personal experiences. This course meets the Maryland State Department of Education Child Development requirement for an initial certificate in Early Childhood Education, Elementary Education, and Secondary Education. This course also meets the MSDE Human Growth and Development requirement for an initial certificate in Generic Special Education Infant/Primary, Generic Special Education Elementary/Middle, and Generic Special Education Secondary/Adult. Prerequisite: Eligible to enroll in ENGL 121. (3 hours weekly)

HMDV-205  Silas Craft Collegians Seminar IV  1 Credit
This course is a special one credit course for students enrolled in the Silas Craft Collegians Program. The purpose of this course is to extend topics taught in HMDV-200 and will cover selected leadership, group and interpersonal development topics designed to help students explore leadership capabilities. A significant component of HMDV-250 involves applying leadership skills to complete an extended community service project.

HMDV-251  Scholars Seminar IV  1 Credit
This course is a special one credit course for students enrolled in the Rouse Scholars Program. The purpose of this course is to extend topics taught in HMDV-250 and will cover selected leadership, group and interpersonal development topics designed to help students explore leadership capabilities. A significant component of HMDV-250 involves applying leadership skills to complete an extended community service project.

HUMAN SERVICES

HUMS-110  Introduction to Human Services  3 Credits
This course surveys the philosophies, attitudes and approaches used in the field of human services. Community experts will be invited to present approaches to assisting individuals and groups in a variety of community agencies. The focus is on utilization of community resources to address a variety of human service needs. (3 hours weekly)

HUMS-120  Medical Aspects of Chemical Dependency  3 Credits
Upon completion of this course, the student will be able to identify concepts relevant to alcoholism and the medical aspects of addiction. In addition, the course will include the pharmacology of alcohol and other addictive substances. (3 hours weekly) NOTE: Also listed as HEED-120.

HUMS-121  Introduction to Chemical Dependency Treatment  3 credits
This course provides students with the opportunity to study the various modalities of addiction therapy. Counseling skills and the philosophical aspects of addiction will also be presented in this course. (3 hours weekly) NOTE: Also listed as HEED-121.

HUMS-122  Individual Counseling Techniques  3 credits
This course will make available for use clinical methods that attend both to developing diagnostic understanding and to implementing treatment skills with mental health and/or chemically abusing/dependent populations. (3 hours weekly) NOTE: Also listed as HEED-122.
HUMS-123  Group Counseling Skills  
3 credits

Students will receive training in a group-counseling model for use with both mental health and chemically abusing/dependent clients. The emphasis will fall on the group, client and counselor contributions to the group process, and how these factors influence and interrelate with one another. (3 hours weekly) NOTE: Also listed as HEED-123.

HUMS-124  Family Counseling Skills  
3 credits

The family is defined as a complex interactive system. Traditional views of pathology will be redefined as students come to view family problems such as substance abuse, mental abuse, and other psychosocial problems. Students will think diagnostically about families utilizing theory and various techniques, strategies, and approaches that are relevant to working with families. (3 hours weekly) NOTE: Also listed as HEED-124.

HUMS-150  Community Resources and Partnerships  
3 Credits

Implementation of community based service models require extensive information about agency resources, familiarity with agency services, and establishment of opportunities that promote collaboration and working relationships among human service professionals. Students will participate in an interactive learning experience to gain an understanding of the development of partnerships among community based agencies that are necessary to secure services for clients. Lectures, discussions, assignments, media presentations, and in class activities will give students practical knowledge and involvement in the development of strategies to access community based services. Prerequisite: HUMS-110 (3 hours weekly)

HUMS-250  Community Services Practicum  
3 Credits

Students work in the community in coordination with a faculty member. In addition to meeting core learning outcomes, jointly developed learning outcomes are identified with the faculty member, agency supervisor, and the student. The purpose of the practicum is to enhance the well-being of a targeted population. Students participate in a theory seminar session to engage in reflective discussion 2 hours every other week focused on experiences and the application of theory. (1 hour theory, 6 hours lab) Prerequisite: HUMS-110

ITALIAN

ITAL-101  Elementary Italian I  
4 Credits (Humanities Core)

In the introductory course, students learn to listen, speak, write and read on a basic level. They also learn about Italian culture and society. Instruction focuses on oral communication, and is supported by a computerized classroom and conversation specialists. This course meets for 4 hours per week; students meet with their instructor in a computerized classroom for 3 hours per week; the fourth hour is reserved for individual computerized practice and conversation groups.

ITAL-102  Elementary Italian II  
4 Credits (Humanities Core)

Students continue to develop the four basic skills, particularly oral communication, and to look inside the culture of Italy. They will develop a project, which reflects personal goals for learning Italian. This course meets for 4 hours per week; students meet with their instructor in a computerized classroom for 3 hours per week; the fourth hour is reserved for individual computerized practice and conversation groups.

ITAL-201  Intermediate Italian I  
4 Credits (Humanities Core)

Students in this second year course will use the skills needed to listen, speak, write and read in Italian in the context of a series of communicative activities. They will expand their knowledge of Italians and will, through the use of multimedia technology, create a personalized project reflective of individual interests in Italian culture. This course meets for 4 hours per week; students meet with their instructor in a computerized classroom for 3 hours per week; the fourth hour is reserved for individual computerized practice and conversation groups.

ITAL-202  Intermediate Italian II  
4 Credits (Humanities Core)

In this second intermediate level course, students will be exposed to more higher-level text and develop a better comprehension of bilateral and weak verb forms. Students will practice more conversational exchanges and greatly expand their working vocabulary. This course is the last in a series of four basic/intermediate offerings. (4 hours weekly)

KOREAN

KORE-101  Elementary Korean I  
4 Credits (Humanities Core)

In this introductory course, students will learn to listen, speak, write and read at a basic level. Korean is offered as a self-instructional/tutor-assisted class. Students work with a text, tapes, and software to master basic skills. This self-instruction is supplemented by practice sessions with a native-speaking tutor (30 hours per semester). Instruction is further supported by a computerized classroom with additional programs in Korean (4 hours weekly).

KORE-102  Elementary Korean II  
4 Credits (Humanities Core)

Korean 102 is a continuation of Elementary Korean 101. In this second semester course students will continue to master the sounds and structures of the Korean language. They will further develop vocabulary for everyday situations while learning additional grammatical concepts. Students will be involved with various aspects of Korean culture. This course may be offered as in self-instructional/tutor-assisted format. (4 hours weekly)

KORE-201  Intermediate Korean I  
4 Credits (Humanities Core)

In this first, intermediate level course, students continue to refine their Korean writing skills, develop the ability to read and understand sentence-level text, explore Korean verb roots, study additional tense, present, and future tenses, practice dialogue exercises, increase their working vocabulary, and learn more in-depth grammar. Students will continue to increase their proficiency in the Korean script and sound system, study more grammatical concepts, practice their reading, and expand their knowledge of Korean culture. This course may be offered as in self-instructional/tutor-assisted format. (4 hours weekly)

KORE-202  Intermediate Korean II  
4 Credits (Humanities Core)

In this second intermediate level course, students will be exposed to more higher-level text and develop a better comprehension of bilateral and weak verb forms. Students will practice more conversational exchanges, greatly expand their working vocabulary, and learn some useful translation techniques. This course is the last in a series of four basic/intermediate offerings designed to prepare those students who may continue to pursue Korean language program in a university setting stateside or overseas. This course may be offered as in self-instructional/tutor-assisted format. (4 hours weekly)
LIFE FITNESS

LFIT-112 Lifeguard Training
1 Credit
This course is designed to provide the necessary minimum skills training for a person to qualify as a non-surf lifeguard. This training should be supplemented with training specific to the facility. This course provides ample opportunity for participants to learn and practice new skills, and to build their endurance so that these skills can be accomplished, and the course successfully completed. Prerequisite: Persons are eligible who will be fifteen by the final class; are in sound physical condition; can swim 500 yards continuously using a front crawl stroke and breast stroke, and swim to a depth of nine feet. (2.5 hours weekly)

LFIT-114 Basic Scuba
1 Credit
This course is designed for the novice skin and scuba diving enthusiast. Emphasis is placed on physical conditioning, perfection of essential skills, and study of the physics and physiology of diving. Also, external hazards of diving and care and maintenance of equipment are studied. All course activities take place in the classroom and pool of Howard Community College. Prerequisite: Minimum age for participation is 12 years. If under 16 years of age, must register for the course with an adult. Pass a Watermanship Skills Test. (2 hours weekly)

LFIT-116 Fitness through Swimming
1 Credit
This course is designed to provide the student with an introduction to swimming and aquatic activities as a means of fitness development and maintenance. In addition to pool sessions, the student will be presented with a series of lectures designed to present to them the basic concepts of fitness development in general, as well as how they relate specifically to swimming. The student will also have the opportunity to learn the techniques and skills involved in snorkeling. Prerequisite: Swim 25-yards, non-stop, using any of the standard swimming strokes. (2 hours weekly)

LFIT-117 Aquafit
1 Credit
Aquafit is a vertical water fitness program designed to improve cardiorespiratory endurance, muscular strength, and flexibility of participants. The course will help the student increase fitness level, improve muscle tone, and look and feel better. Aquafit will be individualized to fit each student’s fitness level and swimming ability. (2 hours weekly)

LFIT-120 Aerobic Dance
1 Credit
This course is designed to provide continuous movement through exercise and dance routines. Emphasis will be placed on the physiological benefits of aerobic dance. The course will provide students with the opportunity to maintain an intermediate level of cardiovascular fitness. (2 hours weekly)

LFIT-122 StrengthFit
1 Credit
This course is designed to provide the student with the opportunity to improve overall muscle strength, endurance, and tone. Students will learn how to develop and maintain a personal strengthening and conditioning program using basic fitness apparatus. This course will emphasize the use various fitness apparatus including inflatable balls, medicine balls, weighted bars, resistance tubing, and hand weights. No traditional weight machines will be used. (2 hours weekly)

LFIT-123 Step Aerobics
1 Credit
This course will introduce you to the fundamentals of Step Aerobics, including information on the science, technique and footwork. Exploration of the “physiological” effects and “biomechanical” effects will be covered. There is no prerequisite for this course. (2 hours weekly)

LFIT-124 Conditioning
1 Credit
This course is designed to help students develop an understanding of conditioning techniques through weight training and endurance training. Students will be exposed to exercise bikes, the universal gym and jogging techniques. Specific exercises will be recommended for the development of a personal conditioning program. (2 hours weekly)

LFIT-125 Golf
1 Credit
This course is designed to introduce the student to the various aspects of golf. The use of the different types of clubs including the various woods and irons. Proper stroke and putting skills will also be covered. Scoring, course etiquette, and golfing safety will be covered. Students will receive instruction and playing time on a regulation golf course. (2 hours weekly)

LFIT-126 Yoga I
1 Credit
This course is designed to provide students with the knowledge and ability to practice Indian Yoga. Students will experience how yoga can be used to improve health and well-being of mind and body. (1 hour weekly)

LFIT-127 Tai Chi
1 Credit
This course is designed to provide the students with a knowledge and ability to perform the ancient Chinese martial art Tai Chi. The health aspects of Tai Chi practice will be emphasized. Students will also be presented with the history and philosophy of Tai Chi. (2 hours weekly)

LFIT-128 Martial Arts I
1 Credit
This course is designed to provide the student with an understanding of the martial arts of the World. Students will train in the techniques and methods of the martial arts of Jeet Kune Do. This form of martial art involves the use of hand strikes, kicking, elbowing, takedowns, throws, and locks. The historical and cultural basis of various arts in general, as well as Jeet Kune Do specifically, will be presented. (2 hours weekly)

LFIT-129 Self Defense
1 Credit
This course is designed to introduce the student to the principles and concepts of personal safety and self defense. The theories, strategies, and techniques of the Burmese martial art of Bando will form the base used to develop physical self-defense competency. Development of self-protective awareness will be emphasized. The philosophy, history, legality, and psychology of self defense will be presented. (2 hours weekly)

LFIT-132 Yoga II
1 Credit
This course is designed to provide the student with the skill to perform a variety of advanced Hatha yoga positions and an understanding and experience of meditation. Students will learn the role yoga and meditation play in the two-way relaxation response between mind/body and body/mind. This course will also give students an understanding of the effect yoga and meditation has on one’s overall well-being physically and mentally. Students should have previous experience in practicing yoga. (2 hours weekly)
LFIT-133  Tennis - Beginning  
1 Credit
This course is designed to provide students who have never participated in, or have had limited formal instruction in, the sport of tennis. Students will be taught the various tennis strokes, as well as the rules, etiquette, and strategies for playing tennis. (2 hours weekly)

LFIT-136  Kickboxing for Fitness  
1 Credit
This course is designed to provide students with opportunity to practice kickboxing as a means of aerobic and muscular conditioning. The techniques and training methods from the sport of kickboxing will be used to enhance the students exercise experience. Students need no prior training or experience in kickboxing. (2 hours weekly)

LFIT-137  Circuit Weight Training  
1 Credit
This course is designed to improve muscle strength/endurance and cardiovascular fitness through participation in weight training and aerobic activities. (2 hours weekly)

LFIT-197  Pilates  
1 credit
Study and application of the Pilates Mat Program as a method of body conditioning, posing questions for anatomical self-evaluation based on applied instruction, lecture/discussion, required readings, and observation. (2 hours weekly) NOTE: Also listed as DANC-197.

LFIT-199  Intermediate Pilates  
1 credits
This course is designed to provide the student with the ability to perform Intermediate Mat Pilates exercises. The student will be able to perform a basic postural assessment and explain exercise modifications based on the assessment. This course will incorporate the use of Pilates Fitness circle and Stability ball to challenge exercise intensity. Prerequisite: DANC-197/LFIT-197. (2 hours weekly) NOTE: Also listed as DANC-199.

MASS MEDIA

MASS-107  Three-dimensional Modeling and Animation  
3 Credits
This course is to introduce the student to the concepts of 2D/3D computer animation. The student will develop and apply traditional animation techniques using computer software. The applications of computer animation will include engineering, visualization, advertising, and multimedia. (2 hours lecture, 2 hours lab) NOTE: Also listed as CADD-107.

MASS-126  Introduction to Journalism  
3 Credits (Humanities Core)
This course will provide a framework for the practical applications required to operate as a journalist in the twenty-first century. Students will discuss the role and responsibility of press in a free society and will benefit from the opportunity to evaluate popular journalistic mediums and their respective contents while applying their conclusions to their own decisions and styles as future journalists. They will take on the role of journalist as they adhere to the professional standards of news, feature, and opinion pieces for a magazine or newspaper. Finally, students will implement the writing process, from research, interviewing, and note taking through editing, proofreading, and potential publication. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly) NOTE: Also listed as ENGL-126.

MASS-129  Mass Media  
3 Credits
The major forms of mass media are studied both historically and in their present forms. Emphasis is on the effects of radio, television, and film in our society. Eligible to enroll in ENGL-121. (3 hours weekly)

MASS-130  Introduction to Video I  
3 Credits
This course will include the basic skills of video: direction, camera techniques, lighting and sound techniques, and editing techniques. The emphasis will be on producing short video segments using television field production techniques and design principles. (4 hours weekly) NOTE: Also listed as ARTT-130

MASS-131  Introduction to Video II  
3 Credits
This course will include the intermediate skills of video: producing, directing, camera techniques, lighting and sound techniques, and editing techniques. The emphasis will be on producing television shows using field and studio production techniques and design principles. (4 hours weekly) Prerequisite: ARTT-130 or MASS-130 NOTE: Also listed as ARTT-131

MASS-140  Introduction to Gaming and Simulation Design  
3 Credits
This course is designed for students in the gaming and simulation design curriculum, individuals currently working in the gaming industry, and people interested in exploring an up-and-coming technology. This course will expose the student to the fundamentals of gaming and simulation design from concept to forming strategies and development. The course will cover topics such as gaming genres, simulation conventions, design strategies for gaming and simulation, interface design, storytelling, and selling concepts in formal proposals. (4 hours weekly)

MASS-220  Introduction to Broadcasting  
3 Credits
This course is a survey and introduction that concentrates on the historical development, scope, and influence of radio and television in America. Discussion in the course will focus on the philosophy, structure, organization and operation of the broadcasting medium, and will acquaint students with the inter-relationships of the industry to the audience, advertisers, and government regulators. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly)

MASS-221  Writing for Television and Radio  
3 Credits
This course focuses on a basic approach to the different kinds of writing done for all types of television and radio programs. Students enrolled in this class will learn to write using standard and accepted broadcast script formats. Treatments, drafts and full scripts for a variety of program types will be explored in this class. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly) NOTE: Also listed as ENGL-221.

MASS-222  Sound and Lighting for Television  
3 Credits
This course will include complex skills used in television sound production and lighting. The sound section will cover sound recording and editing using various microphone configurations, live microphone recording and mixing, postproduction mixing. The lighting section will cover lighting design using special instruments, grip equipment, special effects, color correction and additive gels. The emphasis will be on working in small groups to create lighting designs for a variety of situations. (4 hours weekly) Prerequisite: ARTT-131 or MASS-131.

MASS-223  Motion Graphics  
3 Credits
This course will include basic skills in motion graphics: color, form, typography, design and movement of design elements. Students will uti-
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lize software such as Adobe Photoshop and After Effects to create compositions. (4 hours weekly) Prerequisite: ARTT-112. NOTE: Also listed as ARTT-223.

MASS-230 Television Workshop I
3 Credits
This course will include the basic structure of dramatic television productions: script breakdown, casting, directing talent, camera, sound, lighting techniques for dramatic productions. Television majors will be working with students from THET-241 Acting for Television. (4 hours weekly) Prerequisite: ARTT-131 or MASS-131.

MASS-231 Television Workshop II
3 Credits
This course will include complex skills in dramatic television productions: script breakdown, casting, directing talent, as well as camera, sound, lighting techniques for dramatic productions. Television majors will be working with students from THET-241 Acting for Television and assembling production crews to complete short dramatic scenes. (4 hours weekly) Prerequisite: MASS-230.

MASS-260 Designing for Interactive Environments
3 Credits
This course will include the skills of design principles for interactive environments: applications, architecture, hypertext, navigation, usability, content and authoring. The emphasis will be on the elements of design. (4 hours weekly) Prerequisite: MASS-230.

MASS-261 Digital Video
3 Credits
This course will include production skills in acquiring audio and video for new media distribution: direction, camera techniques, lighting and sound techniques, and editing techniques as well as codecs and compression techniques. The emphasis will be on video production and distribution for new media. (4 hours weekly) Prerequisite: CMSY-129. NOTE: Also listed as ARTT-261.

MASS-270 Multimedia Authoring and Design I
3 Credits
This course will include the basic skills in authoring for CD-ROM: conceptualize, storyboard and design for multimedia projects. Students will work with software such as Macromedia Director. (4 hours weekly) Prerequisite: ARTT-112. NOTE: Also listed as ARTT-270.

MASS-271 Multimedia Authoring and Design II
3 Credits
This course will include the more advanced skills in authoring for CD-ROM: conceptualize, storyboard and design for multimedia projects. Students will work with software such as Macromedia Director. (4 hours weekly) Prerequisite: ARTT-270 or MASS-270. NOTE: Also listed as ARTT-271.

MASS-280 Web Design and Production I
3 Credits
This course will include the basic skills in authoring for the web: conceptualization, design, and implementation. Emphasis is on design principles, user-friendly interactive design, and incorporating multimedia components. (4 hours weekly) Prerequisite: ARTT-112. NOTE: Also listed as ARTT-280.

MASS-281 Web Design and Production II
3 Credits
This course will include the complex skills in authoring for the web using software such as Dreamweaver and Flash. Emphasis is on design principles, user friendly interactive design, and incorporating multimedia components. (4 hours weekly) Prerequisite: ARTT-280 or MASS-280. NOTE: Also listed as ARTT-281.

MATHEMATICS

MATH-060 Basic Mathematics
2 Credits
In this course students will improve their arithmetic skills as well as their ability to solve applications of arithmetic. The subject areas will be addition, subtraction, multiplication, and division of whole numbers, fractions, decimals and integers. Also included are factoring numbers into the products of primes; conversion between decimals, fractions, and percents; ratio and proportion problems; place value and least common multiples. The use of a scientific calculator as a problem solving tool is also taught. This course is taught using computer assisted instruction. Prerequisite: MATH-061 or appropriate score on the math placement test.

MATH-064 Integrated Algebra and Geometry I
3 Credits
In this course, the student will develop skills in manipulating algebraic expressions with integer exponents and in simplifying polynomials and radical expressions. The student will write an equation for a line from given information. Systems of equations will be solved graphically and algebraically. Methods of factoring second-degree polynomials will also be included. The ability to solve equations will be expanded to include factorable quadratics. This course is the first of a two-part sequence needed to complete elementary algebra. This course is taught using computer-assisted instruction. Prerequisite: MATH-061 or appropriate score on mathematics placement test.

MATH-065 Integrated Algebra and Geometry II
2 Credits
This course is the second in a two-part sequence covering elementary algebra topics. Students will extend their basic algebra skills to include simplifying, performing operations with and solving equations involving rational expressions. The quadratic formula will be introduced. Application problems will include the use of the Theorem of Pythagoras. After successfully completing this course, students should register for intermediate algebra. This course is taught using computer-assisted instruction. Prerequisite: MATH-064.

MATH-067 Review of Algebra with Geometry Applications
4 Credits
In this course, the student will review skills in manipulating algebraic expressions with integer exponents and in simplifying polynomials, rational expressions and radicals. The student will write an equation for a line from given information. Systems of equations will be solved graphi-
MATH – 070 Intermediate Algebra
3 Credits
The emphasis of this course is on using algebraic and graphical techniques to model and solve real world application problems. The use of a graphing calculator is required. Topics will include linear, quadratic, exponential, and logarithmic functions, rational exponent equations (both linear and quadratic), radical equations, linear and nonlinear systems, use of the discriminant, and inverse functions. Familiarity with rational expressions and equations is assumed. Prerequisite: MATH-065 or MATH-067 or appropriate score on math placement test. (4 hours weekly)

MATH – 121 Finite Mathematics
3 Credits (Mathematics Core)
In this course students will learn the language of sets and be introduced to counting theory, tree diagrams, probability, the binomial theorem, independence, Bayes’ theorem, probability distributions, and random variables. Other topics include approximating data by linear models, graphing and analysis of systems of inequalities, matrix algebra and linear programming, and the mathematics of finance. Prerequisite: MATH 070 or appropriate score on math placement test. (3 hours weekly)

MATH – 070 Intermediate Algebra
3 Credits
The emphasis of this course is on using algebraic and graphical techniques to model and solve real world application problems. The use of a graphing calculator is required. Topics will include linear, quadratic, exponential, and logarithmic functions, rational exponent equations (both linear and quadratic), radical equations, linear and nonlinear systems, use of the discriminant, and inverse functions. Familiarity with rational expressions and equations is assumed. Prerequisite: MATH-065 or MATH-067 or appropriate score on math placement test. (4 hours weekly)

MATH – 121 Finite Mathematics
3 Credits (Mathematics Core)
In this course students will learn the language of sets and be introduced to counting theory, tree diagrams, probability, the binomial theorem, independence, Bayes’ theorem, probability distributions, and random variables. Other topics include approximating data by linear models, graphing and analysis of systems of inequalities, matrix algebra and linear programming, and the mathematics of finance. Prerequisite: MATH 070 or appropriate score on math placement test. (3 hours weekly)

MATH – 122 Ideas in Mathematics
3 Credits (Mathematics Core)
In this course students will develop the ability to reason with quantitative information through the study of the principles of reasoning, number sense, probability and statistical reasoning, logic and mathematical modeling. Students will acquire the specific background and critical thinking skills they need to understand the major issues they will face in life, both on a personal level and as citizens in a modern democracy. There will be an emphasis upon contemporary applications to various real-life problems. This course is intended for students who do not plan to major in mathematics or the sciences. Prerequisite: MATH-070 or appropriate score on math placement test. (3 hours weekly)

MATH – 127 Concepts of Mathematics I
4 Credits (Mathematics Core)
This course is primarily for students in the elementary education and early childhood education programs. Students will study the structural aspects of mathematics and the “why” of mathematical computations. Topics include sets, functions, logic, numerical systems, algorithms and their historical development, estimation, mental computations, and elementary number theory. Special emphasis is given throughout the course to problem solving techniques. Appropriate educational uses of technology will be integrated into the course. Prerequisite: MATH-070 or appropriate math placement score. (4 hours weekly)

MATH – 128 Concepts of Mathematics II
4 Credits (Mathematics Core)
This course is the second course in a sequence intended primarily for students in the elementary and early childhood education programs. Topics include statistics, probability, metric and non-metric geometry, dimensional analysis, congruence and similarity, and coordinate and transformational geometry. Special emphasis is given throughout the course to problem-solving techniques including the appropriate use of calculators and computers. Prerequisite: MATH-070 or appropriate math placement score. (4 hours weekly)

MATH – 131 College Algebra
3 Credits (Mathematics Core)
Students will further develop algebraic skills with the concept of functions as a tool to model the real world playing a central role. Polynomial, rational, exponential and logarithmic functions will be studied, along with techniques for solving equations and inequalities, complex numbers, operations on functions and inverse functions. A graphical approach will be utilized throughout, with an emphasis on solving application problems. The use of a graphing calculator is required (TI-83 plus or TI-84 recommended). Prerequisite: MATH-070 or appropriate score on math placement test. (3 hours weekly)

MATH – 133 College Trigonometry
3 Credits (Mathematics Core)
Students will develop skills in basic trigonometry and its applications, with an emphasis on modeling with functions and other algebraic skills necessary for the study of calculus. Trigonometry will be defined using the unit circle approach, with emphasis on the geometry of the circle. Classical right triangle trigonometry will be studied, along with trigonometric identities and equations, the laws of sines and cosines, graphs and properties of the trigonometric functions and their inverses, parametric equations, trigonometric form of complex numbers and DeMoivre’s theorem. Additional topics from algebra will include the conic sections. A graphical approach will be utilized throughout, with an emphasis on solving application problems. The use of a graphing calculator is required (TI-83 plus or TI-84 recommended). Prerequisite: MATH-131 or appropriate score on math placement test. (3 hours weekly)

MATH – 135 Precalculus
5 Credits (Mathematics Core)
Students will develop skills in the analysis of functions and solving of equations and inequalities. The function concept will be central, with the focus on preparing students for calculus. Polynomial, rational, exponential, logarithmic and trigonometric functions will be studied in detail. Additional topics include complex numbers, parametric equations, and conic sections. Modeling using data analysis will be an integral part of this course. A graphical approach will be utilized throughout, with an emphasis on solving application problems. A graphing calculator is required (TI-83 plus or TI-84 recommended) and the computer algebra system DERIVE will also
be used. Not open to students who have completed MATH 131 or MATH 133. MATH 135 is equivalent to MATH 131 and 133. Prerequisite: Appropriate score on math placement test. (5 hours weekly)

**MATH-138 Statistics**
4 Credits (Mathematics Core)
In this course, students will develop the skills necessary to examine basic statistical terminology; develop pictorial and analytical distributions; and use statistics tables, a graphing calculator, and a computer to calculate measures of central location and measures of variation. The student will additionally examine the normal distribution, correlation, and regression analysis, sampling, testing hypotheses, the chi square test, and probability related to statistics. Classes will require use of a statistical computational package such as Minitab and/or Excel. The use of a graphing calculator is required. College-level reading skills are needed in this course. Prerequisite: MATH-070 or appropriate score on math placement. (4 hours weekly)

**MATH-140 Calculus I**
4 Credits (Mathematics Core)
In this course, students will develop skills in the initial content of both differential and integral calculus. Students will be able to find limits of functions, be exposed to the epsilon-delta process, and learn about continuous and discontinuous functions. They will be able to find derivatives and integral of polynomial, rational, radical, trigonometric, exponential and logarithmic functions. This includes the chain rule, the rules dealing with operations, and u-substitution for both definite and indefinite integrals. Applications dealing with maximum, minimum, velocity, and acceleration will be presented. Graphing (asymptotes, increasing, decreasing, concavity, maximum, minimum) will also be discussed. Theorems used in the class will include the mean-value theorem for derivatives and integrals, and the fundamental theorems of calculus. Implicit differentiation and differentials will be used when appropriate. Students will use the computer algebra system, DERIVE, and/or spreadsheets to complete projects. Credit will only be granted for one of the following: MATH-140 or MATH-145. Prerequisite: MATH-131 or equivalent. (3 hours weekly)

**MATH-150 Calculus II**
4 Credits (Mathematics Core)
In this course, students will develop additional skills in calculus (see MATH-140 and MATH-240). Derivatives and integrals are extended to hyperbolic, inverse trig., inverse hyperbolic, and power series. Integration techniques taught include parts, partial fractions and trigonometric substitution. Limits are supplemented with L’Hospital’s Rule. Convergent and divergent integrals are discussed in the class. Applications deal with area bounded by curves, work, volume by rotating and slicing, surface area, arc length, and force. Numerical techniques of integration are briefly discussed. Infinite series material covers both sequences and series, convergence and divergence of alternating, power, Taylor and MacLaurin series. In addition, it will include polar and parametric equations. A graphing calculator is recommended. The use of a computer algebra system will be an integral part of the course. Prerequisite: MATH-140 or equivalent. (4 hours weekly)

**MATH-186 Introductory Numerical Analysis**
3 Credits (Mathematics Core)
In this course, students will develop skills necessary to design and implement algorithms to solve problems using digital computers. The FORTRAN or an equivalent language will be used to program solutions to these problems. Techniques will include data input and storage, selection of relevant numerical and non-numerical methods for problem solution, and the efficient ordering of data for meaningful output presentation. Some problems will be fundamental to engineering design, but non-engineers interested in numerical analysis methods along with the construction and description of effective procedures to solve the problem should gain knowledge which can be used in their respective fields of interest. Prerequisite: MATH-150 and CMSY-135 or equivalent. (2 hours lecture, 2 hours lab)

**MATH-220 Discrete Structures**
3 Credits (Mathematics Core)
Upon completion of this course, students will develop skills in fundamental mathematical concepts related to computer science. The course will discuss elements of set theory, relations, functions, propositional logic, permutations, combinations, proof techniques, and elementary graph theory, selected applications will be included. Prerequisite: MATH-140 or equivalent. (3 hours weekly)

**MATH-240 Calculus III**
4 Credits (Mathematics Core)
In this course, students will develop the skills necessary to conclude the calculus sequence. It contains vector calculus in both two and three dimensional space along with the classical theorems of Green, Stokes and Gauss. It will also include a discussion of partial derivatives and multiple integrals along with a number of appropriate applications. The use of a computer algebra system will be an integral part of the course. Prerequisite: MATH-150 or equivalent. (4 hours weekly)

**MATH-250 Linear Algebra**
4 Credits (Mathematics Core)
In this course, students will develop skills in the basic concepts of linear algebra. These skills will cover areas such as vector spaces, linear equations and matrices, similar matrices, linear transformations, eigenvalues, function spaces, determinants, and quadratic forms and complex vector spaces. Various applications will be examined. The use of a computer algebra system will be an integral part of the course. Prerequisite: MATH-140 or equivalent. (4 hours weekly)

**MATH-260 Differential Equations**
3 Credits (Mathematics Core)
In this course, students will develop the skills necessary to use the basic methods of solving differential equations. The student will be asked to solve linear and specific non-linear differential equations. The Laplace transform, power series solutions and undetermined coefficients will be included. Calculus III is recommended.
Prerequisite: MATH-150 or equivalent. (3 hours weekly)

**MEETEOROLOGY**

**METE-111 Meteorology 3 Credits (Science Core)**

This course is designed as an introduction to the study of weather, climate, and the atmosphere. Topics will include solar and terrestrial radiation, temperature and humidity, cloud formation, air pressure and winds, circulation and weather patterns, tornadoes, hurricanes, air pollution, and climatic change. (3 hours weekly)

**MICROSOFT**

**MSFT-218 Managing a Microsoft Windows 2000 Network Environment 3 Credits**

This course provides the knowledge required by System Administrators, Network Administrators, and IT professionals who implement, manage and troubleshoot existing network and server environments based on the Microsoft Windows® 2000 platform. These skills are generally required in medium to large size organizations that maintain user desktops and servers, spanning 2 to 100 physical locations via Large Area Networks (LANs) and the Internet or Intranets. Additionally, this course provides the skills and knowledge necessary for the Microsoft Certified Systems Administrator (MCSE) certification. It is intended to prepare students to take Microsoft Exam 70-218: Managing a Microsoft Windows 2000 Network Environment. Prerequisite: MSFT-205 or MSFT-206 (3 hour lecture, 1 hour lab)

**MSFT-230 Designing Microsoft Windows 2000 Active Directory Services 3 credits**

This course is designed to give students the ability to analyze the business requirements and design a directory service architecture, including: unified directory services such as Active Directory and Windows NT domains; connectivity between and within systems, system components, and applications; data replication such as directory replication and database replication. In addition, students will develop the skills required to analyze the business requirements for desktop management and design a solution for desktop management that meets business requirements. Prerequisite: MSFT-215 or MSFT-156. (3 hours lecture, 1 hour lab)

**MSFT-235 Designing a Secure Microsoft Windows 2000 Network 3 Credits**

This course will give students the skills required to analyze the business requirements for security and design a security solution that meets business requirements. Security includes: controlling access to resources, auditing access to resources, authentication, and encryption. Prerequisite: MSFT-215 or MSFT-156. (3 hours lecture, 1 hour lab)

**MSFT-240 Designing Microsoft Windows 2000 Network Infrastructure 3 Credits**

This course will give students the skills required to analyze the business requirements for a network infrastructure and design a network infrastructure that meets business requirements. Network infrastructure elements include: network topology, routing, IP addressing, name resolution such as WINS and DNS, virtual private networks (VPNs), remote access, and telephony solutions. Prerequisite: MSFT-215 or MSFT-156. (3 hours lecture, 1 hour lab)

**MSFT-272 Implementing and Supporting Microsoft Windows XP Professional 3 Credits**

The purpose of this course is to address the implementation and desktop support needs of customers that are planning to deploy and support Microsoft Windows XP Professional in a variety of stand-alone and network operating system environments. It provides in-depth, hands-on training for information technology (IT) professionals responsible for the planning, implementation, management, and support of Windows XP Professional. Prerequisite: MSFT-299 (3 hours lecture, 1 hour lab)

**MSFT-273 Managing and Maintaining a Microsoft Windows Server 2003 Environment 3 Credits**

This course provides students with the knowledge and skills required to manage accounts and resources, maintain server resources, monitor server performance, and safeguard data in a Microsoft Windows Server 2003 environment. Prerequisite: MSFT-299 (3 hours lecture, 1 hour lab)

**MSFT-277 Implementing, Managing and Maintaining a Microsoft Windows Server 2003 Network Infrastructure 3 Credits**

This course provides students with the knowledge and skills to configure, implement, manage, and maintain a Microsoft Windows Server 2003 network infrastructure. Students will learn to implement, manage, and maintain server networking technologies. These tasks include implementing routing; implementing, managing, and maintaining Dynamic Host Configuration Protocol (DHCP), Domain Name System (DNS), and Internet Name Service (DNS); securing Internet Protocol (IP) traffic with Internet Protocol Security (IPSec) and certificates; implementing a network access infrastructure by configuring the connections for remote access clients; and managing and monitoring network access. Prerequisite: MSFT-273 (3 hours lecture, 1 hour lab)

**MSFT-278 Planning and Maintaining a Microsoft Windows Server 2003 Network Infrastructure 3 Credits**

This course provides students with the knowledge and skills necessary to plan and maintain a Windows Server 2003 network infrastructure. Prerequisite: MSFT-277 (3 hours lecture, 1 hour lab)

**MSFT-279 Planning, Implementing, and Maintaining a Microsoft Windows Server 2003 Active Directory Infrastructure 3 Credits**

This course provides students with the knowledge and skills to successfully plan, implement, and troubleshoot a Microsoft Windows Server 2003 Active Directory service infrastructure. The course focuses on a Windows Server 2003 directory service environment, including forest and domain structure, Domain Name System (DNS), site topology and replication, organizational unit structure and delegation of administration, Group Policy, and user, group, and computer account strategies. Prerequisite: MSFT-278 (3 hours lecture, 1 hour lab)

**MSFT-297 Planning, Implementing, Managing and Maintaining a Microsoft Windows Server 2003 Environment for an MCSE on Windows 2000 3 Credits**

This course provides students with the knowledge and new skills that they need to plan, implement, manage, and maintain a Microsoft Windows Server 2003 networked environment. The focus of the course is on the changes from Microsoft Windows 2000 to Windows Server 2003, and is intended for systems engineers who want to upgrade their skills from Windows 2000 to Windows Server 2003. This course is
intended for Microsoft Certified Systems Engineers (MCSEs) certified on Windows 2000 who have experience planning, implementing, and supporting a Windows 2000-based Microsoft Active Directory directory service network, and who need to learn how to leverage those skills in a Windows Server 2003 environment.  Prerequisite: MSFT-215

**MSFT-282**  Designing a Microsoft Windows Server 2003 Active Directory and Network Infrastructure  
*3 Credits*

This course provides students with the knowledge and skills to design a Microsoft Active Directory directory service and network infrastructure for a Microsoft Windows Server 2003 environment. The course is intended for systems engineers who are responsible for designing directory service and/or network infrastructures. Prerequisite: MSFT-279 (3 hours lecture, 1 hour lab)

**MSFT-283**  Designing Security for a Microsoft Windows Server 2003 Network  
*3 Credits*

This course provides students with the knowledge and skills to design a secure network infrastructure. Topics include assembling the design team, modeling threats, and analyzing security risks in order to meet business requirements for securing computers in a networked environment. The course encourages decision-making skills through interactive tools that simulate real-life scenarios that the target audience may encounter. Students are given the task of collecting the information and sorting through the details to resolve the given security requirement. Prerequisite: MSFT-215 or MSFT-279 (3 hours lecture, 1 hour lab)

**MSFT-297**  Planning, Implementing, Managing and Maintaining a Microsoft Windows Server 2003 Environment for an MCSE on Windows 2000  
*3 Credits*

This course provides students with the knowledge and new skills that they need to plan, implement, manage, and maintain a Microsoft Windows Server 2003 networked environment. The focus of the course is on the changes from Microsoft Windows 2000 to Windows Server 2003, and is intended for systems engineers who want to upgrade their skills from Windows 2000 to Windows Server 2003. This course is intended for Microsoft Certified Systems Engineers (MCSEs) certified on Windows 2000 who have experience planning, implementing, and supporting a Windows 2000-based Microsoft Active Directory directory service network, and who need to learn how to leverage those skills in a Windows Server 2003 environment.  Prerequisite: MSFT-215

**MSFT-299**  Fundamentals and Practice for Network+ Certification  
*3 Credits*

This course is designed to give students the knowledge and experience to install and configure the TCP/IP client, and design, install and configure computer networks. Prerequisite: CMSY-134, CMSY-142, CMSY-143. (3 hours lecture, 1 hour lab)

**MSFT-572**  Implementing and Managing Microsoft Exchange 2000  
*3 Credits*

This course provides students with the knowledge and skills necessary to install and configure Microsoft Exchange 2000. It prepares students with skills needed to deploy and manage Exchange 2000. This course will assist students in operating in medium to large computing environments that typically have multiple physical locations, mixed client connection protocols, and Internet messaging connectivity. Knowledge of the Microsoft Windows 2000 operating system is highly recommended. Prerequisite: MSFT-156 or MSFT-215 or MSFT-922 or MSFT-973. (3 hours lecture, 1 hour lab)

**MSFT-862**  Administering a Microsoft SQL Server 2000 Database  
*3 Credits*

This course provides students with the knowledge and skills required to install, configure, administer, and troubleshoot the Microsoft SQL Server client/server database management system of Microsoft SQL Server 2000. Prerequisite: MSFT-156 or MSFT-205 or MSFT-973. (3 hours lecture, 1 hour lab)

**MSFT-863**  Programming a Microsoft SQL Server 2000 Database  
*3 Credits*

This course provides students with the technical skills required to program a database solution with Microsoft SQL Server 2000 client/server database management system. Prerequisite: MSFT-862. (3 hours lecture, 1 hour lab)

**MUSIC**

**MUSC-100**  Fundamentals of Music  
*3 Credits (Fine Arts/Humanities Core)*

Open to all interested students, this class is an introduction to the concepts of reading and writing music. It is intended for the student with limited musical knowledge or background in music who wishes to study music theory, or for the student who wishes to learn to read music. Primary concepts of note reading, rhythm, scales, key signatures and intervals will be studied along with fundamental keyboard skills, simple melodic and rhythmic dictation and elementary sightreading. (3 hours weekly)

**MUSC-101**  Music Appreciation  
*3 Credits (Fine Arts/Humanities Core)*

Open to all interested students, this class provides an introduction to musical elements, forms and stylistic periods from the Middle Ages through the popular music of today. While concentrating primarily on Western Art Music and its representative composers, the course also touches on the increasing importance of different forms of popular music in the last century and its roots in various ethnic musical expression. Attention will also be given to historical events, sociological influences and encounters with non-European cultures within each historical period and their effect on musical development. This course is designed for the non-music major. (3 hours weekly)

**MUSC-102**  A Survey of Music Literature  
*3 Credits (Fine Arts/Humanities Core)*

This course is an in-depth study of the evolution of Western music through a chronological presentation of master composers and their works. Emphasis will be given to the study of musical form and analysis, recognition and identification of the characteristics of stylistic periods, as well as individual research concerning the cultural context of various compositions. This course is strongly recommended for the music major after completion of MUSC-110. (3 hours weekly)

**MUSC-103**  The Business of Music  
*3 Credits*

Open to all interested students, this course is designed to be an introductory study of the field of music as a continually changing and dynamic commercial profession. It is designed to aid the performer as well as the moon-
lighter and the music hobbyist in their interaction with the business of music. The student will explore various professions within the field of commercial music, basic copyright information, business and management practices as related to the Arts and occasionally interact with professionals and specialists in the field. (3 hours weekly)

**MUSC-104 Introduction to Music Therapy and Practice**

3 Credits

This course provides, through the lecture component, an overview of the field of music therapy, its history and clinical practice; assessment, planning therapeutic activities and evaluating treatment programs; and professional documentation and accountability. It introduces, through the lab component, the various populations that are served by music therapists in a series of on-site visits and exposes the student to actual therapeutic sessions with the various populations. (5 hours weekly)

**MUSC-107 American Popular Music**

3 Credits

Open to all interested students, this course offers a panoramic view of the history of American popular music from the mid 1800’s to the present. Upon completion of this course, the student will be able to identify and discuss each of the following aspects of American popular music: specific styles and style periods, pivotal compositions and composers, ethnic traditions which have been major contributors in the development and evolution of popular music, song forms and their contribution to style period development, influences on American history, and historical influences on popular music. (3 hours weekly)

**MUSC-108 African American Music**

3 Credits (Humanities Core)

Open to all interested students, this course will examine the heritage of African American music from the colonial era through the jazz age to the present. Upon completion of this course, the student will be able to identify the characteristic elements of African music, trace the development of the major idioms such as religious and ragtime music, identify important African American composers and performers, and articulate the role of African American music in ritual and ceremony, as transmitter of culture and as a social and political tool. (3 hours weekly)

**MUSC-109 Techniques of Electronic and Computer Music**

3 Credits

This course will serve as an introduction to the techniques of electronic music production. Students will be exposed to the principles of sound synthesis with an emphasis on computer control via the Musical Digital Interface Standard (MIDI). Various software programs for the direct programming of synthesizers and sequencing of music will be utilized. Audio reproduction techniques will be employed by students in the realization of final projects. Each student will be required to spend at least two additional hours per week in the lab independently working on assigned projects. Prerequisite: MUSC-110. (3 hours weekly)

**MUSC-110 Music Theory I**

4 Credits

Music Theory I is the first of a four-semester sequence of music theory courses required of all music majors. It offers an integrated approach to musical structure that combines written work, ear-training, keyboard skills, and sight singing. After a very brief review of musical acoustics, notation of rhythm and major and minor scales and key signatures, the student will develop knowledge and understanding of musical form in melody, a basic introduction to harmony, including intervals, chords and their inversions; non-harmonic tones, the writing of four-part harmony; and sight reading, melodic, harmonic, and rhythmic structures. Co-requisite: MUSC-114 (5 hours weekly and independent lab time)

**MUSC-111 Music Theory II**

4 Credits

Second in the four-semester Music Theory sequence required of music majors, this course continues the integrated approach introduced in Theory I. Selected topics include functional harmony, harmonic spacing and doubling, chord connection, cadences, modulating, seventh chords, melody and bass writing. The practice of rhythm, harmonic and melodic reading and dictation will be continued, along with sight singing. Prerequisite: MUSC-110; Co-requisite: MUSC-115. (5 hours weekly plus additional independent lab time)

**MUSC-112 Applied Music (Non-Music Majors)**

2 Credits

Individual instruction for pre college or personal enrichment. (1 one-hour lesson per week)

**MUSC-113 Applied Music (Non-Music Majors)**

1 Credit

Individual instruction for pre-college or personal enrichment. (1 half-hour lesson per week)

**MUSC-114 Keyboard Skills I**

1 Credit

Keyboard Skills I is a co-requisite course taken the same semester as MUSC-110. It offers the student the fundamentals of functional piano and technical skills in preparation for the required music major Piano Proficiency Examination. In addition, it reinforces concepts from MUSC-110, Music Theory I. Co-requisite: MUSC-110. (2 hours weekly)

**MUSC-115 Keyboard Skills II**

1 Credit

Keyboard Skills II is a co-requisite course taken the same semester as MUSC-111. It offers the student the second level of functional piano and technique. It is a continuation of MUSC-114 in preparation for the required music major Piano Proficiency Examination. In addition, it reinforces concepts from MUSC-111, Music Theory II. Prerequisite: MUSC-110 and MUSC-114; Co-requisite: MUSC-111. (2 hours weekly)

**MUSC-117 Applied Music I**

2 Credits

First semester of private college level music study. Required for music major. (1 one-hour lesson per week)

**MUSC-118 Applied Music II**

2 Credits

Second semester of private college level music study. Required for music major. (1 one-hour lesson per week)

**MUSC-119 Applied Music**

1 Credit

First semester of private college level study. (1 half-hour lesson per week)

**MUSC-120 Applied Music**

1 Credit

Second semester of private college level study. (1 half-hour lesson per week)

**MUSC-130 Chorus (Major Ensemble)**

1 Credit

Chorus is a vocal performing ensemble which will explore traditional and contemporary choral literature through the medium of performance. (3 hours weekly) (This course may be repeated for a total of four credits.)
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MUSC-140  Chamber Singers (Minor Ensemble)  
1 Credit  
Chamber Singers is a small vocal ensemble which performs traditional and contemporary small vocal ensemble literature. (2 hours weekly)

MUSC-150  Jazz Ensemble (Major Ensemble)  
1 Credit  
Jazz Ensemble is a performance oriented course which will explore different styles of jazz, such as swing, be-bop and fusion. (3 hours weekly)

MUSC-160  Music Therapy Practicum I  
1 Credit  
This course provides more in depth exposure to the clinical practice of music therapy through on-site visits to music therapy professionals working in various locations. An important aspect of the course will be periodic seminars in which to discuss and compare the students' findings. Also important will be beginning the development of a professional portfolio of activities, methods and resources. Prerequisite: MUSC-104. (3 hours weekly)

MUSC-170  Guitar Ensemble (Minor Ensemble)  
1 Credit  
Guitar Ensemble performs traditional and contemporary literature. (2 hours weekly)

MUSC-180  Specialized Ensemble (Major)  
1 Credit  
Specialized ensembles will be created as need demands. (2 hours weekly)

MUSC-191  Class Voice I  
2 Credits  
Open to all interested students. Upon successful completion of this course, the student will have a basic understanding of the vocal function in singing. Equally important is the development of poise and self-confidence as a performer as well as overcoming symptoms of performance anxiety. The main activity of this course is the development of the singing voice through exercise and song. The skills acquired in the class will serve as a foundation for more in-depth vocal study on the private level. (2 hours weekly plus additional independent practice time)

MUSC-192  Class Voice II  
2 Credits  
Class Voice II will be a continuation of Class Voice I. Prerequisite: MUSC-191. (2 hours weekly)

MUSC-193  Class Piano I  
2 Credits  
Open to all students, this course offers the student an opportunity to learn the basic principles of piano playing. Beginning with note reading, it progresses next to sight reading, technical exercises to aid in the development of skills used in the playing of the instrument, and ultimately, the addition of beginning piano repertoire. Small class size allows for individual attention and encourages independent progress. This class will also serve as a foundation for more in-depth study on the private level for those interested in pursuing further study. (3 hours weekly plus additional independent practice time)

MUSC-194  Class Piano II  
2 Credits  
Class Piano II will be a continuation of Class Piano I. Prerequisite: MUSC-193. (3 hours weekly)

MUSC-195  Class Guitar I  
2 Credits  
Upon successful completion of this course, the student will have a fundamental understanding of the basics of music reading and guitar playing. The main focus is the discipline of classical guitar technique and style with emphasis on ensemble music reading and individual development. Some instruction will be offered in other styles of guitar music. This class will serve as a foundation for more in-depth study on the private level. (3 hours weekly plus additional independent practice time)

MUSC-196  Class Guitar II  
2 Credits  
This course is a continuation of Class Guitar I. Prerequisite: MUSC-195. (3 hours weekly)

MUSC-197  Music Literature in Context I  
3 Credits (Fine Arts/Humanities Core)  
This course will blend both theoretical analyses of specific representative musical masterworks with an investigation into the works' historical and stylistic context from the classical through the Middle to Late Twentieth Century. To this end, there will be 1) study of specific historical readings, 2) analytical and historical study of certain pivotal masterworks of music and their composers, 3) student analyses of these works with an aim to understanding their architectural and organic lifeblood, how the works functioned within their composers’ oeuvre, and their historical context, and 4) student presentations of their findings. Prerequisite: MUSC-202 (3 hours weekly)

MUSC-198  Music Literature in Context II  
3 Credits (Fine Arts/Humanities Core)  
This course will blend both theoretical analyses of specific representative musical masterworks with an investigation into the works' historical and stylistic context from the classical through the Middle to Late Twentieth Century. To this end, there will be 1) study of specific historical readings, 2) analytical and historical study of certain pivotal masterworks of music and their composers, 3) student analyses of these works with an aim to understanding their architectural and organic lifeblood, how the works functioned within their composers’ oeuvre, and their historical context, and 4) student presentations of their findings. Prerequisite: MUSC-202 (3 hours weekly)

MUSC-199  Music Literature in Context III  
3 Credits (Fine Arts/Humanities Core)  
This course will blend both theoretical analyses of specific representative musical masterworks with an investigation into the works' historical and stylistic context from the classical through the Middle to Late Twentieth Century. To this end, there will be 1) study of specific historical readings, 2) analytical and historical study of certain pivotal masterworks of music and their composers, 3) student analyses of these works with an aim to understanding their architectural and organic lifeblood, how the works functioned within their composers’ oeuvre, and their historical context, and 4) student presentations of their findings. Prerequisite: MUSC-202 (3 hours weekly)

MUSC-200  Music Theory III  
4 Credits  
Third in the four-semester Music Theory sequence required of music majors, Theory III builds on the concepts of analysis and writing studied in MUSC 111. The student will develop knowledge and understanding of advanced tonal analysis, altered nonharmonic tones and secondary dominants, augmented and Neapolitan sixth chords, foreign modulation, and Neapolitan sixth chords, foreign modula-
tions and extended chords. The study of form will be continued through chosen examples. All facets of eartraining and sight singing will be continued. Prerequisite: MUSC-111; Co-requisite: MUSC-214. (5 hours weekly plus additional independent lab time)

MUSC-211 Music Theory IV
4 Credits
The final course in the four-semester Music Theory sequence, Theory IV continues the study of harmonic concepts pursued in MUSC-210. The student will develop further knowledge and understanding of foreign modulations, extended chords, chromaticism, non-diatonic music and form through the study of the music of late nineteenth and twentieth century. An introduction to late Renaissance polyphony and eighteenth century counterpoint will also be included. The practice of sight singing, rhythm reading and melodic dictation will be continued. Prerequisite: MUSC-210; Co-requisite: MUSC-215. (5 hours weekly plus additional independent lab time)

MUSC-214 Keyboard Skills III
1 Credit
Keyboard Skills III is a co-requisite course taken the same semester as MUSC-210. It offers the student intermediate and advanced intermediate functional piano, technical skills, and classical repertoire in preparation for the required music major Piano Proficiency Examination. In addition, it reinforces concepts from MUSC-210, Music Theory III. Prerequisite: MUSC-111 and MUSC-115; Co-requisite: MUSC-210. (2 hours weekly)

MUSC-215 Keyboard Skills IV
1 Credit
Keyboard Skills IV is a co-requisite course taken the same semester as MUSC-211. It offers the student advanced functional piano and technical skills, accompanying styles, and classical repertoire in preparation for the required music major Piano Proficiency Examination. In addition, it reinforces concepts from MUSC-211, Music Theory IV. Prerequisite: MUSC-210 and MUSC-214; Co-requisite: MUSC-211. (2 hours weekly)

MUSC-217 Applied Music III
2 Credits
Third semester of individual college level music study. Required for music major. (1 one-hour lesson per week)

MUSC-218 Applied Music IV
2 Credits
Fourth semester of individual college level music study. Required for music major. (1 one-hour lesson per week)

MUSC-219 Applied Music
1 Credit
Third semester of individual study program. (1 half-hour lesson per week)

MUSC-220 Applied Music
1 Credit
Fourth semester of individual study program. (1 half-hour lesson per week)

NURSING

NURS-099 Transition into Nursing I
1 Credit
At the completion of this course the student will utilize major theoretical and clinical constructs required of a student in the Howard Community College Nursing Program. The course will focus on the framework of Responses to Stress and its application to written assignments, the approach to theory and to clinical functioning. Prerequisite: Acceptance into Nursing Program at a level higher than NURS-101.

NURS-103 Transition into Nursing II
6 Credits
At the completion of this course, students will be capable of applying theory to provide safe care for patients with common health problems. Selection of nursing actions is directed at variations resulting from five major categories of patient responses to stress (immobility, obstruction, infection, bleeding and alterations in perception). Prerequisites: Admission into the LPN pathway and completion of BIOL-204, ENGL-101 or ENGL-121, HMDV-200, PSYC-101, and MATH-122 or higher. (4 hours theory, 6 hours lab)

NURS-110 Survival Tactics for Beginning Nursing Students
1 Credit
This is a one-credit course designed to enhance student performance and success in the first clinical nursing course. Enrollment is limited to those students accepted into NURS-101. This course will introduce students to study and test-taking skills, which enhance success in courses which test application of theory. In addition, students will receive instruction in stress and time management. Students will also be introduced to collaborative learning, which is used extensively in the nursing curriculum.

NURS-130 Fundamentals of Nursing
4 Credits
The student will develop and attain attitudes, knowledge and skills, both interpersonal and psychomotor, which are necessary to assist the patient in meeting health care needs. The influence of the stress-adaptation process on basic needs and nursing care is emphasized. The student will provide safe nursing care relative to the basic health needs of a patient. Prerequisite: Formal admission into the ADN or PN Nursing Program. Specific admission criteria exist for the accelerated program. Pre-requisites for ADN: BIOL 107, BIOL 203, CHEM 103, MATH 122, 131 or higher. PN: BIOL 107, BIOL 203, MATH 105; Pre- or Co-requisite: BIOL 204, HMDV-200. (2.5 hours theory, 1.5 hours lab)

NURS-131 Fundamentals of Nursing for the Experienced Health Care Provider
3 Credits
The student will develop and attain attitudes, knowledge and skills, both interpersonal and psychomotor, which are necessary to assist the patient in meeting health care needs. The influence of the stress-adaptation process on basic needs and nursing care is emphasized. The student will provide safe nursing care relative to the basic health needs of a patient. Prerequisite: Formal admission into the ADN or PN Nursing Program and specific health care experience requirements. Specific admission criteria exist for the accelerated program. Pre-requisites for ADN: BIOL 107, BIOL 203, CHEM 103, MATH 122, 131 or higher. PN: BIOL 107, BIOL 203, MATH 105; Pre- or Co-requisite: BIOL 204, HMDV-200. (2.5 hours theory, 0.5 hours lab)

NURS-132 Nursing Care of Patients with Common Health Problems
4 Credits
Building on the knowledge and skills from Fundamentals of Nursing, students will further examine patient care concepts and nursing interventions to meet basic patient needs. Through consideration of major categories of patient response to stress (immobility, obstruction, infection, bleeding, and alteration in perception) the student will select general nursing actions to meet patient needs pertinent to each of the responses. Students will develop competencies required to administer safe, technical nursing care to patients in the acute care setting with an emphasis on caring, culture, interpersonal relationships, health-illness continuum, and clinical judgment. Prerequisites: NURS-130 or NURS-131; Pre- or Co-requisite: HMDV-200. (2.5 hours theory, 1.5 hours lab)
NURS-133  Nursing Care of Patients with Complex Health Problems I  
4 Credits
Students will develop competencies required to administer safe, technical nursing care to patients experiencing a response to the stress of complex health problems. Through consideration of major categories of patient response to stress (immobility, obstruction, infection, bleeding, and alteration in perception) the student will select general nursing actions to meet patient needs pertinent to each of the responses. Students will develop competencies required to administer safe, technical nursing care to patients with an emphasis on caring, culture, management of care, interpersonal relationships, pathophysiology, teaching and learning, and clinical judgment. Prerequisites: NURS-132, BIOL-204, HMDV-200, Pre- or Co-requisite: ENGL-121 or ENGL-101, and PSYCH-101. (2.25 hours theory, 1.75 hours lab)

NURS-134  Family Centered Nursing I  
4 Credits
This course introduces students to contemporary perspectives of the health care of women and the childbearing family. Students will develop competencies required to administer safe, technical nursing care to patients with an emphasis on resources, culture, growth and development, management of care, nursing trends, communication, teaching and learning. Prerequisites: NURS-132, BIOL-204, HMDV-200, Pre- or Co-requisite: ENGL-121 or ENGL-101, and PSYCH-101. (2.75 hours theory, 1.25 hours lab)

NURS-140  Advanced Concepts in Practical Nursing  
5 Credits
This course will prepare the practical nurse student to provide direct and indirect care for individuals of all ages experiencing more complex health care problems resulting from the major responses to stress (immobility, infection, bleeding and alteration in perception). The student will explore the role of the practical nurse in health care and utilize the steps of the nursing process to provide safe nursing care to a small group of patients. Experience in managing the care provided by auxiliary nursing personnel will be integrated into clinical assignments. Prerequisites: NURS-133 and NURS-134, PSYC-101, ENGL-121 or ENGL-101. (3 hours theory, 2 hours lab)

NURS-150  Basic Pharmacology  
3 Credits
This course will increase your knowledge of pharmacology and pharmacodynamics. The focus will be on drug actions and their nursing implications. Prerequisite: NURS-101 (3 hours weekly)

NURS-170  Nursing Co-Op Work Experience  
3 Credits
See COOP-201-202 Cooperative Education Work Experience I and II.

NURS-175  Cross Cultural Health Comparison  
1 Credit (Interdisciplinary and Emerging Issues Core)
During an intensive practicum in another culture students will observe, document, and evaluate health and health care practices in order to foster greater understanding of differences between the US health practices and those in the system of the culture they are visiting. Students will visit hospitals, clinics, homes, food markets and possibly a university to observe nursing, allied health and nutrition practices and programs.

NURS-230  Trends in Nursing  
1 Credit
This course provides the nursing student with an overview of the current trends and issues occurring today in nursing and health care including health care financing and economics, the health care delivery system, legal and ethical issues, health policy and politics. Students will develop competencies required to administer safe, technical nursing care to patients with an emphasis on resources, culture, management of care, trends, communication, clinical judgment, and professional behavior. Students will be challenged to examine how these issues and other current events shape nursing practice. Prerequisites: NURS-133 and NURS-134. (1 hour theory)

NURS-233  Nursing Care of Patients with Complex Health Problems II  
4 Credits
Building on theoretical knowledge and clinical competencies from NURS-133 and NURS-134, the student will gain greater proficiency in caring for patients experiencing complex health problems. The nursing process and other curricular structures will help students examine responses to stress (immobility, obstruction, infection, bleeding, and alteration in perception) and nursing interventions to meet the patient’s needs. Students will develop competencies required to administer safe, technical nursing care to patients with an emphasis on caring, culture, management of care, interpersonal relationships, pathophysiology, teaching and learning, professional behavior, and clinical judgment. Prerequisites: NURS-133 and NURS-134, PSYC-101; Pre- or Co-requisite: ENGL-122 or ENGL-102, and. SOCI-101 (2.15 hours theory, 1.85 hours lab)

NURS-234  Family Centered Nursing II  
4 Credits
Building on theoretical knowledge and clinical competencies from NURS-134, the student will gain greater proficiency in caring for patients within the family unit. Nursing care is most effective when it is delivered with the belief that the family is the patient. The child is an essential member of the family unit. The nursing process and other curricular structures will help students examine responses to stress (immobility, obstruction, infection, bleeding, and alteration in perception) and nursing interventions to meet the needs of the child and family. Students will develop competencies required to administer safe, technical nursing care with an emphasis on growth and development, caring, culture, management of care, interpersonal relationships, communication, health-illness continuum, pathophysiology, teaching and learning, and clinical judgment. Prerequisites: NURS-133 and NURS-134, PSYC-101; Pre- or Co-requisite: ENGL-122 or ENGL-102, and. SOCI-101 (2.75 hours theory, 1.25 hours lab)

NURS-235  Nursing Care of Patients in Community and Mental Health Settings  
4 Credits
This course will introduce students to psychiatric mental health nursing and community-based nursing practice. Students will examine concepts specific to community and mental health nursing and apply the nursing process to clients experiencing an alteration in perception and clients requiring community support services. Students will develop competencies required to administer safe, technical nursing care to patients with an emphasis on resources, caring, culture, health-illness continuum, interpersonal relationships, management of care, teaching and learning, communication, professional behavior, and clinical judgment. Prerequisites: NURS-233 and NURS-234, SOCI-101, PSYC-101; Pre- or Co-requisite: Fine Arts Core. (2.15 hours theory, 1.25 hours lab)

NURS-236  Advanced Concepts in Nursing  
4 Credits
At the completion of this course, students will be prepared to care for patients with diverse health needs. Theoretical study and clinical application of knowledge will focus on leader-
ship and management in nursing to promote quality patient care outcomes. Students will de-
velop competencies required to administer safe, technical nursing care to patients with an
emphasis on resources, culture, management of care, trends, communication, pathophysiology,
professional behavior, and clinical judgment. Students will demonstrate their ability to compe-
tently care for a small group of patients within the nursing care team and in a variety of health
care settings. Prerequisites: NURS-235; Pre-
or Co-requisite: NURS-230 (2.16 hours theory, 1.84
hours lab)

OFFICE TECHNOLOGY

OFFI-100  Office Machines
1 Credit
After successful completion of this course, the student will be able to use a business calculator
with proficiency. The student will be able to add, subtract, multiply, divide, use whole num-
bers and fractions, do accumulative and constant multiplication and division, percentages,
complements and chain discounts, gross and net profit, mark up, proration and interest prob-
lems. Emphasis is placed on the ability to take basic machine operations and apply them to
practical business math problems. This course may be completed in fewer than 14 weeks and
may be started at any time during the school year.

OFFI-102  Editing Skills
3 Credits
After successful completion of this course, the student will improve his or her proofreading
and spelling skills and develop a business vocabulary. This will include learning proofread-
ing techniques and capitalization, grammar, punctuation, spelling, and word usage principles.
An intensive study of spelling rules is included. This course does not take the place of an En-
glish course; it is a review (brush-up) of previously acquired skills. This course may be
completed in fewer than 14 weeks and may be started at any time during the fall, winter, and
spring semesters. All of the work for this course (except tests) may be done outside of class.
Prerequisites: OFFI-177.

OFFI-104  Data Entry
1 Credit
After successful completion of this course, the student will be able to input data in real-world
applications while building alphanumeric keyboarding speed and accuracy. This course may
be completed in fewer than 14 weeks and may be started at any time during the school year. All of the work (except tests) may be done outside of class if student has compatible soft-
ware. The student should have a minimum typing speed of 30 words a minute before starting
this course.

OFFI-177  Grammar for Your Job
2 Credits
After successful completion of this course, the student will be able to use the principles of
English grammar in both spoken and written communications.

OFFI-201  Office Technology Work
Experience
3 or 4 Credits
See COOP-201 Cooperative Education Work Ex-
perience I.

OFFI-270  Medical Transcription
Techniques
3 Credits
After successful completion of this course, the student will be able to apply the fundamentals
of medical transcription including document formats and grammar and punctuation rules when
transcribing letters, chart notes, emergency room notes, history and physical exams, and opera-
tive and specialty reports. This course may be completed in fewer than 14 weeks and may be
started at any time during the fall, winter, and spring semesters. All of the work for this course
(except tests) may be done outside of class. Prerequisites: OFFI-290 and CMSY-102.

OFFI-275  Office Simulation
3 Credits
After successful completion of this course, the student will be able to use Word, Excel, Ac-
cess, and Power Point to complete office simulation projects. This will include setting priorities,
organizing tasks, problem solving and researching on the Web. In addition, general office pro-
cedures are included. This course may be completed in fewer than 14 weeks and may be
started at any time during the fall, winter, and spring semesters. All work for this course (ex-
cept tests) may be done outside of class. Prerequisites: CMSY-101, CMSY-103, CMSY-104,
CMSY-116, and CMSY-126.

OFFI-279  Keyboarding
1 Credit
After successful completion of this course, the student will be able to touch type and use cor-
correct keyboard technique. Speed and accuracy development are stressed. This course
may be completed in fewer than 14 weeks and may be started at any time during the school year. All work for this course (except graded speed and accuracy tests) may be done outside of class.

OFFI-280  Legal Transcription and
Terminology
3 Credits
After successful completion of this course, the student will be able to transcribe legal material
from prerecorded dictation while obtaining an overview of legal procedures and acquiring an
in-depth knowledge of terminology. This course may be completed in fewer than 14 weeks and
may be started at any time during the fall, winter, and spring semesters. Approximately 50% of
the work for this course may be done outside of class. Prerequisite: OFFI-281.

OFFI-281  Legal Document
Preparation
2 Credits
After successful completion of this course, the student will be able to prepare various legal
forms and documents using Microsoft Word. Included is an introduction to legal terminology
and procedures. This course may be completed in fewer than 14 weeks and may be started
at any time during the school year. All of the work for this course (except tests) may be done out-
side of class if the student has compatible word processing software. Prerequisite: CMSY-104.

OFFI-290  Medical Terminology
2 Credits
After successful completion of this course, the student will be able to spell and define medical
prefixes, suffixes, and terminology peculiar to various medical specialties. This course may be
completed in fewer than 14 weeks and may be started any time during the fall, winter, and
spring semesters. All of the work for this course (except tests) may be done outside of class.

OFFI-293  Beginning Medical
Transcription
3 Credits
After successful completion of this course, the student will be able to transcribe medical re-
ports from prerecorded, dictated material. This course may be completed in fewer than 14
weeks and may be started any time during the fall, winter, and spring semesters. All of the
work for this course (except tests) may be done outside of class. Prerequisite: OFFI-270.

OFFI-297  Advanced Medical
Transcription
3 Credits
After successful completion of this course, the student will be able to transcribe medical re-
ports from prerecorded, dictated material that is more rigorous and covers more medical specialties and reports than the dictation in OFFI-293 Beginning Medical Transcription. This course may be completed in fewer than 14 weeks and may be started any time during the fall, winter, and spring semesters. All of the work for this course (except tests) may be completed outside of class. Prerequisite: OFFI-293.

PHILOSOPHY

PHIL-101 Introduction to Philosophy  
3 Credits (Humanities Core)  
An introduction to world philosophy which begins with the western tradition and includes Asian and African philosophies as well as the voices of women philosophers and the peoples of the Americas. Focus is on major theories of reality (metaphysics), knowledge (epistemology), value (axiology), and logic. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

PHIL-102 Logic and Critical Thinking  
3 Credits (Humanities Core)  
Students will examine the principles of logic with the purpose of developing an ability to think critically, reason clearly and use language precisely. Primary emphasis will be placed on the practical applications of logic in the experimental sciences as well as in the examination and evaluation of information obtained through newspapers and books, advertising, political campaigns, television and other media. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly)

PHOTONICS

PHOT-100 Introduction to Photonics  
3 Credits  
Introduction to Photonics explores the fundamentals of photonics theory including concepts, applications in the workplace, and career opportunities. Photonics is defined as the controlled flow of light particles (photons) used in the generation, manipulation, transport, detection, and use of light information and energy. This course will explore the production and nature of light including: the laws of reflection and refraction, theory of image formation, principles of wave optics (including interference, diffraction and polarization), fundamentals of fiber optic theory, principles of lasers and laser safety, and the basics of holography with image processing. Concepts will be reinforced through demonstrations, classroom activities, and take-home lab and written exercises. Throughout the course, emphasis will be placed on applications of photonics in medicine, transportation,
manufacturing, communications, environmental monitoring and consumer devices. Prerequisite: Eligible to enroll in MATH-064. (3 hours weekly)

PHOT-105 Optical Physics
4 Credits
This course covers basic optical theory (both geometric and physical (wave) optics) and its components. Geometrical optics deals with the treatment of light as a ray and will help the student to understand the basics of light reflection and refraction. These principles will be applied to the study of image formation, lenses, mirrors, aberrations, prisms, fibers, optical system design and optical instruments. Physical optics introduces the wave nature of light and the consequences of this behavior. Topics studied include interference, diffraction, polarization, interferometry, spectroscopy, etc. There will also be an introduction to: thin film coatings to enhance or suppress reflection; the operation of such devices as gratings, polarizers, quarter-wave plates, etc.; and the study of optical image processing and display devices. A lab component will parallel the lectures and provide hands-on experience handling optical equipment. In the laboratory, the student will develop the ability to appraise, use and interpret data to express mathematically and/or explain the physical phenomena involved. Prerequisites: MATH-131 or higher and PHOT-100. (3 hours lecture, 3 hours lab)

PHOT-200 Principles of Lasers
3 Credits
This course covers the basic principles of laser operations and applications with particular emphasis on laser safety. Beginning with an introduction to incoherent and coherent light sources, the structure of the atom, emission processes, and stimulated emission of radiation will be studied. Next, laser output characteristics and modification, laser materials and components, and common types of industrial lasers will be studied. Included is an overview of major industrial laser applications (e.g. Telecommunications). Safety and laboratory procedures are also covered. The lab experiments will closely follow, reinforce, and extend the classroom material. Prerequisites: MATH-131 or higher and PHOT-105. (2 hours lecture, 3 hours lab)

PHOT-205 Detection and Measurement
3 Credits
This course will provide the student with a working knowledge of the various devices and techniques for evaluating optical systems. This course covers basic concepts of fiber optic measurement techniques. Measurement of power, spectrum analyzer, and wavelength meters will be used to measure optical spectral measurements. Topics include the applications and use of spectrometers, monochromators, spectrophotometers, and Michelson, Fbey-Perot, Twymann-Green, Mach-Zender interferometers to measure wavelengths, absorption of wavelengths, defect in lenses, prisms, and flat plates. Hands-on lab will help the students to understand the concepts better. Prerequisites: ELEC-117 and PHOT-105. (2 hours lecture, 3 hours lab)

PHOT-210 Fiber Optics
Communications
4 Credits
This course provides the student with a theoretical and hands-on background in fiber optics communications. Topics will include a basic overview of light and optics, total internal reflection, basic waveguide propagation, singlemode, and multimode fiber, fiber optics loss mechanisms, splicing and termination, loss testing, OTDR usage, lasers and DWDM, and optical network design. Hands-on lab experience will help the students to understand the concepts better. Prerequisite: PHOT-105. (3 hours lecture, 3 hours lab)

PHOT-220 Advanced Topics in Photonics
3 Credits
As the field of photonics rapidly evolves, new technologies will be introduced to keep the student abreast of the state of the art in the photonics industry. Students will be introduced to advanced topics, as per their area of interest, such as integrated optics devices, holography, advanced laser topics, optical switches, Dense Wavelength-Division Multiplexing (DWDM), etc., in a seminar format. Guest speakers will be invited to present and supplement the classroom seminars. Each student will be required to pursue individual areas of interest culminating in a mentored applications-oriented photonics project and presentation to the class. Emphasis is placed on selecting, planning, implementing, testing and presenting the project. Prerequisites: ELEC-213 and PHOT-200. (3 hours weekly)

PHYSICS
Also see listings in Astronomy and Geology.

PHYS-101 Technical Physical Science
4 Credits (Science Core)
This Technical Physics course is designed for technology majors such as BMET, Cardiovascular, Computer Support, Electronics, and Telecommunications Technology. It consists of basic scientific math and an integrated sequence of physical and chemical principles. This course will enable the student to become aware of, to identify, and to evaluate situations and/or problems in contemporary physical science which include: basic chemical and physical principles with applications to the human body; properties and states of matter; science measurement and dimensional plus statistical analysis techniques. Special emphasis is placed upon learning physics principles and solving mathematical problems in density/ specific gravity, gas laws, solutions, pressure, work and energy, fluids, basic electricity, waves, sound, magnetism, and the atom. The laboratory program will allow the student to develop an understanding of the fundamental principles of the above mentioned areas, including problem solving, and their application to physical phenomena observed. Prerequisite: MATH-061. (3 hours lecture, 3 hours lab)

PHYS-103 Fundamentals of Physics I
4 Credits (Science Core)
Physics 103, a course designed mainly for science majors and pre-professional students, will enable the student to solve problems involving the major concepts in physics to include measurement: vector concepts; forces; mechanics (both statics and dynamics); fluids; heat concepts; and some thermodynamics. The students will develop the ability to interpret and apply the experimental laws and fundamental principles of physics to describe the behavior of the physical world. In the laboratory program, the student will develop the ability to appraise, use, and interpret data collected (often by MBL) to express mathematically and/or explain the physical phenomena observed. Pre- or Co-requisite: MATH-133 or equivalent. (3 hours lecture, 3 hours lab)

PHYS-104 Fundamentals of Physics II
4 Credits (Science Core)
Physics 104, a course designed mainly for science majors and preprofessional students, will enable the student to solve problems involving the major concepts in physics to include wave motion, sound, electrostatics, electric currents, circuits, electronics, magnetism, electromagnetic interactions, nature and properties of light, optics, and some modern physics. The student will develop the ability to interpret and apply the experimental laws and fundamental principles of physics to describe the behavior of the physical world. In the laboratory program, the student will develop the ability to appraise, use and interpret data collected (often by MBL) to express mathematically and/or explain the physical phenomena observed. Prerequisite: MATH-133 and PHYS-103. (3 hours lecture, 3 hours lab)

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<tr>
<td>PHYS-106</td>
<td>Earth and Space Science</td>
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<td>PHYS-112</td>
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**PHYS-106 Earth and Space Science (4 Credits)**

This is a course designed for non-science majors which is a general survey of basic earth science and astronomy topics. This course will enable the student to learn basic concepts of soils, groundwater, weather and the hydrological cycle, urban geology, rocks and minerals, historical geology, plate tectonics, scale of the solar system, historical astronomy, basic motions of the earth plus celestial bodies, constellation identification, planet evolution and characteristics, space satellites, telescopes, the sun, stellar properties and evolution, and galaxies and cosmology. In the laboratory, the student will develop skills with basic equipment, laboratory techniques and procedures plus investigative skills to solve science-related problems. Field work will involve investigation of geology sites, constellation identification, and trips to local museums/planetariums. (3 hours lecture, 3 hours lab)

**PHYS-107 Physical Science (4 Credits)**

PHYS-107 is a course designed for the Elementary Education A.A.T. students and the non-science major. It is a general survey of the contributions of physics and chemistry to man’s understanding of basic physical science concepts and will expose the student to the basic scientific vocabulary. In laboratory, students will develop skill with basic equipment, laboratory techniques and procedures, plus lab investigative skills to solve physics and chemistry-related problems. The lab emphasis is on the application of basic physical science principles in studying and solving problems plus the operation of basic equipment. Basic math skills will be needed to illustrate some of these principles. Prerequisite: Eligible to enroll in MATH-070. (3 hours lecture, 3 hours lab)

**PHYS-110 General Physics I (Calculus) (4 Credits)**

General Physics 110 is the first semester of a three-semester calculus-based physics course. The course will enable the student to solve problems, using calculus methods when applicable, for the major concepts in physics to include: heat; kinetic theory; thermodynamics; advanced electromagnetic wave theory including Maxwell’s Equations; geometric and some physical optics; special theory of relativity; and topics in modern physics. In the laboratory/recitation program, the student will develop the ability to appraise, use and interpret data collected (often by MBL) to express mathematically and/or explain the physical phenomena observed. Prerequisite: MATH-150 and PHYS-111, and eligible to enroll in ENGL-121. (2 hours lecture, 3 hours lab)

**POLI-101 American Federal Government (3 Credits)**

The student will evaluate and critically analyze the following areas of American Government: first, the origins, principles and interpretation of the American Constitution including the tensions between federalism and nationalism; secondly, politics and the people: public opinion, political parties, elections and interest groups; thirdly, the institutions of government which include the presidency, congress, judiciary and federal bureaucracy; fourthly, issues in public policy including economic policy, foreign policy and social issues such as crime, energy, obscenity, and affirmative action. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

**POLI-102 State and Local Government (3 Credits)**

The student will evaluate, debate, and critically analyze the public policies which emerge from the political processes of state and local government by examining the following: (1) the constraints on state and local governments in making and implementing policy; (2) the policy roles of the legislative, executive, judicial, and administrative branches; (3) the successes and failures of state and local governments in dealing with the following public policy areas - criminal justice, welfare, education, housing, transportation, and the environment; (4) the role of citizen influence on public policy and an examination of some alternatives to the conventional channels of state and local government. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

**PORT-101 Elementary Portuguese I (4 Credits)**

In this introductory course, students learn to listen, speak, write and read at a basic level. They also learn about the diverse cultures of the Portuguese-speaking world. In class instruction focuses on oral/aural skill development. Writing and reading skills will be developed...
through assigned work. A computerized lab and peer learning groups support instruction. (4 hours weekly)

PSYCHOLOGY

PSYC-101 General Psychology
3 Credits (Social and Behavioral Sciences Core)
Through this introduction to the field of psychology, the student will be able to describe how psychologists do their research and gain an appreciation of how psychologists view people through studying the views of Freud, Skinner, and Maslow. The student will be able to summarize, interpret and evaluate psychological information, especially as it appears in films and non-technical articles. Upon completion of this course, the student will be able to describe psychological concepts and facts on the major topics of psychology. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

PSYC-102 Advanced General Psychology
3 Credits
After studying the topics of abnormal psychology, learning, psychological research methods, intelligence, social psychology, and aggression, the student will be able to objectively describe behavior, distinguish between normal and abnormal behavior, apply basic learning concepts and principles, critically evaluate secondary psychological sources, write a psychological research paper, identify important issues and problems concerning research, describe research on a variety of psychological topics and critique an article on a current social issue. This course is designed primarily for persons who are interested in taking additional psychology courses or wish an introduction to scientific psychology. Students may proceed through this course at their own pace. Prerequisite: PSYC-101. (3 hours weekly)

PSYC-202 Social Psychology
3 Credits
In addition to understanding and applying major concepts, facts, principles, and theories of social psychology, the student will be able to interpret, analyze and critically evaluate social psychological materials. The student will be able to explain the important research on these topics: T-groups, conformity, obedience, attraction, attitude change, cognitive dissonance, prejudice, and aggression. Students will study several social psychological topics of their own choosing. Prerequisite: PSYC-101. (3 hours weekly)

PSYC-203 Abnormal Psychology
3 Credits
Through this introduction to the field of abnormal psychology, the student will be able to describe both historical and current issues involved with defining and recognizing mental illness, to describe the causes of mental illness, to compare and contrast the major treatments of mental illness, and to describe some of the ways to prevent mental illness. In addition, the student will learn to be more critical of abnormal psychology information as found in the mass media. Prerequisite: PSYC-101. (3 hours weekly)

PSYC-204 Adolescent Psychology
3 Credits
This course is a description of adolescent development based on research and theory interrelating physical, psychological, intellectual and social changes during the teen years and the systems dealing with those changes. This course meets the Maryland State Department of Education Adolescent Development requirement for an initial certificate in Secondary Education. This course also meets the MSDE Human Growth and Development requirement for an initial certificate in Generic Special Education Elementary/Middle and Generic Special Education Secondary/Adult. Prerequisite: PSYC-101. (3 hours weekly)

RETAILING

RETL-103 Retail Merchandising
3 Credits
Through lectures, class group work, and outside reading, students will learn something of the development of retailing and the major components of a functioning retail establishment. These include the physical facility, the selection and promotion of merchandise, the people involved in retailing, and the future of retailing. (3 hours weekly)

RETL-105 Fashion Merchandising
3 Credits
Through this course students will learn some of the fundamentals of fashion theory and consumer demands, with emphasis on how these apply to the merchandising and retailing of fashion goods. Through class projects, students will engage in analyzing merchandising plans, store images, promotions and retail management philosophies. Students will also have the opportunity throughout the course to examine career opportunities in retailing/merchandising. (3 hours weekly)

RUSSIAN

RUSS-101 Elementary Russian I
4 Credits (Humanities Core)
As a result of taking this course the student will be able to utilize the basic elements of the Russian language, which will include reading Russian with acceptable pronunciation, writing Russian words and phrases in script, speaking Russian to include making statements and answering simple Russian statements. Throughout these experiences, the student will utilize correct cases, conjugations and declensions in forming Russian sentences. Instruction focuses on oral communication, and is supported by a computerized classroom and conversation specialists. This course meets for 4 hours per week; students meet with their instructor in a computerized classroom for 3 hours per week; the fourth hour is reserved for individual computerized practice and conversation groups.

RUSS-102 Elementary Russian II
4 Credits (Humanities Core)
This course is a continuation of first-semester Russian. Upon completion, the student will be able to use Russian when speaking about everyday topics and will be able to read and understand texts of average difficulty. Greater concentration will be placed on speaking in complete sentences and on grammatical usage, especially compound sentences, adjectives, and cases. Instruction focuses on oral communication, and is supported by a computerized classroom and conversation specialists. This course meets for 4 hours per week; students meet with their instructor in a computerized classroom for 3 hours per week; the fourth hour is reserved for individual computerized practice and conversation groups.

RUSS-201 Intermediate Russian I
4 Credits (Humanities Core)
In this first, intermediate level course, students continue to refine their Russian writing skills, develop the ability to read and understand sentence-level text, explore Russian verb roots, study additional tense, present, and future tenses, practice dialogue exercises, increase their working vocabulary, and learn more in-depth grammar. Students will continue to increase their proficiency in the Russian script and sound system,
study more grammatical concepts, practice their reading, and expand their knowledge of Russian culture. (4 hours weekly)

**RUSS-202 Intermediate Russian II**

4 Credits (Humanities Core)

In this second intermediate level course, students will be exposed to more higher-level text and develop a better comprehension of bilateral and weak verb forms. Students will practice more conversational exchanges and greatly expand their working vocabulary. This course is the last in a series of four basic/intermediate offerings. (4 hours weekly)

**SOCILOGY**

**SOCI-101 Introduction to Sociology**

3 Credits (Social and Behavioral Sciences Core)

Through this introduction to sociology, the student will develop an understanding of the basic concepts of sociology including culture, socialization, social stratification and social change and be able to apply these concepts to social problems and everyday life experiences. Students will be exposed to sociological information and ideas which will help them understand and clarify their own norms, values and attitudes. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

**SOCI-102 Social Problems**

3 Credits (Social and Behavioral Sciences Core)

The general objective of this course is to give students a broad overview of contemporary problems both in America and around the world. This course will analyze social problems, both internationally and here in the United States using various sociological perspectives. We will use the tools of sociology--its analytical insights, its theoretical frameworks, and its methods to ask questions about what constitutes a social problem, when does a social condition become problematic, who are advocating which strategies for solutions or social change. We will focus on three general classes of social problems: problems of social inequality and conflict, problems arising within specific social institutions (family life, education, crime, and health care), and problems arising from social change (environmental crises, population growth, and social upheaval). In each case, we will study what is known: (1) about the problem and recent trends therein, (2) its causes and consequences, and (3) individual and societal responses to the phenomenon. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

**SOCI-103 Marriage and the Family**

3 Credits

Marriage and the Family will introduce the student to the sociological study of the family. In part one of the course, we will examine the American family in historical and cross-cultural perspective, and in the process achieve a clearer understanding of what the family is and how it has changed. Part two will examine the various paths to family formation and the responsibilities and expectations we have as family members. In part three we will shift focus to the larger social forces that shape families and the implications this has for a social policy of the family. Finally we will turn to the stresses the contemporary family endures and the possibilities this holds for the future of the family. Prerequisite: ENGL-121 or ENGL-101 (3 hours weekly).

**SOCI-111 Introduction to Women’s Studies: Women, Gender and Society**

3 Credits (Interdisciplinary and Emerging Issues Core)

An interdisciplinary study of the construction of gender and its intersection with race and class in the United States. Based primarily in the social sciences and social history, this course also draws on the arts, media, and popular culture in examining the impact of gender on society. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly) NOTE: Also listed as WMST-111.

**SOCI-115 Emerging World Issues**

3 Credits (Interdisciplinary and Emerging Issues Core)

This course is an interdisciplinary/emerging issues class that will introduce the student to selected issues emerging in our changing world. This course, using social science methodologies, will examine the historical, social, political and economic origins and manifestations of the issue under examination through an interdisciplinary exploration of film, art, literature, together with the economic, social, and political infrastructures that drive the emerging global issue under study. Prerequisite: Eligible to enroll in ENGL-121. (3 hrs. weekly)

**SOCI-130 Human Sexuality**

3 Credits

Through this introduction to the field of human sexuality, the student will be able to recall and describe historical and current research knowledge related to physiological, psychological, anthropological, and sociological aspects of human sexuality across the life span. Students will discuss and evaluate their own beliefs and values relevant to the topics of various types of sexual behavior, sexual problems and their treatments. In addition, the student will be able to describe important legal and ethical sexual issues. Also listed as HEED-130. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

**SOCI-160 The Aging Process: Gerontology**

3 Credits (Interdisciplinary and Emerging Issues Core)

This course will focus on the physiological, psychological and social changes that impact upon the aging population. In addition the student will focus on assessment and counseling skills relevant to preserving independence in the aged, and meeting the health needs of the aging population. (3 hours weekly) NOTE: Also listed as HEED-160.

**SOCI-201 Minorities in American Society**

3 Credits

Minorities in American Society will introduce students to a sociological investigation of the racial, ethnic and gender stratification system found in the United States. This course will introduce the student to concepts essential to the sociological analysis of the American stratification system such as prejudice, discrimination, minority, race, ethnicity and gender. This course will examine the historical process through which the American racial and ethnic stratification system was socially constructed, and it will examine the various theoretical perspectives that have emerged in the attempt to understand this historical process. It will also teach the student to apply these concepts and theories to an analysis of contemporary social problems and to his or her everyday life experiences. The student will be exposed to sociological information and ideas that will help him or her to understand and to critically analyze the world we live in. Prerequisite: ENGL-121 or ENGL-101 (3 hours weekly)

**SOCI-202 Urban Sociology**

3 Credits

Urban Sociology is a lecture and discussion course in which the student will analyze the social relationships of man in his urban environment. The student will examine the way in which spacial and physical dimensions of urban areas have been shaped; describe the various life styles of urbanized man; analyze the growth, development and planning of suburbs and new towns; and examine a number of social problems facing urban America including effective government, zoning and land use, housing, education, urban planning and crime. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly)
2006-2007 COURSE DESCRIPTIONS

**SOCI-225 Sociology of Conflict and Non-Violence**  
3 Credits  
This course examines why humans engage in conflict, why violence is employed to resolve conflict and the nature and practice of non-violent conflict resolution. Students will explore the social forces that produce conflict—including cultural, economic, and psychological—and the arenas in which conflict occurs—including family, community, nation and world. Within an interdisciplinary framework (using social sciences and humanities), students will learn the theoretical, historical, practical, and political aspects of violent and non-violent conflict. Special attention will be given to emerging social and global conflicts, including examination of how or if these conflicts might be resolved in a non-violent manner. Prerequisite: SOCI 101 or 102. (3 hours weekly) Also listed as CRES-225.

**SPANISH**

**SPAN-100 Cultures of Latin America**  
1 Credit  
Spanish 100 is a one-credit course offered in English for those who are interested in the various cultures of Latin America. This course is organized around a variety of themes which touch upon all of the countries of Central and South America. The themes are explored and discussed from both present and past perspectives. (1 hour weekly)

**SPAN-101 Elementary Spanish I**  
4 Credits (Humanities Core)  
In this introductory course, students learn to listen, speak, write and read on a basic level. They also learn about the diverse cultures of the Spanish-speaking world. Instruction focuses on oral communication and is supported by a computerized classroom and peer learning groups. This course meets for 4 hours per week; students meet with their instructor in a computerized classroom for 3 hours per week; the fourth hour is reserved for individual computerized practice and conversation groups.

**SPAN-102 Elementary Spanish II**  
4 Credits (Humanities Core)  
Students continue to develop the four basic skills, particularly oral communication, and to look inside the cultures of Spain, the Caribbean and Latin America. They will develop a project which reflects personal goals for learning Spanish. Instruction focuses on oral communication and is supported by a computerized classroom and conversation specialists. This course meets for 4 hours per week; students meet with their instructor in a computerized classroom for 3 hours per week; the fourth hour is reserved for individual computerized practice and conversation groups.

**SPAN-201 Intermediate Spanish I**  
4 Credits (Humanities Core)  
Students in this second-year course will use the skills needed to listen, speak, write and read in Spanish in the context of a series of communicative activities. They will expand their knowledge of the peoples of the Spanish-speaking world and will, through the use of multimedia technology, create a personalized project reflective of individual interests in Spanish. Instruction focuses on oral communication and is supported by a computerized classroom and conversation specialists. This course meets for 4 hours per week; students meet with their instructor in a computerized classroom for 3 hours per week; the fourth hour is reserved for individual computerized practice and conversation groups.

**SPAN-202 Intermediate Spanish II**  
4 Credits (Humanities Core)  
This final course of the 4 semester sequence fulfills the language requirement at most four-year institutions. Students will produce a mini-project in each of the four skill areas as they acquire the basics of intermediate Spanish. Instruction focuses on oral communication and is supported by a computerized classroom and conversation specialists. This course meets for 4 hours per week; students meet with their instructor in a computerized classroom for 3 hours per week; the fourth hour is reserved for individual computerized practice and conversation groups.

**SPAN-203 Advanced Intermediate Spanish I**  
4 Credits (Humanities Core)  
In this content-based, intermediate course, students will further develop skills in comprehending and speaking Spanish. Grammatical concepts introduced in elementary and intermediate classes will be re-examined with the intention of expanding them for use in conversation. Content will be based on traditional themes, such as interpersonal relationships or the environment, on topics of current interest, such as the effect of globalization or technology on society and on cultural issues. Students will apply their speaking skills in conversations, debates, short presentations and interviews. (4 hours weekly)

**SPAN-204 Advanced Intermediate Spanish II**  
4 Credits (Humanities Core)  
SPAN-204 is the fourth semester of intermediate Spanish. In this content based course students will further develop skills in writing and reading. Grammatical concepts introduced in elementary and intermediate classes will be reexamined with the intention of expanding them for use in both reading and writing. Content will be based on the themes of religion and politics, family and family roles and on changing values. Students will work with short stories and film as a basis for skill development.

**SPAN-220 Cultures of Mexico**  
3 Credits (Interdisciplinary and Emerging Issues Core)  
This course is for those who are interested in cultures of Mexico. Students will explore the cultures of Mexico from the border culture to the valley, from the Yucatan-Peninsula to Chiapas. Students will see how the geography and history of Mexico have influenced family life, religion, art and literature, and the economy. (This course is open to all students and is highly recommended for those planning to study in Mexico during HCC’s program in the winter term.) Taught in English; this course does not fulfill the world language requirement. (3 hours weekly)

**SPEECH**

**SPCH-105 Fundamentals of Public Speaking**  
3 Credits (Humanities Core)  
Students will gain skill in public speaking and overcome visible nervousness when speaking in front of an audience. Students will learn how to structure informative and persuasive messages for the maximum effect and will experience using audio-visual aids effectively. Students will practice critical listening in learning to evaluate the content, delivery and style of speeches. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

**SPCH-110 Interpersonal Communication**  
3 Credits (Humanities Core)  
Students will learn basic theories of oral communication, studying the types of verbal exchanges each of us has every day. The course begins with an overview of the human use of communication, including perception (with emphasis on inter-gender and intercultural communication), listening, verbal and non-verbal language, and sending and receiving feedback. Students will practice communication skills in
pursuits and write extensively about their experiences. When a student’s curriculum requires HMDV-100, it should be completed before this course is taken. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

SPCH-150 Oral Interpretation
3 Credits
The course will focus on methods of analyzing prose, poetry, dramatic literature, and children’s literature for the purpose of performing literary selections orally. The emphasis will be upon communicating the beauty, meaning and emotional impact to others. Especially recommended for all public performers, education, English and recreation majors. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly) NOTE: Also listed as THET-150.

SPCH-160 Argumentation and Debate
3 Credits
The course includes skill training in reasoning and researching as well as presenting and defending positions effectively. Recommended for students seeking careers in law, business, teaching, or politics. Students will be taught the propriateness and ethics of good argumentation. They will learn how to build arguments using effective evidence and reasoning while learning to recognize the fallacies of weak arguments. Argumentation skills will be applied for effective delivery in academic, legislative, judicial, and/or political debates. Students will enhance their skills by being videotaped and being required to review those tapes and turn-in a self-evaluation. Prerequisite: SPCH-105. (3 hours weekly)

SPCH-205 Intermediate Public Speaking
3 Credits
Students will gain development of a marked degree of skill in the composition and delivery of various types of speeches. Students will obtain advanced training in speech delivery techniques in both a controlled classroom audience setting as well as presentations in corporate board rooms, orientation meetings, banquet halls, and public forums using complex and multi-media visual aids. Special emphasis on speeches related to the student’s major vocational area. Prerequisite: SPCH-105. (3 hours weekly)

SPCH-260 Voice and Diction
3 Credits
This course allows students to experience and understand the basic tools of communication, voice, and diction. Class exercises include relaxation, alignment, breathing, phonation, resonation, articulation, vocal range, and inflection. Students will develop a knowledge and sense of their own voice and speech expressing who they are and what they feel. Students will demonstrate mastery of the International Phonetic Alphabet through testing and a final memorized performance. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly) NOTE: Also listed as THET-260.

TELECOMMUNICATIONS

TELE-100 Introduction to Telecommunications
3 Credits
This course is designed to introduce the student the theory, principles and applications of telecommunications technology. Students will receive an introduction to telecommunications regulations, communication methodology, communication theory, transmission techniques, coding schemes and transmission media. This course includes software simulation, demo instructions of communication hardware, and applications which will enhance the understanding of communication concepts. (3 hours weekly)

TELE-200 Quality Control
3 Credits
This course is designed for the student in the Photonics Technology program. The course introduces the student to (a) the principles, philosophies, and practices of Total Quality Management (TQM) and (b) the techniques of Statistical Quality Control, including fundamentals of probability and statistics, control charts for variables and attributes, and acceptance sampling. Prerequisite: MATH-070. (3 hours weekly)

THEATRE

THET-131 Theatre Appreciation
3 Credits (Fine Arts/Humanities Core)
This course is designed to help students not majoring in theatre develop an appreciation of the art form by understanding the relationship of theatre to society and diverse cultures. Students become familiar with components of stage art including playwriting, acting, directing, and design through practical experiences and viewing of live productions and films. Students will be prepared for greater enjoyment of theatre by developing a more critical eye for the many facets of the art form. (3 hours weekly)

THET-135 Stagecraft
3 Credits
This course will train the student in construction techniques and painting of theatrical scenery and properties. Safe operation of power tools and back stage machinery are also covered. (4 hours weekly)

THET-136 Lighting I
3 Credits
The purpose of this course is to enable students to safely work with basic stage lighting equipment. This will include working with electrical wiring, hand and power tools, stage lights and dimmer boards. (4 hours weekly)

THET-137 Sound I
3 Credits
The purpose of this class is to enable students to safely work with basic sound equipment for the stage. This will include working with microphones, amplifiers, mixers, tape decks and equalizers. (4 hours weekly)

THET-141 Basic Acting I
3 Credits (Fine Arts/Humanities Core)
This course will include a brief survey of theatre concepts and terminology. The student will develop acting skills and techniques including oral communication, improvisation and stage movement. The student will participate in brief dramatic presentations. (3 hours weekly)

THET-142 Basic Acting II
3 Credits
This course is a continuation of THET-141 with an emphasis on character development, stage movement and direction, and the integration of physical and verbal stage presentations. Emphasis will be placed on the development of at least two contrasting monologues which could be used by the student in future audition situations (at college, community or professional levels). The course will include basic character work, script analysis, vocal production and improvisation in conjunction with each monologue. Prerequisite: THET-141. (3 hours weekly)

THET-150 Oral Interpretation
3 Credits
The course will focus on methods of analyzing prose, poetry, dramatic literature, and children’s literature for the purpose of performing literary selections orally. The emphasis will be upon communicating the beauty, meaning and emotional impact to others. Especially recommended for all public performers, education, English and recreation majors. Prerequisite: Eligible to enroll
in ENGL-121. (3 hours weekly) NOTE: Also listed as SPCH-150.

THET-160, 161, 162, 163 Theatre Practicum
1 Credit
Students will practice their knowledge and skills in designated areas of theatre production. Hands-on experience with different phases of production is the method of instruction. Students will concentrate their efforts in one of the following areas: lighting, sound, set construction, costuming, theatre management, stage management, directing, props, or acting. Acting is by audition only. The student may take theatre practicum four times for credit. Each registration should be for the next numbered course. Prerequisite: consent of instructor required. (2-3 hours weekly)

THET-173 Movement for the Actor I
3 Credits
This course will focus on training actors to understand their own physical habits through spatial awareness exercises, Randai, Laban, Element, and Alexander terminology. The student will demonstrate these skills by studying the physical habits of other students in the class. The student will then apply this knowledge towards developing a physical embodiment of a character in monologues and cold readings for auditions. Prerequisite: THET-141. (4 hours weekly)

THET-174 Movement for the Actor II
3 Credits
This course will continue to explore the Laban and Alexander techniques of Movement for the Actor by applying them to mask work and period movement. Students will demonstrate their skills in Neutral and Character Mask work by creating the physical life of characters based on the teachings of Jacques Lecoq. Students will apply this physical mask work to classical scenes and stylized movement. During the second half of the class, the students will learn the movement, dances, costumes, and the language of the fan implemented by the French upper class in the 18th century. The students will demonstrate their movement skills by performing a monologue from one of Moliere’s plays. Prerequisite: THET-173. (4 hours weekly)

THET-190 Theatre History I
3 credits (Fine Arts/Humanities Core)
A study of the evolution of theatre from primitive origins through Greek and Roman traditions, the medieval worlds of England and Japan, The Renaissance through Romanticism, examining Elizabeth and Jacobean drama, Restoration and Neo-Classical traditions, as well as the 17th and 19th century Italian, German, French, Spanish, and early American Theatre. Emphasis is on the play in performance reflecting the changing physical theatre, as well as the social, political, and artistic currents of each period. (3 hours weekly)

THET-191 Theatre History II
3 credits (Fine Arts/Humanities Core)
A study of the evolution of theatre from the development of Realism in the late 19th century through the Theatre of the Absurd in the 1960s examining Naturalism, Idealism, Symbolism, Expressionism, and Surrealism, continuing to the highly diversified contemporary theatre from the 1960s to the present, examining Off and Off-Off Broadway, regional theatres, black theatre, feminist theatre, the Living Theatre, the Polish Laboratory Theatre, the Open Theatre, environmental theatre, and postmodernism. Emphasis is on the play in performance reflecting the changing physical theatre, as well as the social, political, and artistic currents of the period. (3 hours weekly)

THET-209 Modern Drama
3 Credits (Literature/Fine Arts/Humanities Core)
Modern Drama studies work written for European and American theater in the last and present century. Students discuss and appraise plays; identify basic elements which distinguish modern drama from earlier periods; evaluate performances of contemporary plays; and study what playwrights have said about the nature of drama. Students also discuss the impact of major philosophical and scientific achievements on dramatic material. This course is writing intensive. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly) NOTE: Also listed as ENGL-209.

THET-241 Acting for Television
3 Credits
This class will prepare students to present themselves in a professional manner in any of the mass media. Voice, appearance, movement and the technical aspects of the mass media performance will be covered through comprehensive exercises and on-camera evaluation. Prerequisite: THET-141. (4 hours weekly)

THET-250 Shakespeare from Page to Stage
3 Credits (Literature/Fine Arts/Humanities Core)
Shakespeare from Page to Stage focuses on reading, analyzing and interpreting Shakespeare’s plays as literary texts; understanding them as products of specific historical, cultural and artistic currents, and as performance text meant for production. Emphasis is given to the process that transforms literary text through production, informed by literary and theatrical elements. This course is writing intensive. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly) NOTE: Also listed as ENGL-250.

THET-260 Voice and Diction
3 Credits
This course allows students to experience and understand the basic tools of communication, voice, and diction. Class exercises include relaxation, alignment, breathing, phonation, resonation, articulation, vocal range, and inflection. Students will develop a knowledge and sense of their own voice and speech expressing who they are and what they feel. Students will demonstrate mastery of the International Phonetic Alphabet through testing and a final memorized performance. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly) NOTE: Also listed as SPCH-260.

THET-261 Dialects for the Actor
3 Credits
This course will explore how to improve the voice through warm-ups and phonetic articulation. The students will use this knowledge to aid them in learning four different dialects: standard British, Cockney, variations of American Southern, and French. Students will demonstrate how to research a dialect, mark a text, and speak the dialect using the sounds that are character relevant. Students will perform a monologue for each dialect learned. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

WIRELESS COMMUNICATIONS

WCOM-110 RF/Wireless Fundamentals
3 Credits
Upon completion of this course, the student will understand the fundamentals of Radio Frequency and Wireless Technologies in the real world environment and how information is transmitted and received through that medium. An overview of many types of cellular communication systems will also be presented. Prerequisite: TELE-100. (2 hours lecture, 3 hours lab)

WCOM-120 Wireless Communications
3 Credits
Upon completion of this course, the student will understand the fundamentals of electromagnetic wave propagation in the real world environment and how information is transmitted and received through that medium. An overview of many
WCOM-200  Wireless LANs
3 Credits
Upon completion of this course, the student will apply the principles of wireless data communications, protocols, and standards related to Wireless Local Area Networking (WLAN). Topics include: RF Transmission, propagation, WLAN frequency bands, characteristics and uses of wireless network devices, compare and contrast with standard “wired” network device and WLAN implementations. Students will have hands-on experience in building, configuring, securing and troubleshooting basic and extended WLANs. Students will be qualified to administer and support different brands of wireless LAN hardware. This course prepares students to sit for Certified Wireless Network Administrator (CWNA) certification. Prerequisite: CSCO-270. (2 hours lecture, 3 hours lab)

WCOM-220  Advanced Topics in Wireless Communications
3 Credits
As the field of wireless industry rapidly evolves, new technologies will be introduced to keep the students abreast of the state of the art in the wireless communications industry. Students will be introduced to advanced topics, as per their area of interest, radio frequency, 3G implementation, WLAN implementation, new features and implementation of wireless security. Guest speakers will be invited to present and supplement the classroom seminars. Each student will be required to pursue individual area of interest culminating in a mentored applications-oriented wireless communications project and presentation to the class. Emphasis is placed on selecting, planning, implementing, testing and presenting the project. Prerequisite: WCOM-120 and WCOM-200. (3 hours weekly)

WOMEN’S STUDIES

WMST-111  Introduction to Women’s Studies: Women, Gender and Society
3 credits (Interdisciplinary and Emerging Issues Core)
An interdisciplinary study of the construction of gender and its interaction with race and class in the United States. Based primarily in the social sciences and social history, this course also draws on the arts, media, and popular culture in examining the impact of gender on society. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly) NOTE: Also listed as SOCI-111.

WMST-150  Women’s Health
3 credits (Interdisciplinary and Emerging Issues Core)
This course will introduce students to a variety of women’s health issues as well as the barriers faced by women striving to achieve a healthy lifestyle. Students will examine topics including: female sexual health and reproduction, exercise and eating behaviors, substance abuse, mental health and stress, and violence against women. This course is designed to support students in their personal exploration of attitudes, knowledge and values related to women’s health and to assist them as they analyze their personal health behaviors. (3 hours weekly) NOTE: Also listed as HEED-150.

WMST-193  Introduction to Women’s Studies: Women, Art, and Culture
3 credits (Fine Arts/Humanities Core)
An introduction to the ideas and issues central to Women’s Studies and feminism with emphasis on women’s art and culture. The course will examine how women have been represented and how gender has been constructed in the dominant culture as well as the role of the arts and of women themselves in developing an alternative women’s culture. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly) NOTE: Also listed as FINE-193.

WMST-212  By and About Women
3 Credits (Literature/Humanities Core)
By and About Women studies literature written by female authors and/or about female characters. Students critically evaluate a variety of texts for form and technique. In addition, students analyze the validity of the female experience as portrayed in literature and are expected to gain insight into the challenges and power of women in literature and in life. This course is writing intensive. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly) NOTE: Also listed as ENGL-212.

WMST-225  Women in American History: Colonial Times to 1880
3 credits (Interdisciplinary and Emerging Issues Core)
An in-depth study of the lives and experiences of American women from the early seventeenth century to 1880. This course examines three major cultures—native, African and European as they met and mixed in colonial America with particular attention to women’s experience in this cultural mixing. Focus will be on wealthy merchant families, slave holding planter families, indentured servants, slaves, factory workers, and immigrants and will include women’s relationships with husbands, children and other women. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly) NOTE: Also listed as HIST-225.

WMST-227  Women in American History: 1880 to the Present
3 Credits (Interdisciplinary and Emerging Issues Core)
An in-depth study of the lives and experiences of American women from diverse racial and ethnic groups from 1880 to the present. This course examines the experiences of women in the modern world from the end of the nineteenth century through the twentieth. Focus will be on the varying experiences of reformers, workers, organizers, and immigrants with particular attention to differences between married and single women and between those living in the cities and those living in rural areas. During this time period, women have gained the legal right to vote and run for office, regulate the size of their families, and receive equal pay for equal work. And yet women retain primary responsibility for housekeeping and child care. This course considers the roots of some of these contradictions. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly) NOTE: Also listed as HIST-227.

WMST-228  Women in European History: 1750 to the Present
3 Credits (Interdisciplinary and Emerging Issues Core)
This course analyzes women’s changing economic, family, and political roles from the eighteenth to the twentieth century. Topics include the effects of industrialization on women’s work and status, the demographic revolution, and women’s political activities in market riots, revolutions, and campaigns for women’s rights. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly) NOTE: Also listed as HIST-228.
College Staff

(Date after name indicates year of initial employment at Howard Community College)

**ADMINISTRATIVE STAFF**

**Mary Ellen F. Duncan (1998)**
B.S., St. John’s University; M.A., Ph.D.,
University of Connecticut
President

**Lynn C. Coleman, CPA (1986)**
B.S., Michigan State University; M.B.A.,
Clark Atlanta University
Vice President of Administration and
Finance

A.A.S., Alfred State College; B.S., Empire
State College; M.S., Syracuse University
Vice President of Information Technology

**Kathleen B. Hetherington (1999)**
A.S., Community College of Philadelphia;
B.S.S., Pennsylvania State University; M.S.,
Villanova University; Ed.D., Widener
University
Executive Vice President

**Ronald X. Roberson (1989)**
B.A., Morgan State University; M.F.A.,
Maryland Institute, College of Art
Vice President of Academic Affairs;
Professor, Art

**Katherine M. Allen (2004)**
A.A.S., B.S., Ferris State University; M.B.A,
University of Baltimore
Director, Financial Aid Services

**L. Todd Allen (2002)**
B.A., University of Maryland, Baltimore; M.S.,
University College University of Maryland;
Certified Employee Benefits Specialist
(C.E.B.S); Senior
Professional in Human Resources (SPHR)
Director of Human Resources

**Sarah F. Angerer (2005)**
B.A., Trinity College; M.A., Johns Hopkins
University
Grants Coordinator/Writer

**Nicole Baird (2005)**
B.S., M.S., Coppin State University
Director of Test Center

**Randall R. Bengfort (1989)**
B.S., B.A., Iowa State University; M.A.,
University of Maryland College Park
Director of Public Relations and Marketing

**Llatetra D. Brown (2004)**
B.A., Adelphi University; M.A., New York
University
Director of Student Life

A.A., Anne Arundel Community College;
B.A., University of Maine; M.S., Johns
Hopkins University
Director of Records & Registration

**David A. Buonora (2000)**
B.A., The American University; M.P.A.,
George Mason University
Director of Government Affairs & Grants
Management

**Cherisse N. Carlin (2005)**
B.S., M.A., University of Maryland, Baltimore
County
Associate Director of Financial Aid Services

**Janet L. Cullison, CPA (1983)**
A.A., Howard Community College; B.A.,
University of Maryland; M.B.A., Johns
Hopkins University
Director, Finance

**Michael T. Driscoll (2005)**
B.A., University of Maryland Baltimore
County
Associate Director of Records &
Registration

**Lucy K. Gardner (1986)**
B.A., Edge Cliff College; M.L.S., University of
Pittsburgh
Director of the Teaching & Learning
Services

**Margaret H. Garroway (1991)**
B.A., State University of New York at
Binghamton;
M.Ed., Northeastern University
Associate Director, Academic Support
Services

**Barbara C. Greenfeld (1984)**
B.S., University of Maryland; M.S., Johns
Hopkins University
Associate Vice President for Enrollment
Services

**JoAnn D. Hawkins (1982)**
B.J., University of Texas; M.A., University of
Southern California; Certified Program
Planner (CPP)
Associate Vice President, Continuing
Education/ Workforce Development

**Michael G. Heinmuller (1996)**
U.N.D., Rets Technical Center
Director, User & Network Services

**Zoe A. Irvin (1982)**
B.A., University of Maryland; M.S., Johns
Hopkins University
Professor, Mathematics; Executive Director
of Planning, Research & Organizational
Development

**Anne B. Johnson (2004)**
B.S., University of Delaware
General Manager

**Margaret J. Kahlor (1992)**
A.A., Howard Community College; B.A.,
University of Maryland Baltimore County;
M.A., American University
Director of Media Arts, TV Studio and
HCC-TV

**Quentin L. Kardos (1972)**
B.F.A., Rochester Institute of Technology;
M.S., Northern Illinois University
Director, Educational Technology

**Patricia M. Keeton (1983)**
B.S., University of Maryland; M.S., Johns
Hopkins University
Executive Director, Workforce Development
COLLEGE STAFF

Sung H. Lee (1997)
B.S., University of Maryland Baltimore County; Nortel Certification, Microsoft Certified Professional, Microsoft Certified System Engineer (MCSE)
Director of Student Computer Support

Becky G. Lessey (1993)
B.S., University of Illinois; M.Ed., University of Maryland
Director, Basic Skills and Foreign-Born Programs

B.A., Johns Hopkins University; M.B.A., University of Maryland University College
Director of Board Relations/Special Projects

Janice L. Marks (1986)
B.A., University of Maryland; M.A., Bowie State University; National Certified Counselor; Maryland Certified Professional Counselor
Associate Vice President for Student Development

Melissa L. Mattey (1981)
B.A., University of Maryland Baltimore County
Director of Development/Executive Director, Educational Foundation

Kimberly A. McNair (2003)
B.S., M.A., Towson University
Director, Welcome/Information Center & Executive Associate to the Executive Vice President

Charles W. Nightingale (2002)
Associate Director of Facilities

B.S., University of Maryland College Park Systems Engineer

Peter W. Phelps (1995)
B.S., M.E., Ohio University; M.B.A., Loyola College; Certified Netware Engineer (CNE)
Senior IT Coordinator/Network Engineer

Kimberley J. Pins (1999)
B.S., M.S., Iowa State University
Director, Children’s Learning Center

Dorothy B. Plantz (1979)
B.A., State University of New York; M.A., Michigan State University
Associate Director of Advising (Transfer)

Richard W. Pollard (1996)
A.A., B.A., Saint Leo College; M.S., University of Maryland University College
Director of Information Technology Services

Alissa G. Putman (2001)
B.A., University of Maryland College Park; Ph.D., University of Tennessee-Knoxville; Licensed Psychologist
Associate Director of Counseling and Career Services

Vidyadri D. Rege (2005)
B.S., Baltimore International College; B.S., Bombay University; M.S., Rochester Institute of Technology
Director of Hospitality & Culinary Management Program

Diane E. Schumacher (1999)
B.S., Springfield College; M.Ed., Temple University
Director, Athletics

A.A., Becker College; B.A., University of Miami
Associate Director of Development

Kimberly S. Smith (2001)
B.A., University of Maryland Baltimore County
Associate Director of Finance & Contract Administration

Michael Stebbins (2005)
B.F.A., M.F.A., University of Wisconsin-Milwaukee
Artistic Director/Producer, Rep Stage

Martha Sunderland (1994)
B.S. University of Maryland
Associate Director of Finance and Grants Administration

Arla J. Webb (1977)
Director of Auxiliary Services

Linda C. Wu (1999)
B.S. University of Maryland, Project Management Certified Professional
Director, Administrative Information Systems

PROFESSIONAL/TECHNICAL STAFF

Sangita B. Aghera (2002)
A.A., Girl’s Technology College
Customer Accounts Analyst

Executive Information Specialist

Senior Programmer/Analyst

B.S., Towson University; M.Ed., Coppin State College
Transfer Counselor

Brenda L. Anderson (1999)
Financial Aid Counselor

Althea D. Augustinos (1990)
Basic Skills Program and Budget Assistant

Angela Denise Bailey (2004)
A.A., Community College Baltimore County-Catonsville
Preschool Teacher

George Barlos (2005)
A.A., Los Angeles Harbor Community College; B.S., California Polytechnic State University; M.A., University of California Los Angeles; J.D., Loyola Marymount University
Director of International Education

Deborah A. Bauley (1996)
B.A., College of William and Mary; M.Ed., Virginia Polytechnic and State University
Admissions Counselor (Nursing and Allied Health)

Sara M. Baum (1984)
B.S., University of Nebraska at Omaha; M.L.S., University of Maryland; Certified Program Planner (CPP); Certified in Teaching Occupational Spanish
Continuing Education Coordinator

Bradford Beachum (2005)
A.A.S., Howard Community College
Computer/Network Support Technician

Daryl H. Beard (1988)
Educational Technology/Computer Specialist
B.A., Lafayette College; J.D., New York University
Assistant Director of Admissions (Nursing & Allied Health)

Larraine Beegle (2004)
B.S., University of Maryland College Park; M.B.A, The George Washington University
HR Generalist

Kathryn L. Bestany (1980)
B.A., Emmanuel College; M.Ed., University of Massachusetts, Boston
Public Relations Assistant

Michele S. Bilello (2000)
B.S., Pennsylvania State University; M.S., Johns Hopkins University
Coordinator, Administration and Finance

Dennis J. Bivens (1999)
B.A., University of Arkansas
Systems Support Technician

Anita M. Blake (2005)
B.A., Montana State University; M.B.A., University of New Haven
Coordinator, Career Links Program

Scott A. Bohandy (1997)
A.A., Howard Community College; B.A., University of Maryland Baltimore County
Educational Technology/Senior Computer Technician

Simone H. Breuninger (2001)
A.A., Fayetteville Technical Community College
Office Supervisor

A.A., Howard Community College
Arts Facilities and Rep Stage Actors Institute Coordinator

Perron V. Bruno (2005)
B.S., University Miami; Electronic Certificate, TESST Electronic Institute; CISCO Certified Network Administrator (CCNA); CISCO Checkpoint Systems Engineer
Security Network Engineer

David A. Bryant (2004)
Chief of Housekeeping Services

B.A., SUNY College Oswego; M.A., Towson University; Psy.D., University of Hartford
Personal Counselor

Debra Y. Butler (1999)
B.A., Goucher College
Senior Programmer/Analyst

Patricia A. Bylsma (2000)
B.A., University of Maryland
International Student Admissions Officer & Academic Advisor

Melissa L. Cahill (2000)
B.S., Towson University; Professional in Human Resources (PHR)
Employment Manager

Carolyne Cain (1980)
Office Supervisor

Christele N. Cain (2005)
A.A., A.A., Howard Community College
International Education Program Assistant

Kasi S. Campbell (1984)
B.S., Indiana University of P.A.; M.A., University of Connecticut
General Manager, Associate Artistic Director & Resident Director, Rep Stage

Marjorie A. Cangiano (1989)
B.A., Bowling Green State University; Certified in Teaching Occupational Spanish
Continuing Education Coordinator (Lifelong Learning)

Laura C. Cannon (2005)
A.A., Howard Community College; B.S., Towson University
Admissions & Recruitment Counselor

Tressa A. Cathcart-Silberberg (2005)
B.S., Earlham College; M.S., Ohio State University; B.S.N., Thomas Jefferson University; M.S.N., University of Pennsylvania; Ph.D., University of Texas
Assistant Professor, Nursing

Apichart Chalungsooth (2002)
B.A., Payas University;
M.A., Northern Illinois University
Integrated Library System Specialist

Shirley Chao (2004)
B.A., Baruch College
Gift Processor

A.A., United States Navy
Electronics/Technology Laboratory Manager

Frederica A. Coffey (1984)
B.A., Mt. Holyoke College
Testing Specialist

Dennis L. Collier (1986)
Facilities Operations Manager

Kevin M. Collins (1998)
Auxiliary Services Assistant

Linda L. Collins (2003)
Assistant Accounts Payable Supervisor

Alice R. Conn (2002)
B.A., University of Wisconsin; M.S., Johns Hopkins University
Coordinator, Silas Craft Collegians Program

M. Elizabeth Coppolino (2006)
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Basic Skills Intake/Assessment Specialist (ABE)

Lori A. Crocken (2003)
A.A., Villa Julie College; B.S., Towson University
Preschool Teacher

Margaret P. Cullison (1999)
Assistant Director of Development

Darrell A. Dale (2005)
B.S., University of Maryland-College Park
Athletic Services Technician

Maria R. D’Amato (2004)
Sales Manager

Sandra K. Delaney (1999)
B.A., University of Colorado at Boulder
Business Contract Training Specialist

Harsha G. Desai (1988)
A.A., Lincoln Land Community College
Senior Programmer/Analyst

Nicholas C. DeYoung (1996)
A.A.S., Howard Community College; B.S., Florida State University
Coordinator of Student Computer Support

Alaka S. Dharmadhikari (1986)
M.S., Bhopal University
Accounts Receivable, Cash & Collections Supervisor
Donna L. Doughty (1998)  
B.A., Nipissing University  
Executive Assistant to the Vice President of Academic Affairs

A.A., Howard Community College  
Executive Assistant to the Vice President of Administration and Finance

Jason Dry (2003)  
A.A., Montgomery College  
Computer/Network Support Technician

Margaret J. Dunklee (1983)  
B.S., University of Maryland College Park  
Graphic Artist

Cindy V. Durham (1998)  
A.A., Essex Community College; B.S., University of Baltimore  
Professional Development and Training Coordinator

Carol A. Egan (2004)  
B.S., B.S., University of Maryland College Park; M.S., University of Phoenix  
Assistant Director of Records & Registration

Bobby Chaunce Eldridge (2005)  
Computer/Network Support Technician

Joanne L. Erickson (2000)  
B.A., Frostburg State University  
Continuing Education Coordinator of Marketing

Marilyn L. Estes (1988)  
A.A., South Central Community College; B.S., Southern Connecticut State University; M.A., University of Connecticut; Certified Program Planner (CPP)  
Manager of Career Programs and Community Development

Karen M. Evans (1979)  
B.F.A., Maryland Institute, College of Art  
Instructional Technologist/graphics Designer

Roxanne C. Farrar (1990)  
B.F.A., Southern Methodist University; M.S., Southern Illinois University; Certified Program Planner (CPP)  
Continuing Education Coordinator

Kathy B. Fisher (1992)  
A.A., Howard Community College; B.S., Towson University  
Physical Sciences Laboratory Manager

Penny L. Fowler (1995)  
Payroll Specialist

Jean M. Frank (1989)  
B.S., University of Maryland; M.S., Johns Hopkins University  
Assistant Director of Institutional Research

Crystal S. French (1996)  
A.A., Prince George’s Community College; B.S. University of Maryland College Park  
Network Specialist

Sharon A. Frey (1984)  
A.A., Catonsville Community College  
Library Administrative Assistant

Mary K. Fuller (1980)  
Office Supervisor

Melodie Gale (2001)  
B.A., M.S., Towson State University  
Assistant Director of Learning Assistance Center/Retention Services

Alexander A. Garcia (1997)  
Student Computer Support Network Specialist

Wanda W. Garcia (1994)  
A.A., Howard Community College; B.S., Columbia Union College  
Web Enterprise Engineer

B.A., Kentucky State University; M.A., Bowling Green State University  
Assistant Director of Student Life

Willie J. Gibson (1997)  
A.A., Miami Dade Community College; B.S., University of Florida  
Senior Telecommunications Technician

Dorothy E. Gleit (1997)  
B.A., M.S., Brooklyn College  
Executive Program Assistant I

Administrative Office Associate

B.A., Hood College  
ELI Information Specialist

Teresa L. Graham (1998)  
A.A., Howard Community College  
Office Supervisor

Jennifer P. Gray (2005)  
B.A., Mary Baldwin College  
Transcript Evaluator

Deborah A. Gubisch (2005)  
Payroll Manager

Farida P. Guzdar (1989)  
B.A., University of Calcutta  
Executive Assistant to the President

Anna Hamilton (2003)  
B.S., University of Maryland Baltimore County  
Senior Computer/Network Support Technician

Kelvin L. Harris (2000)  
A.A., Catonsville Community College; B.S., University of Baltimore  
Evening/Weekend Services Administrator

Jason G. Harris (2005)  
A+ Certification; I-Netw ork+ Certification; Master Microsoft Office Specialist; Certificate Electronic, Microcomputer, Robotics, and Automated System  
Computer/Network Support Technician

A.A., A.A., Howard Community College  
Computer/Network Support Technician

Sharon A. Heckler (1985)  
Benefits Administrator

Linda E. Heinbauch (1977)  
A.A., Howard Community College  
Office Supervisor

Errick M. Henlon (1992)  
Athletics & Fitness Center Tech Professional

Michele A. Henninger (1987)  
A.A., Catonsville Community College  
Assistant Director of Financial Aid Services

Theresa M. Heston (1993)  
Accounting Clerk-Financial Aid

Thelma R. Holbrook (1985)  
Supervisor, Print Shop

Gail Robin Hollander (2004)  
B.A., State University of New York; M.L.S., University of Maryland College Park  
Reference/Web Services Librarian
Brenda L. Hood-Scott (1996)
Office Manager/Financial Aid Information Analyst

Anthony J. Hoos (1995)
A.A.S., Howard Community College; B.A., Pennsylvania State University
HCC-TV Programming Specialist/Technician; Rep Stage Resident Videographer

Travis L. Hopkins (1996)
A.A.S., Howard Community College
Design/Construction & Renovations Assistant

Sharon A. Hornak (1998)
B.S., Indiana University of Pennsylvania; M.A., University of Maryland
Business Training Contracts Specialist

Lucy H. Hunter (1983)
B.S. Northwestern University; M.S. Johns Hopkins University
Reading Specialist/Advisor

Richard G. Jenkins (1989)
Carpenter/Renovations Foreman

A.A.S., Baltimore International College
Executive Chef

Beverly H. Johnson (1993)
B.A., University of Pennsylvania; M.A., Columbia University
Coordinator, Computer & Advanced Technology

Julie M. Jones (2000)
A.A., Howard Community College, Microsoft Certified Professional
Web Services Assistant

Kathleen M. Jones (1990)
R.N., St. Francis Hospital School of Nursing; B.S.Ed., California State University; M.S., University of Maryland at Baltimore
Coordinator of Professional Nursing and Allied Health

Tamara S. Jones (2002)
B.A., The University College of the Cariboo; M.Ed., University of Sheffield
ELI Lead Instructor

Executive Assistant to the Vice President of Information Technology

Cheryl-Anne M. Juba (1999)
A.A.S., Catonsville Community College; Checkpoint Certified System Administrator Certification (CCSA)
Network Engineer

Eileen T. Kaplan (1992)
A.A.S., Howard Community College
Industry Certification Programs Administrator

Linda L. Kazanow (1999)
A.A.S., Howard Community College
Senior Programmer/Analyst

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A.A., Howard Community College; B.A., University of Illinois at Chicago
Biological Sciences Laboratory Manager

Kathleen M. Kersheskey (1988)
A.A., Howard Community College; B.S., University of Maryland; M.S. Johns Hopkins University
Job Assistant/Co-op Specialist

Haroon Muzzaffar Khalid (2002)
Computer/Network Support Technician

Joan B. King (1994)
B.A., Swarthmore College; M.S.W., University of Pennsylvania
Assistant Director/Counselor, Student Support Services

Jeanette Kissel (1994)
A.A., Howard Community College; B.S., Towson University
Academic Advisor

Julie E. Knox-Brown (1987)
B.S., Morgan State University; M.Ed., University of Cincinnati
Assistant Director of Advising

Beth Kolbe (2005)
A.A.S., Howard Community College
Preschool Teacher

Susan Kramer (1991)
Student-Alumni Arts Producer/Artistic Director

Michelle L. Kreiner (2005)
A.A., The Community College of Baltimore County
Preschool Teacher

Susan J. Kuipers (2002)
A.A., Orange Coast College
Cashiering Coordinator

Catherine LaFerriere (2005)
B.S., Carnegie Mellon University
Learning Assistance Center Math Specialist

Michael J. Ledesma (2005)
A.S., University of Hawaii, Kapiolani Community College
Sous Chef

B.F.A., Maryland Institute, College of Art
ELI Specialist/Instructor

M.Ed., McDaniel College
Admissions Counselor (Nursing and Allied Health)

Michele L. Lewis (2002)
Human Resources Information Specialist

Tricia Anissa Lewis (2006)
A.A., Howard Community College
Admissions & Advising Information Specialist (OE)

Barbara B. Livieratos (1987)
B.S., Castleton State College; M.A., University of Maryland
Assistant Director, Planning Research & Organizational Development

Donna D. Lloyd (1990)
Office Supervisor

Betty A. Logan (2000)
Program and Budget Assistant

Portia N. Logan (1991)
B.S., Mississippi University for Women
Compensation & HR Technology Manager

Susan C. Lorentz (2005)
B.A., University of Maryland Baltimore County; Ph.D., Union Institute
Assistant Director, Learning Outcomes Assessment

Linda L. Lowery (1983)
R.N., Saint Agnes School of Nursing
Textbook Manager
<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
<th>Education</th>
<th>Position/Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meredith A. Lowman</td>
<td>2006</td>
<td>A.A., Howard Community College; B.A., M.A., University College, University of Maryland</td>
<td>Basic Skills Intake/Assessment Specialist (ESL)</td>
</tr>
<tr>
<td>Michelle L. Monk</td>
<td>2000</td>
<td>B.A., University of Delaware; Microsoft Certification</td>
<td>Systems Administrator, Student Computer Support</td>
</tr>
<tr>
<td>Emily M. Owen</td>
<td>2005</td>
<td>B.A., The College of William and Mary in Virginia</td>
<td>Admissions Counselor (Nursing and Allied Health)</td>
</tr>
<tr>
<td>Gregory M. MacPhee</td>
<td>1996</td>
<td>A.A., Howard Community College; B.A., Governors State University</td>
<td>Admissions and Recruitment Counselor</td>
</tr>
<tr>
<td>William H. Moody</td>
<td>2005</td>
<td>Electrician</td>
<td>Life Fitness Center Manager</td>
</tr>
<tr>
<td>Julia L. Painton</td>
<td>2005</td>
<td>B.A., Vassar College; M.A.T., Johns Hopkins University</td>
<td>Disabled Student Services Counselor</td>
</tr>
<tr>
<td>Patricia A. MacTaggart</td>
<td>1991</td>
<td>B.S., University of Maryland Baltimore County</td>
<td>Financial and Operations Associate</td>
</tr>
<tr>
<td>Stephen P. Musselman</td>
<td>1985</td>
<td>B.S., Frostburg State University</td>
<td>Life Fitness Center Manager</td>
</tr>
<tr>
<td>Tracie L. Palm</td>
<td>2005</td>
<td>B.S., Indiana University of Pennsylvania; M.S., Johns Hopkins University</td>
<td>Coordinator of Co-Curricular Programs</td>
</tr>
<tr>
<td>Michael A. Malloy</td>
<td>1996</td>
<td>A.A., Community College of Baltimore Computer/Network Support Specialist</td>
<td></td>
</tr>
<tr>
<td>Thomas E. Nesser, Jr.</td>
<td>2003</td>
<td>Chief Plumber</td>
<td></td>
</tr>
<tr>
<td>Karen S. Paris</td>
<td>2004</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mary E. Newberger</td>
<td>1996</td>
<td>A.A., Catonsville Community College; B.A., College of Notre Dame of Maryland; M.B.A., Certificate Tulane University</td>
<td>Help Desk Administrator</td>
</tr>
<tr>
<td>Susan R. Pazornick</td>
<td>1999</td>
<td>B.S., University of Maryland, University College</td>
<td>Admissions &amp; Advising Information Specialist (Transcript Evaluator)</td>
</tr>
<tr>
<td>Melanie Martin</td>
<td>2005</td>
<td>A.A., Villa Julie College</td>
<td>Preschool Teacher</td>
</tr>
<tr>
<td>Michael D. Popp</td>
<td>2004</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paul Martin</td>
<td>2002</td>
<td>B.S., M.A., University of Maryland College Park; National Certified Counselor (NCC)</td>
<td>Career Counselor</td>
</tr>
<tr>
<td>Joseph A. Mason</td>
<td>2001</td>
<td>B.S., University of Maryland; M.A., Michigan State University; Licensed Professional Counselor</td>
<td>Assistant Director of Silas Craft Collegians Program</td>
</tr>
<tr>
<td>Mary K. Newhouse</td>
<td>2004</td>
<td>B.S., West Virginia University</td>
<td>Sales and Events Coordinator</td>
</tr>
<tr>
<td>Susan P. Pazornick</td>
<td>1999</td>
<td></td>
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<td>Joseph A. Mason</td>
<td>2001</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheryl D. Nitz</td>
<td>1996</td>
<td>R.N., B.S., University of Maryland Nursing &amp; Health Laboratory Manager</td>
<td></td>
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<tr>
<td>Michael D. Popp</td>
<td>2004</td>
<td></td>
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<tr>
<td>Kathleen M. McSweeney</td>
<td>1998</td>
<td></td>
<td></td>
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<tr>
<td>Elizabeth M. Noble</td>
<td>2005</td>
<td>B.S., Salem State College</td>
<td>Director of the Center for Entrepreneurial &amp; Business Excellence</td>
</tr>
<tr>
<td>Rita B. Quarles</td>
<td>2000</td>
<td>B.S.N., M.S.N., University of Maryland Assistant Manager, Nursing and Health Laboratories</td>
<td></td>
</tr>
<tr>
<td>Cheryl M. Reynolds</td>
<td>1984</td>
<td>A.A., Howard Community College</td>
<td>Financial Aid Specialist</td>
</tr>
<tr>
<td>Lisa F. Ragland</td>
<td>2005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carl A. Merritt</td>
<td>1999</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lisa Rhodes</td>
<td>2003</td>
<td></td>
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<tr>
<td>Susan L. Miller</td>
<td>1996</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emily M. Owen</td>
<td>2005</td>
<td></td>
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</table>
### College Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
<th>Education Details</th>
<th>Position Details</th>
</tr>
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<tbody>
<tr>
<td>Wendy M. Rhule</td>
<td>2004</td>
<td>A.A., Baltimore International College; A.A., Anne Arundel Community College; B.S., University College, University of Maryland</td>
<td>Guest Services &amp; Catering Manager</td>
</tr>
<tr>
<td>Parul K. Shah</td>
<td>2004</td>
<td>M.A., University of Maryland-College Park; M.S., Maharaja Sayajirao University of Baroda</td>
<td>LAC Tutor Coordinator</td>
</tr>
<tr>
<td>Neetika Sharma</td>
<td>2003</td>
<td>A.A., A.A., Howard Community College Technology Program Administrator</td>
<td></td>
</tr>
<tr>
<td>Jane Sharp</td>
<td>2001</td>
<td>B.A., St. Edwards University; M.S., Johns Hopkins University</td>
<td>Marketing Assistant</td>
</tr>
<tr>
<td>Robin C. Shipman</td>
<td>2000</td>
<td>A.A., A.A., Howard Community College Preschool Teacher</td>
<td></td>
</tr>
<tr>
<td>Margaret J. Skaggs</td>
<td>2000</td>
<td>B.A., Ladycliff College; M.Ed., Columbus College</td>
<td>Basic Skills Instructional Specialist</td>
</tr>
<tr>
<td>Jane F. Small</td>
<td>1995</td>
<td>B.A., Stonehill College</td>
<td>Transcript Evaluator &amp; Degree Audit Coordinator</td>
</tr>
<tr>
<td>Michael A. Smith</td>
<td>1977</td>
<td>Engineering Supervisor</td>
<td></td>
</tr>
<tr>
<td>Tabitha Y. Smith</td>
<td>2005</td>
<td>B.S., University of Maryland Baltimore County</td>
<td>Programmer</td>
</tr>
<tr>
<td>Valerie T. Smith</td>
<td>1996</td>
<td>A.A., Essex Community College</td>
<td>Network Administrator</td>
</tr>
<tr>
<td>Michael Snell</td>
<td>1992</td>
<td>Evening Engineer</td>
<td></td>
</tr>
<tr>
<td>Roger F. Stott</td>
<td>1999</td>
<td>B.A., University of the South; M.P.A., University of Maryland; M.S., Towson University</td>
<td>Instructional Technologist</td>
</tr>
<tr>
<td>Jae Hyun Suh</td>
<td>2000</td>
<td>B.S., University of Maryland Baltimore County</td>
<td>Computer/Network Support Technician</td>
</tr>
<tr>
<td>Eva Surowiec</td>
<td>2002</td>
<td>M.S., University of Agriculture and Technology</td>
<td>Admissions &amp; Advising Information Specialist (Advising)</td>
</tr>
<tr>
<td>Jacqueline L. Taylor</td>
<td>2001</td>
<td>A.A., Howard Community College Development Associate</td>
<td></td>
</tr>
<tr>
<td>Jose L. G. Tenorio</td>
<td>2001</td>
<td>Studio/Field Production Specialist/Technician</td>
<td></td>
</tr>
<tr>
<td>Judy A. Thomas</td>
<td>1987</td>
<td>A.A., Potomac State College; B.S., University of Maryland; Certified Program Planner (CPP)</td>
<td>Continuing Education Operations Analyst</td>
</tr>
<tr>
<td>Scott M. Thomas</td>
<td>2000</td>
<td>Senior Computer/Network Support Specialist</td>
<td></td>
</tr>
<tr>
<td>Christy Thomson</td>
<td>2001</td>
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</tr>
<tr>
<td>Charles P. Toth</td>
<td>2000</td>
<td>B.A., University of Pittsburgh; M.S., M.L.A., Johns Hopkins University Evening/Weekend Services Administrator</td>
<td></td>
</tr>
<tr>
<td>Charles A. Tracy</td>
<td>2002</td>
<td>B.A., San Jose State University; M.A., PhD., University of California Mediation Programs Coordinator</td>
<td></td>
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<tr>
<td>Vicky L. Trail</td>
<td>1976</td>
<td>Publications Assistant</td>
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<tr>
<td>Margaret W. Tricoli</td>
<td>2005</td>
<td>B.S.N., Dyuville College</td>
<td>Clinical Coordinator</td>
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<td>Joshua E. Tsitlik</td>
<td>2003</td>
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<tr>
<td>Kiran Vidyasagar</td>
<td>2002</td>
<td>A.A.S., Anne Arundel Community College Financial Aid Information Analyst</td>
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B.M., M.M., Mississippi College; D.M.A., The Peabody Conservatory of the Johns Hopkins University
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Professor, Social Science
Director, Frederick K. Schoenbrodt Honors Program

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Professor, Business; Coordinator of International Education

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Associate Professor, Mathematics

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Professor, Nursing

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Professor, Computer Support Technology and Electronics/Telecommunications

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Assistant Professor, English
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree and Institutions</th>
<th>Position</th>
</tr>
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<tbody>
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<td>Robin E. Allen-Klein (2002)</td>
<td>B.A., University of Southern California; M.Ed., University of California</td>
<td>Adjunct Instructor, English</td>
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Path: Noncredit writing class at HCC

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“Because of this class,” he says, “I now have the tools I need to go out on my own and begin submitting things I write to magazines. This was an intensely practical course. I highly recommend it to anyone at all interested in writing publishable pieces.”

And we recommend you, Chris, to computer and travel publishers.
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PARKING DESIGNATIONS
- Handicapped, by Permit Only
1–Open Parking
2–Employees Only
4–Licensed Motorcycles
5–Deliveries, Sales and Repair Representatives
6–Bicycles
Lots are lettered as shown on map.

TO OVERFLOW PARKING
DOWN HICKORY RIDGE RD.